2010

SELF-STUDY

SOUTH
PUGET
SOUND
*COMMUNITY
COLLEGE*

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COLLEGE

Comprehensive Self-Study Report
South Puget Sound Community College
Olympia, WA

Prepared for the
Northwest Commission on Colleges and Universities
October 11-13, 2010

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GLOSSARY OF TERMS

A

AA	Associate in Arts
AAS-DTA	Associate in Arts and Sciences – Direct Transfer Agreement
AAS	Associate in Applied Science
AAS-T	Associate in Applied Science - Technical
AB	Associate in Business
AB-DTA/MRP	Associate in Business – Direct Transfer Agreement/Major Related Program
ABE	Adult Basic Education
ADA	Americans with Disabilities Act
ADN	Associate Degree in Nursing
AEE-DTA/MRP	Associate in Elementary Education – Direct Transfer Agreement/Major Related Program
AFT/AFL/CIO	American Federation of Teachers/ American Federation of Labor-Congress of Industrial Organizations
AGS	Associate of General Studies
AHJ	Authorities Having Jurisdiction
AIFS	American Institute for Foreign Study
AP	Advanced Placement
ARC	Assessment and Research Council
AS	Associate in Science
ASB	Associated Student Body
ASC	Academic Standards Committee
ASG	Associated Student Government
ASSPSCC	Associated Students of South Puget Sound Community College
ATA	Associate of Technical Arts
AV	Audio-Visual
AVOTEC	Army Vocational Technical Certificate Programs

B

BAC	Budget Advisory Committee
BOT	Board of Trustees

C

CAD	Computer Aided Drafting
CALE	Credit for Alternative Learning Experience
CAPA	Center for Academic Programs Abroad
CC	College Council
CCL	Center for Continuous Learning
CCN	Common Course Numbering
CCSSE	Community College Survey of Student Engagement
CE	Continuing Education
CDA	Certified Dental Assistant
CEU	Continuing Education Units
CIS	Computer Information Services
CLAMS	College Librarians and Media Specialists
CLEP	College-Level Examination Program
Co-op	Cooperative Work Experience
COP	Certificate of Participation
CPA	Certified Public Accountant
CPM	Certified Public Managers
CPT	Computerized Placement Test
CWA	College-Wide Abilities

D

DTA	Direct Transfer Agreement
D-Course	Diversity Course
DOP	Department of Personnel

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E

EFDA	Extended Function Dental Auxiliary
EFL	English-as-a-Foreign Language
ELC	eLearning Council
EMBRACE	Educating Myself for Better Awareness and Culture Enrichment
EPA	Environmental Protection Agency
ESL	English-as-a-Second Language

F

FAE	Fixed Assets and Equipment Inventory System
FAFSA	Free Application for Federal Student Aid
FAM	Financial Aid Management System
FELP	Family Education Loan Program
FERPA	Family Education Right to Privacy Act
FMA	Faculty Master Agreement
FMS	Financial Management System
FSE	Washington Federation of State Employees
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
FY	Fiscal Year

G

GA	Washington State Department of General Administration
GAAP	Generally Accepted Accounting Principles
GE	General Education Committee
GED	General Education Degree
GEN ED	General Education Program
GLBTQI	Gay, Lesbian, Bi-sexual, Transgender, Questioning, and Intersex Students
GPA	Grade Point Average

H

HVAC	Heating, Ventilation, and Air Conditioning

I

IBEST	Integrated Basic Education and Skills Training
IC	Instructional Council
ICRC	Inter-College Relations Commission
IPIR	Instructional Program Institutional Research
IR	Institutional Researcher
IRS	Internal Revenue Service
ISS	Instructional Support Services
IT	Information Technology
ITS	Information Technology Services Department
ITESM	Instituto Tecnologico y de Estudios Superiores de Monterrey

K

KAIT	Kanagawa Institute of Technology

L

LCD	Liquid Crystal Display
LEED	Leadership in Energy and Environmental Design
LGBTQA	Lesbian, Gay, Bisexual, Transgender, Queer and Allies
LMC	Library Media Center
LMDC	Library Media Directors Council
LPN	Licensed Practical Nurse

M

MAPP	Measure of Academic Proficiency and Progress
MIS	Management Information System
MRP	Major Related Program
MSDA	Material Safety Data Sheet

N

NATEF	National Automotive Technician Education Foundation
NCLEX	National Licensing Examination for Nurses
NFEA	No-Fault Effectiveness Assessment
NLI	Non-Profit Leadership Institute
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities

O

OFM	Office of Financial Management
OIR	Office of Institutional Research
OSP	Office of State Procurement
OST	Office of the State Treasurer
OVTI	Olympia Vocational Technical Institute

P

PDU	Professional Development Units
PN-DTA/ MRP	Pre-Nursing Director Transfer Agreement/Major Related Program
PPG	Program Planning Guide

R

RCW	Revised Code of Washington

S

S&A	Services and Activity Fee
SAO	State Auditor's Office
SBCTC	State Board for Community and Technical Colleges
SBDC	Small Business Development Center
SEM	Student Enrollment Management Plan
SEOG	State Education Opportunity Grant
SMS	Student Management System
SPSCC	South Puget Sound Community College
SUB	Student Union Building

V

VCR/DVR	Video Recorder/ Digital Video Recorder

W

WAC	Washington Administrative Code
WAOL	Washington Online
WCCCSA	Washington Community College Consortium for Study Abroad
WLA	Washington Library Association
WSA	Washington State Auditor

Y

YMCA	Young Men's Christian Association

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EXECUTIVE SUMMARY

HISTORY OF SOUTH PUGET SOUND COMMUNITY COLLEGE

South Puget Sound Community College was initially founded as Olympia Vocational Technical Institute (OVTI) by the Olympia School District in 1962. In 1970, the Washington State Legislature approved and financed the acceptance of OVTI into the state community college system (now the state community and technical college system). The College joined Centralia College as part of Washington State Community College District Twelve. Shortly thereafter, the College was granted candidate status for accreditation by the Northwest Association of Schools and Colleges (now the Northwest Commission on Colleges and Universities). Following a self-study in 1974 and subsequent site visit, the College was granted full accreditation status in 1975.

In 1980, the Board of Trustees for Community College District Twelve passed a resolution calling for the evolution of the College to a fully comprehensive community college through the addition of an academic college transfer program. In 1982, the College began awarding the Associate of Arts degree. In 1984, the College name was changed to South Puget Sound Community College to recognize and describe more fully its comprehensive mission and its geographic service area. South Puget Sound Community College was created as Community College District No. 24 by an act of the Washington State Legislature in 1988. The enabling legislation, House Bill 1361, was passed by the Washington State House on February 2, 1988 and by the Washington State Senate on March 1, 1988. The governor signed the bill into law on March 16, 1988. With the passage of this legislation, South Puget Sound Community College became a separate community college district.

Self Study Process

South Puget Sound Community College has undertaken the development of this self-study methodically and purposefully in a genuine spirit of inquiry. The College's primary goals have been threefold:

1. to document the College's compliance with the Eligibility Requirements, Standards, and Policies of the Northwest Commission on Colleges and Universities;
2. to identify the strengths of the College's accomplishments and the challenges that remain before it; and
3. to outline future improvements for meeting these challenges and to assure continued fulfillment of the College's mission.

The self-study process began in spring 2008 with the development of a calendar of activities and milestones designed to produce a finished report by the end of August, 2010. Students, faculty, staff, administrators, and trustees were intentionally engaged in the effort, and as appropriate, individuals within these categories were recruited to represent all of the functional areas of the college. As a result, the report presents a representative view of the campus community on the College's fulfillment of the three goals outlined above.

The College established an Accreditation Steering Committee to conduct the self-study. This committee consisted of subcommittees for each of the nine Standards, the president's staff, the Accreditation Liaison Officer, the Director of Institutional Research, and the Student Senate President. The Accreditation Steering Committee was co-chaired by Paul Smith, a long-time faculty member, and Dave Kohler, Dean of Financial Services. Ms. Dorna Bullpitt, the Vice President for Instruction, is the College's Accreditation Liaison Officer. In all, over 90 individuals served on this committee. One of the biggest challenges was in maintaining consistent engagement of students across the two-year duration of the self-study process.

The work of the Accreditation Steering Committee was overseen by an Executive Committee comprised of the two co-chairs, the president's staff, the 12 chairs and

co-chairs of the nine subcommittees, the Accreditation Liaison Officer, the Institutional Researcher, and the President of the Student Senate. The members of this group, minus the president's staff, served as a Review Team to facilitate consistency of format and structure of the evolving drafts of the reports for each of the nine Standards.

As the College prepared for its decennial comprehensive evaluation, the College found itself in the midst of changes that have touched many areas. These include:

- a change in presidential leadership four years ago and subsequent changes in the administrative structure and many personnel at the vice presidential and dean levels,
- a dramatic increase in enrollment at the same time the College faced steep declines in state funding,
- success in efforts to grow online and hybrid delivery systems,
- the completion of three major instructional facilities, and
- completion of the design for a major renovation and re-purposing of the College Center to house the Library, Student Services, and e-Learning functions by 2013.

Less visibly, but absorbing an equal amount of institutional effort, college staff has been working hard to put systems in place that respond to recommendations from the prior decennial evaluation and subsequent focused interim visits. Strategic planning has been the centerpiece of these efforts. The College adopted an inclusive model for the planning process for the 2007-2010 time period. The resulting plan established specific objectives and strategies targeted at integrating "assessment, planning, and resource allocation at the institutional and program levels" and at implementing "systematic academic assessment that evaluates student learning outcomes in major program areas and in general education." While use of the plan proved it to be an imprecise tool for supporting all decisions, college staff has been diligent in using the plan as a driver for many systematic improvements. For example, it was used for campus-wide prioritization of major equipment acquisitions, for prioritization of faculty position allocations, and in 2009 for prioritizing strategies for a significant reduction in the operating budget. It has driven an incomplete but sustained effort to assess student mastery of the College-Wide Abilities across all of the College's programs, and it has led to the establishment of a comprehensive system of program and service reviews.

On June 9, 2010, the Board of Trustees adopted the Strategic Plan and Assessment for 2010 through 2013. Based on what was learned from using the 2007-2010 Strategic Plan, the newly adopted plan is much more tightly focused, more firmly grounded in a realistic assessment of the College's operating environment, and established on a framework for evaluating the College's effectiveness in fulfilling its mission. It is structured explicitly in response to obligations stated under the Northwest Commission on Colleges and Universities' recently revised Standards. It is also designed to drive forward the College's continuing efforts to improve the assessment of student learning outcomes at the course, program, and institutional levels.

The 2010 self-study substantively captures a sense of the College's compliance with the Eligibility Requirements, Standards, and Policies of the Northwest Commission on Colleges and Universities. It is the belief of the writers of this self-study that the self-study reflects the College's primary strengths and challenges. In addition, intended courses of action are identified in the self-study and the 2010-2013 Strategic Plan and Assessment establishes the correct path for strengthening the College in a rapidly changing environment. To this extent, the College believes it has met its goals for the self-study process.

Strengths

- The College has developed a culture that embraces institutional effectiveness and has aligned its institutional structures and decision-making processes to use data and assessment information to drive decision making at all levels in the organization (Standards 1, 2, 6, and 7).
- The College has clearly defined its role and mission, is assessing how well it is achieving its stated objectives, and is tying resource allocation to areas that need improving or where additional resources are needed to clearly attain the stated goals (Standards 1, 2, 6, and 7).
- The 2010-13 Strategic Plan is designed to satisfy the requirements of the Northwest Commission on Colleges and Universities Guidelines for future Self-Evaluations including information on core themes, objectives, indicators of achievement, and rationales (Standard 1).
- The College is committed to inclusiveness and transparency and practices this commitment in its model of shared governance. The College's administration and Faculty Senate work collaboratively and faculty, staff,

and students are well represented on key governance bodies (Standards 4, 6, and 9).

- The roles and relationships of college councils and committees are becoming more defined over time and communication regarding decisions is improving (Standards 1, 6, and 9).

- The faculty has ownership of the assessment of programs and student learning in the development of their own assessment plans. They also contribute to college-wide assessment efforts. Assessment is an integral part of College operations, and there is a strong system in place to support a continuous cycle of improvement across all divisions of instruction, student services, administrative services, and the library (Standards 2, 3, 4, and 5).

- The College benefits from dedicated and well-qualified faculty, staff, and administrators. The College maintains a strong commitment to serving students in a high quality manner especially in light of budget reductions (Standards 2, 3, 6, and 7).

- The College has a comprehensive program of high quality instruction in its degree and certificate programs that meet the ever changing needs of the community. The College is flexible as it responds to a diverse population of students in helping them achieve their goals to transfer, enter the job market, or learn basic skills (Standard 2).

- The College has maintained strong financial stability throughout periods of unstable enrollment and state budget downturns and throughout this time has maintained an impeccably clean audit record (Standard 7).

- The Foundation is strongly connected to the College and has raised significant community support for students, faculty, and staff (Standard 7).

- The College has a strong associated student body organization with highly engaged and active student leaders who participate in meaningful ways on College committees (Standards 3 and 6).

- In the last ten years, the College has benefitted from an array of new and remodeled buildings to house its instructional programs and services. The College has an effective system in place for identifying new building needs, obtaining resources, involving all concerned parties, and bringing the structures on-line in a timely and sustainable manner. Students, faculty, and staff are highly satisfied with the physical infrastructure and natural beauty of the campus (Standard 8).

Challenges

- The current state economic environment presents a challenge to the College in attaining its goals (Standards 1 and 7).

- The Washington State Community and Technical College system is challenged by legacy administrative systems that have not kept pace with the changing technological environment. New technology is expensive and new systems require flexibility and adaptability and this hinders the College's ability to progress in a manner that highlights responsiveness to its students and employees (Standard 9).

- It has been a challenge for all employees to gain a full level of understanding of the Strategic Plan. Work has been guided by the plan; however, many faculty and staff at the program and service levels may not always understand how their work is tied to the strategic priorities (Standard 1).

- Differential faculty workload is an issue that will require ongoing attention (Standard 4).

- Due to the transient nature of student representation on the College's councils and committees, it may be difficult for students to acquire the necessary information to be fully prepared to participate effectively (Standard 6).

Future Directions/Recommendations

- The College continues its strategic direction with the implementation of the 2010-13 Strategic Plan. This plan continues the work initiated in the 2007-10 plan; however, the new plan is more comprehensive and is grounded in a realistic assessment of the College's operating environment. It is designed to assess if the College is fulfilling its mission. This plan focuses and narrows objectives to high-level indicators of institutional effectiveness for better ease of tracking and communicating success to the campus community.

- The 2010-13 Strategic Plan identifies the need to acquire new and improved technology. Plans are underway to review and assess college operations related to technology and make recommendations for improvements.

- The College is committed to increasing its offering of online and hybrid courses to provide expanded access for students limited by time or transportation constraints. This will result in increased online enrollments and ease the demand on physical classrooms and campus parking.

- In times of diminishing state resources, the College should continue to diversify its revenue sources.

3

- The College has refined its model of shared governance. These refinements and the clear definition of roles and responsibilities should be clearly communicated to all college constituents.
- The College should update its policy and procedure publications to clarify information for decision makers, employees, and students.
- To assist with the ever-changing membership of students on College councils and committees, the College should develop an orientation or transition plan that includes students, faculty, staff, and administrators.

Eligibility Requirements for Accredited Higher Education Institutions

South Puget Sound Community College meets the eligibility requirements for accreditation as outlined below. Additional detail is included within the standards.

1. **Authority** – The College is authorized by the state of Washington through RCW 28B.50 to operate and grant degrees and certificates. The College is one of 34 community and technical colleges in the state. As such, the College is listed with and is provided support by the Washington State Board for Community and Technical Colleges (see Standard 1).

2. **Mission and Goals** – The College has a clearly defined mission supported by five value statements and two over-arching goals. The College's board of trustees approved the mission, values, and goals as part of the 2007-2010 strategic planning process that occurred in 2007. The mission, values, and goals were reviewed and updated as part of the 2010-2013 strategic planning process. Much of the College's financial resources are devoted to supporting the goals (see Standards 1 and 7).

3. **Institutional Integrity** – The College's governance system provides those most affected by board of trustees' decisions the opportunity to be informed and involved in the deliberations leading to policy formation and adoption. The College Council contains broad representation from the College community. Part of College Council's role is to review, discuss, and provide input to new policies before making a recommendation about those policies to the College president and the board of trustees. Included in the Board Policy Manual are the following: Chapter 2, Section VI, Code of Ethics; Chapter 2, Section VII, Academic Freedom; Chapter 3, Section I, Commitment to Diversity; Chapter 3, Section II, Affirmative

Action; Chapter 3, Section III, Harassment; Chapter 3, Section IV, Ethics in Public Service; and Chapter 4, Section VII, Academic Standards. Through these policies, the College is governed and administered with respect for the individual and in a non-discriminatory manner (see Standard 9).

4. **Governing Board** – Five unpaid individuals appointed by the governor of the State of Washington and confirmed by the Washington State Senate comprise the College's board of trustees. The board of trustees' authority is defined in the Board Policy Manual, Chapter 2, Section II, subsections A through S. The board of trustees establishes the College's vision and the "ends" to be achieved for the community and state. The "means" or methods used to achieve the ends are delegated to the chief executive officer, the president (see Standard 6).

5. **Chief Executive Officer** – Dr. Gerald Pumphrey is the chief executive officer for the College. Under authority given to the board of trustees under the Revised Code of Washington (RCW) 28B.10.528 and as outlined in the Board Policy Manual Chapter 2, Section II, subsection B. Dr. Pumphrey was appointed by the board of trustees in August, 2006. He may not serve as a member of the board of trustees or act as chair. His full-time responsibility is to the College (see Standard 6).

6. **Administrator** – The College provides an adequate number of qualified administrators and accompanying resources to achieve its mission, vision, and strategic initiatives (see Standards 6 and 7).

7. **Faculty** – The College employs 94 qualified full-time faculty (Fall 2009). Through the College's governance system faculty are involved in the formation of institutional policy through their participation in College Council, Instructional Council, the Assessment and Research Council, Academic Standards committee, the 2006 presidential search committee, strategic planning, the budget/large equipment prioritization committee, the new full-time faculty hiring prioritization committee, and the Exceptional Faculty, Faculty Sabbatical Leave and Faculty Summer and Extended Studies committees. Faculty workloads are defined through contractual agreements and are reflective of the mission and goals of the institution while allowing time and support for professional growth and renewal (see Standards 4 and 6).

8. **Educational Programs** – In line with its mission, vision, and goals, the College offers a broad array of educational programs leading to the following types of degrees: Associate in Arts, Associate in Science (Tracks 1 and 2), Associate in Applied Science, Associate in General Studies, Associate in Business (Direct Transfer), Associate in Elementary Education (Major Related Pathway/Direct Transfer) and Associate in Pre-Nursing (Major Related Pathway/Direct Transfer). All the College's degree granting programs of study are based on recognized fields of study, require the effective use of library and information resources, and contain the appropriate levels of quality and rigor. Further, the programs are sufficient in length and content and provide for ongoing opportunities for faculty and student interaction. All educational programs are approved by the College's board of trustees and the Washington State Board for Community and Technical Colleges (see Standard 2).

9. **General Education and Related Instruction** – The College's six transfer programs require a substantial and coherent component of general education:
   a. Associate in Arts – 90 credits required, a minimum of 75 are in general education.
   b. Associate in Science Tracks 1 and 2 – 90 credits required, a minimum of 85 are in general education.
   c. Associate in General Studies (non-transferable) – 90 credits required, a minimum of 40 are in general education.
   d. Associate in Business – 90 credits required, 60 are in general education with 25 required credits from business and accounting and 5 elective credits in either mathematics or other depending on transfer destination.
   e. Associate in Elementary Education – 90 credits required, a minimum of 75 are in general education.
   f. Associate in Pre-Nursing – 90 credits, a minimum of 85 are in general education.
   g. Associate in Applied Science and certificates of 45 credits or more – required credits vary by program with all AAS degrees requiring at least 90. All programs whether they are AAS degrees or certificates of 45 credits or more require a minimum of 20 credits in related instruction: 10 in communication, 5 in computation, and 5 in human relations (see Standard 2).

10. **Library and Learning Resources** – The College's library provides resources, technology, and services in support of its mission and educational programs. In addition to its book collection, the library increasingly uses technology to assist students to develop their skills for effectively using information. Online reserve materials and major research databases are available for student and faculty research. Reciprocal borrowing privileges are also available (see Standard 5).

11. **Academic Freedom** – According to the faculty contract, faculty are entitled to freedom in the classroom in the discussion of the subject taught. Each faculty member is a citizen and as such has the same rights as other citizens (see Standards 4 and 9).

12. **Student Achievement** – The College publishes its College-Wide Abilities outcomes in the print catalog along with learning outcomes for the professional technical degree and certificate programs. Methods have been developed and implemented for measuring and improving student learning outcomes through the attainment of College-Wide Abilities and the development of technical skill proficiencies (see Standard 2).

13. **Admissions** – The admissions standards for the College, as described in the 2009-10 College Catalog, state that "Applicants who are high school graduates or adults 18 years or older are eligible for admission. An applicant under 18 and not a high school graduate must follow a special admissions process. Contact Enrollment Services for details" (page 9). Students can apply for admission either online at www.spscc.ctc.edu, in person, or have an application mailed by calling (360) 596-5241. The Placement Test is required of all students enrolling in math or English classes or if enrolling in 10 or more credits, or pursuing a certificate or degree (see Standard 3).

14. **Public Information** – The College publishes its catalog and quarterly class schedules in both paper and electronic form. Among other matters, the catalog and/or the quarterly class schedule make clear the College's purposes by publishing its mission, vision, values, goals, and objectives. The catalog and/or quarterly schedules also contain accurate information pertaining to admission requirements and procedures, academic rules and regulations, costs and refund policies, programs and courses, students'

rights and responsibilities, academic credentials of faculty and administrators, and attendance and withdrawal policies. Board policies and the College Handbook are available in printed and electronic versions. The college relations department staff oversees college advertising, produces the major college-wide publications, provides public relations and marketing advice to other departments, reviews and approves major public relations and marketing activities, and maintains the College's website (see Standard 3 and Policy 3.1).

15. **Financial Resources** – The College's annual operating budget is developed with broad-based input from staff and faculty. Once developed and balanced against state-allocated revenue, the budget is annually presented to the board of trustees for review, discussion, and approval (see Standard 7).

16. **Financial Accountability** – Representatives from the Washington State Auditor's Office audit the College's financial records every two years (see Standard 7).

17. **Institutional Effectiveness** – The College maintains an office of institutional research whose staff tracks the College's effectiveness through printed documents such as the Fact Book produced annually, progress reports pertaining to the Strategic Enrollment Plan, the College's Strategic Plan, Core Indicators, student satisfaction reports, alumni and employer survey data, assessment plans and reports to name a few (see Standard 1).

18. **Operational Status** – The College as a separate entity has been in operation since 1988 through an act of the Washington State Legislature. The original institution, Olympia Vocational Technical Institute, was established in 1962 (see Standard 1).

19. **Disclosure** – The College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require in carrying out its evaluation and accreditation function.

20. **Relationship with the Accreditation Commission** – The College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with those standards and policies as currently stated or as modified in accordance with Commission policy. Further, the College agrees that the North-

west Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The College understands that the Commission treats institutional self-study reports and evaluation committee reports as confidential; however, the College may choose to release the documents.

Progress Since the 2000 Self-Study Report

In the year 2000, South Puget Sound Community College underwent a detailed self-study. On October 23-25, 2000, the campus was visited by an external accreditation team from the Northwest Association of Schools and Colleges (now referred to as the Northwest Commission on Colleges and Universities) to complete a full-scale evaluation visit. In re-affirming accreditation, the Commission requested a follow up report in which the College was required to address nine recommendations in five key areas. The following is a description of progress made on those recommendations since the year 2000.

1. Institutional Effectiveness and Evaluation Process

This key area included recommendations 1 and 2 from the 2000 full-scale evaluation, which were as follows:

1. **More widely make public the documentation of College mission, goal, objective, and vision accomplishment (Standard 1.A.1).**
2. **Formally define its evaluation and planning progress (Standard 2.B.1).**

Recommendation 1 was promptly addressed following the 2000 visit. The board of trustees and College president were actively involved in developing vision and goal statements as well as establishing a process for regular review. This included creating a strategic plan that stated specific outcomes, an implementation time line, and progress measures that would demonstrate mission fulfillment. To make the College's mission, goal, objective, and vision statements more visible, the College began publishing the statements in the College Handbook, the College Catalog, the College website, and the quarterly class schedules.

In the 2005 Regular Interim Report, the College's board of trustees, president, and staff were commended for their "dedication and persistence to fully develop an institutional effectiveness program and strategic planning

process that is positioned to provide for college evaluation, vision, and planning." The College's strategic plan is regularly reviewed and has since been updated in 2007 and 2010.

Following the 2000 visit, **Recommendation 2** was addressed through a planning series. As mentioned above, a new strategic plan was developed, and one of the resulting Vision Statements included "continuous process of academic planning and assessment which would ensure the provision of quality educational opportunities for all students." The president appointed a task force charged with developing an Institutional Effectiveness Plan that would provide a comprehensive plan for evaluation and accountability. In addition, the board of trustees adopted a policy in June of 2001 that calls for a periodic assessment of college programs and services, including a formal strategic planning process not less than every five years (continual progress is outlined below in combination with the following Recommendations).

2. Educational Program Assessment and Integration into Campus Planning Processes

This key area included Recommendations 3, 4, and 5 from the 2000 full-scale evaluation, which were as follows:

3. **Define and conduct, on a regular basis, the process for assessing all College educational programs (Standard 2.B.1).**
4. **Identify and publish expected learning outcomes for each degree and certificate program, and through regular and systematic assessment demonstrate that students have achieved those outcomes (Standards 2.B.2 and 2.A.4).**
5. **Use assessment activities to improve teaching and learning (Standard 2.B.3).**

These three recommendations were addressed in the March 2002 Focused Interim Report. In response to these issues, an Assessment Team was convened in the spring of 2001. This group was charged with overseeing the assessment process and ensuring that it was not only happening, but that the results were being used for revising courses and programs based on the findings. This group has since been renamed the "Assessment and Research Council" (ARC), and is a fully active work group.

Additionally, two college-wide assessment retreats were held for the purpose of assisting faculty in understanding the assessment cycle and articulating their programs' assessment plans into a cohesive format. A result of this

process was a six-step evaluation plan for assessing student learning and the uniform "assessment grid" which helped to formalize the assessment process. The grid helped to address **Recommendation 4** by having student learning outcomes listed in the first column followed by reported results that show whether the outcome had been met. This exercise also helped to ensure that all student learning outcomes that were part of a program were clearly published on the course outline and program planning guide.

Since the inception of ARC, the College has tried a number of different approaches to systematic assessment that lead to the improvement of teaching and learning, but a lack of time and direction was often the cause of uneven and inadequate results. To alleviate this ongoing issue, the College hired an institutional researcher (IR) in 2007 whose job description included providing consultation to faculty on student outcomes and educational assessment and designing measures and collecting data to assess college-wide goals and objectives. The institutional researcher serves as a highly active member of ARC and is able to provide the coordination, research, and data support that is needed to conduct systematic assessment in an effective way.

Under the strong leadership of the vice president for instruction, the division deans, and the institutional researcher, ARC has become an integral mechanism for creating a culture of assessment and has integrated the concept of data-driven decision-making into all aspects of planning and evaluation. The College was commended for its efforts by the Focused Interim Evaluator in 2008 who remarked, "The Assessment and Research Council is commended for its leadership, genuine enthusiasm, and passion to identify what students are learning, and to use that information to improve the educational program" and "The College is commended for beginning to integrate assessment into planning processes and budget decisions."

3. Administrative Assignments

This key area included Recommendation 6 from the full-scale evaluation as follows:

6. **Review responsibilities of faculty with administrative assignments to assure adequate time for academic planning, curriculum development, academic advising, and institutional governance (Standard 4.A.3).**

In response to **Recommendation 6**, an Instruction Structure Task Force was established in summer 2001 with the responsibility of researching and recommending changes to the administrative and organizational structure of the academic and technical divisions. The group made its recommendations to the president and vice president for instruction, who in turn developed a proposal for a reorganization of the instruction division. This new structure was implemented in 2002 with the creation of full-time administrative deans. An evaluation of the new structure was done in 2003 which revealed a majority of positive aspects about the change, with the exception of faculty's ability to focus more attention on their teaching responsibilities.

During the October 2005 Regular Interim Visit by the Commission, the evaluators conducted interviews to gauge the effectiveness of this change. The results were positive and the College appeared to be headed in the right direction.

In 2005, the College established an Instructional Workload Taskforce, which was charged with examining the current faculty workload including administrative duties. The results showed an inconsistency about the definition of administrative duties and that workload was not distributed in an equitable way. To help alleviate this issue, the faculty contract that was ratified in spring 2005 instituted a new procedure that requires each faculty member to develop an individual annual work plan in conjunction with his or her respective dean. The work plan is required to outline the non-teaching duties of each faculty member providing the opportunity for the dean to assign duties in proportion across the division.

The College continues to analyze faculty workloads through negotiations to come to agreement on ways in which workloads are viewed as more equitable. After analysis and study, further revision to the instructional structure was implemented in July 2008. Dean positions were consolidated and program leads were created within each division. This was done to create more administrative efficiencies and give faculty in lead positions more time to complete identifiable administrative duties. Definitions and duties for program leads are included in the July 1, 2007 to June 30, 2010 negotiated faculty agreement.

4. Part-time Faculty Evaluation System and Review of Credentials

This key area included Recommendations 7 and 8 from the full-scale evaluation, which were as follows:

7. **Verify and record part-time faculty credentials to demonstrate that they are qualified (Standards 4.A.1 and 4.A.8).**
8. **Regularly and systematically evaluate part-time faculty using multiple indices (Standard 4.A.5 and Policy 4.1).**

In response to **Recommendation 7**, the human resources office reviewed all adjunct faculty personnel files and recorded the corresponding terminal degree in the computerized/payroll system. This practice has been followed consistently since the 2000 visit allowing educational level for adjunct faculty to be included in staff statistics published in the annual College Fact Book. Additionally, the review of adjunct faculty personnel files included verifying receipt of official transcripts where appropriate. The faculty members whose transcripts were missing were sent a letter requesting the transcripts that indicated receipt of said transcripts were a condition of initial or continued employment.

Since 2001, a procedure has been in place where the division deans of all newly hired adjunct faculty are required to attach the new employee's college application with the "intent to hire" form. These application materials are forwarded on to the vice president of instruction for final authorization, after which they are returned to human resources and the data is entered into the system.

In response to **Recommendation 8**, the College hired a new human resources employee in September of 2001 to track and maintain the schedule of adjunct faculty evaluations. A detailed process was outlined where the information was kept in a database and communicated to the appropriate dean indicating the time for an adjunct faculty member to be evaluated based on the guidelines outlined in the Faculty Master Agreement. The current agreement states that adjunct professors will be evaluated using multiple indices and on a five-year cycle. To fully implement this process, a policy was established that specifically stated that the evaluations of adjunct faculty would include: 1) peer evaluations, 2) student evaluations, 3) self-examination, and 4) review and appraisal by the division dean. This clarification was a result of the new instruction administrative structure and the addition of academic division deans that occurred in 2003.

The tracking and scheduling of adjunct faculty evaluation has since moved from HR to the division offices.

A follow up to this process was done in 2007 as a result of continuing recommendations from the Commission in this area. The conclusion from the 2007 Focused Interim Visit was that the evaluation process had been standardized and administered consistently across campus, and the College had resolved the issue. The College has since placed a greater emphasis on record-keeping and proper scheduling in order to remain in compliance with the evaluation schedule and guidelines.

5. Campus Communications

This key area included Recommendation 9 as follows:

> 9. **Facilitate and encourage open communication between administrators and faculty (Standard 6.C.6).**

In response to **Recommendation 9**, the College held a retreat with a consultant for administrative staff, created a Communication task force, and held an open forum to gain a better understanding of the depth of the communication problem. Many issues arose in the course of this process that required significant attention; consequently, the College hired another consultant to conduct a more formal and comprehensive method of gathering information using focus groups. The result was recommendations and specific tasks for the College to work on. In April 2002, the College submitted a Focused Interim Report where substantial evidence was provided showing that the College had addressed the communication issues. Additionally, evaluators from the 2005 Regular Interim visit interviewed a number of representatives from various campus groups, who also verified sincere efforts made by the administration to encourage open communication between faculty and administration.

Conclusion

Since the last accreditation visit, South Puget Sound Community College has experienced:

- significant changes in leadership,
- the addition of much needed new and renovated buildings,
- a more visible community presence,
- improved strategic directions with broad-based campus and community involvement,
- the establishment of more sophisticated decision-making, planning, and governance structures,
- a data driven decision-making model, and
- the institutionalization of program and service improvements.

During this time, it has also experienced challenges with more students seeking access at a time of diminishing resources. The self-study has provided the College with an opportunity to reflect on where the institution has been, the steps that have been taken since the last self-study, and the future directions needed to achieve its mission. The accreditation standards in this document lay out the College's operations: its issues, strengths, and challenges. This process has confirmed that the ultimate strength of the institution is a core of exemplary employees who are committed to providing access to quality programs that help students succeed and realize their aspirations.

STANDARD 1

Institutional Mission and Goals, Planning and Effectiveness

INTRODUCTION

South Puget Sound Community College's 2007-2010 Strategic Plan (see Exhibit 1.A.1) has provided guidance to the campus community: directly to its leaders and through their direction to those who work in the College's programs and services. It has driven or informed multiple decisions and processes across the campus: College Council's budget reduction plan, college-wide prioritization of large equipment acquisitions, prioritization of staff and faculty position requests, and the funding process for individual professional development requests. The Strategic Plan has been revisited and revised, and the new 2010-2013 Strategic Plan was adopted by the board of trustees on June 9, 2010 (see Exhibit 1.A.2).

1.A   Mission and Goals

Analysis and Appraisal

1.A.1 Understanding of Mission and Goals

The College's 2007-2010 mission, values, and goals were derived from the campus community through two processes (see Table 1.A.1):

- The process of identifying the College's values included the entire campus community – faculty, students, staff, and administrators – through a series of forums hosted in April 2007.
- The process of identifying the College's mission and goals took place in two stages: initial input from forty representatives from all programs and services including students, faculty, staff, and the board of trustees, and subsequent work by a subcommittee of the larger group with a charge to "develop and prioritize the elements of the Strategic Plan" (see Exhibit 1.A.3).

The College initiated the 2010-2013 strategic planning process in fall 2009 with College Council at its core and another eighteen individuals representing the board of trustees, College foundation, partnering colleges and universities, and functional areas of the College not represented on the Council (see Exhibit 1.A.4).

The 2007-2010 mission statement (see Exhibit 1.A.5) is easily and widely understood by the campus community. The value statements (see Exhibit 1.A.5), which were inclusively derived from the staff and faculty, are also well understood by the campus community.

President's staff understands the Strategic Plan in its entirety and communicates its goals, objectives, and strategies to the external and internal community using the vocabulary of the plan (Exhibits 1.A.6, 1.A.7, 1.A.8). Staff and faculty who serve on decision-making committees or request professional development funds, equipment, or staff positions are familiar with the Strategic Plan since they are required to base their decisions and build their rationale on its specific goals and objectives. A face to face qualitative survey conducted in January 2010 verified that others across the community (see Exhibit 1.A.9) have a common understanding of the College mission and values and a general knowledge of the College's goals and objectives.

1.A.2 Publication of the College's Mission

The mission, goals, and objectives are published in the College Catalog (see Exhibit 1.A.10 - 2009-10 College Catalog, page 2), and on the College's website. The mission and values are published on the "Mission and Values" page and the entire strategic plan is published on the College's website.

Table 1.A.1 2007-2010 Mission and Strategic Plan Development Timeline

Date	Action
March 7-13, 2007	Steve Wall's Educational Planning External Scan administered.
April 2007	College hosted forums that gathered staff and faculty input in the process of identifying the College's values (Values Grid, April 2007 (see Exhibit 1.A.11).
May 9 & 10, 2007	Two-day retreat held at Hawks Prairie that included forty representatives from all program and service areas including students, faculty, staff and the board of trustees.
May-June, 2007	Strategic Planning Subcommittee met twice to "develop and prioritize elements of the Strategic Plan and ensure that the plan remain[ed] true" to the input from the larger group. The subcommittee of seventeen included six representatives from instruction, four from administrative services, one from human resources, two from student services, and four from the president's office.
Fall 2007	Draft presented to the College community during Kickoff Week Convocation.
December 13, 2007	Final draft of the College's mission, values, and goals was presented to the board of trustees for first reading and adoption.

December 2007-June 2008	Strategy teams were formed to identify initiatives, attach new or existing measures to objectives, and establish baselines to ensure accountability and efficiency. Work included: defining the mission, considering and prioritizing multiple objectives, listing of shared values that informed the priority of the objectives, and creating consensus in current strategic plan.
Spring 2008	Final Strategic Plan (see Exhibit 1.A.12) was presented to the community in the Spring 2008 issue of Soundings.
2009-2010	The process to develop the 2010-2013 Strategic Plan began in fall of 2009. Nov. 2009 - Jan. 31, 2010 College gathers resources Early Feb. 2010 Board reviews resources and sets strategic priorities Feb. through April 2010 Strategic Planning facilitated by external consultant May 13, 2010 First reading by board of trustees June 9, 2010 Target date for approval by board of trustees July 1, 2010 Implementation of new Strategic Plan

1.A.3 Documentation of Mission and Goals

Progress toward accomplishing the College's mission and goals is documented through reports to the board (see Table 1.A.2).

Table 1.A.2 Progress on Mission and Goals

Annual Strategic Priority 2008-2009	2008-2009 Responsible Group	Assessment/ Results/Action
Respond to the increasing demand for online and hybrid offerings	Instruction Department	Increased online/hybrid offering from 172 to 450, a 133 percent increase. Hired eLearning manager to support faculty and manage offerings.
Implement systematic academic assessment that evaluates student learning outcomes in major program areas and in general education	Instruction Department, ARC, Institutional Researcher	College-wide abilities rubric developed, piloted, and incorporated in 2007-2009 assessment reports (see Exhibit 1.A.13).
Develop and implement a strategic enrollment management (SEM) plan	Student Services, Instruction	Created and implemented Strategic Enrollment Management Plan (see Exhibit 1.A.14).

Address community and business environmental changes through dynamic planning	Advisory Committees, Workforce Development, Center for Continuous Learning, President's staff, Deans	Gathered input from advisory committees on which programs best fit the changing marketplace. Created two new certificate programs based on input: Building Information Modeling and Land Surveying. Created short-term, intensive worker retraining programs to respond to immediate needs. Repackaged business and industry training in shorter offerings to match training department budget restraints.
Systematically assess and improve processes and procedures	All	Revised equipment allocation process using electronic resources; hiring process; and purchasing process.
Develop and implement a marketing plan	College Relations	Marketing Plan (see Exhibit 1.A.15) completed and mostly implemented. Starring In Your Own Life campaign launched.
Design and implement a staffing model that supports efficient and accessible operations.	Human Relations	Strategy on hold. A series of budget cuts occurred and priority was placed on maintaining instructional core mission and retaining full-time faculty positions.
Implement a systematic instructional program review process that integrates academic assessment and planning and influences resource allocation.	Program Review Committee and College Council	Created a program/service review document in Spring 2009, piloted in Summer 2009, and revised. Schedule for three- year-cycle review established.

1.A.4 Consistency of Goals with Mission and Resources

The College's values are consistent with its mission of "engaging our community in learning ... for life."
The College's stated values are to:

1. pursue excellence
2. operate in an atmosphere of accountability and respect
3. accept responsibilities to the communities we serve
4. foster inclusiveness at our campuses
5. provide student-centered education

The College's goals—to support student-centeredness and effectiveness, efficiency, and fiscal accountability—are consistent with its resources. The goals are reflected in the way the College addresses its human, physical, and financial resources:

Human Resources:
- Hiring Process (see Exhibit 1.A.16) and Screening Committee Handbook (see Exhibit 1.A.17).
- Requests for professional development funds.
- Fulltime faculty prioritization process and scoring rubrics tied to and consistent with objectives, Strategic Plan, and Strategic Enrollment Management Plan (see Exhibit 1.A.14).

Physical Resources:
- Management of grounds, buildings, building utilization and levels of maintenance according to the Campus Master Plan (see Exhibit 1.A.18).
- Priority scheduling of credit and then non-credit classes first with other requests for classroom use delayed until after the 10th class day.

Financial resources and resource allocation processes:
- Budget development.
- Equipment prioritization process is tied to and consistent with goals and tied to mission/goals/strategies, and the results of criteria-based scores are recorded.
- Budget reduction process through the College Council was transparent.
- Faculty position prioritization process.

Overall, the strategies outlined in the Strategic Plan connect the mission and goals to the resources and the processes for resource allocation.

1.A.5 Direction of Educational Activities, Admission Policies, Selection of Faculty, Allocation of Resources and Planning

The institution's mission and goals give direction to: its educational activities, its admission policies, selection of faculty, allocation of resources, and planning.

The interviews with President Gerald Pumphrey and the vice presidents reflect that the mission and goals (objectives/strategies) provide direction to the senior administration. All members of the leadership team indicated that the strategic priorities guide their work. They benefit from regular meetings for feedback on the strategic priorities and they tie work in their service or program areas to these priorities.
- The vice president for instruction uses the mission and goals to drive the work of the academic deans and directors and the various committees and councils that she chairs;

- The vice president for students uses the Strategic Plan to guide the work of student services and the annual strategic priorities to allocate resources; and
- The vice president for administration uses the Strategic Plan to manage the financial resources of the College and to direct the work of administrative services. There is ample evidence that the annual strategic priorities for 2007-2008 (Exhibit 1.A.19) provided direction for decision-making committees and councils.

1.A.6 Public Service

Classified staff, faculty, and administrators are involved in a wide range of charitable and community and service organizations (see Exhibit 1.A.20) including: Rotary Club, Thurston County Chamber of Commerce, Olympia Lacey Tumwater Visitor and Convention Bureau, United Way, and many other community organizations. The College also provides service to the community by providing co-sponsored activities and services. Examples include the following:

Activities: Expanding your Horizons, Latino Youth Summit, parenting lecture series, art gallery space, Thurston County Food Bank drive host, Olympia World Affairs Council banquet host, Combined Fund Drive, and Annual Christmas Drive for Toys for needy children. Services: Small Business Council, Dental Clinic, and Olympia Chamber Orchestra co-sponsor member.

1.A.7 Substantive Change

During the 2008-2009 academic year, the College sought approval from the Northwest Commission on Colleges and Universities (NWCCU) through the vice president for instruction to make substantive changes on two occasions: to offer an associate of arts degree entirely online (see Exhibit 1.A.21), and to change the name of the professional technical degrees to associate of applied science (AAS or AAS-T) (see Exhibit 1.A.22).

Strengths
- The College operates with an informed sense of direction. The Board and upper management share a clear vision of the mission, values, and goals of the College. Administrators work well as a team and use this vision to direct the work of staff throughout the College.
- Staff, faculty, and administrators understand and are committed to the mission of community colleges and the expressed mission, values, and goals of this College.

- A representative group participates in updating and revising the Strategic Plan and in shaping the mission, values, and goals.
- College staff members understand how their work contributes to the goals and are dedicated to the mission of the College.

Challenges

- Staff and faculty not directly engaged in decision making may not relate to or use communication related to goals, objectives, and strategies within their area.
- Strategic priorities are consistently made available but are not always known by staff and faculty. Although work is guided by these priorities at the dean and director levels, those at the program or service level involved in implementation may not always understand how their work is tied to these annual priorities.

Future Directions/Recommendations

- Communicate goals, objectives, and strategies in language that the College community can easily and readily recognize and understand.
- Clearly define the connection between faculty and staff's daily work and the goals, objectives, and strategies of the College.
- Increase the visibility of the mission and goals.

1.B   Planning and Effectiveness

Analysis and Appraisal

The College adopted an inclusive planning process for the 2007-10 time period. The resulting plan established specific objectives and strategies targeted at integrating "assessment, planning, and resource allocation at the institution and program levels" and at implementing "systematic academic assessment that evaluates student learning outcomes in major areas and in general education." While the 2007-10 Strategic Plan proved to be an imprecise tool for supporting all decisions, college staff members have been using the plan as a driver for many systemic improvements. For example, it was used for campus-wide prioritization of equipment acquisitions, for prioritization of faculty position allocations, and in 2009 for prioritizing strategies for a significant reduction in the operating budget. The Plan has driven the effort to assess student mastery of College-Wide Abilities (see Standard 2) across all college programs, and it has led to the establishment of a comprehensive system of program and service reviews.

On June 9, 2010, the board of trustees adopted the Strategic Plan and Assessment for 2010-13. Based on what was learned from using the 2007-10 Strategic Plan, the current one is more tightly focused, more grounded in a realistic assessment of the College's operating environment, and established on a framework for evaluating the College's effectiveness in fulfilling its mission. It is structured explicitly in response to obligations under the Northwest Commission on Colleges and Universities' recently revised standards. It is also designed to drive forward the College's continuing efforts to improve the assessment of student learning objectives at the course, program, and institutional levels.

1.B.1 Institutional Evaluation and Planning Processes

Planning processes and the evaluation of these processes are widespread and systematic as referenced in the following table (see Table 1.B.1):

Table 1.B.1 – Planning Processes with Oversight Responsibilities

Planning Process	Evaluation/Oversight
Strategic Enrollment Management Plan	Core Oversight Group
Strategic Plan	College Council, President's Staff
Budget Reduction	College Council
Campus Master Plan	Vice president for dadministrative services and dean of capital facilities
Full-Time Faculty Prioritization	Vice president for instruction, deans and faculty
Large Equipment Prioritization	Budget Advisory Committee
Program and Service Review	College Council
Schedule Creation	Instruction
IT Strategic Plan	IT Strategic Planning Committee
Graduate Survey	Instruction

The College uses a variety of procedures to evaluate the extent to which it achieves institutional goals including internal and external surveys, reports, assessment processes, and verbal communication.

Market analyses of the College (see Exhibit 1.B.1), were conducted in 2006 and 2009 to assess perceptions and these reports helped inform the process of revising the Strategic Plan. The annual Fact Book (see Exhibit 1.B.2) is submitted to the board of trustees along with a variety of status reports that are required documents that help indicate the extent to which the College is meeting its

goals. The president's staff develops annual strategic priorities to focus the College's efforts and increase its accountability.

1.B.2 Systematic Planning and Evaluation Consistent with Mission and Goals

Program and service reviews are an example of a system the College utilizes to evaluate teaching and student support activities. This newly implemented system provides a single planning and evaluation tool for the entire campus, and the results will influence instructional programs, services, and activities. A pilot of the review process was conducted in summer 2009. Following the pilot, the review process was evaluated and modified, and a three-year sequence of evaluations was developed for programs and services. This process complements the existing large equipment prioritization process, which links equipment needs directly to the Strategic Plan and is evaluated by a cross section of the campus community.

Although research is not a community college mission per se, the College has approved research projects in anthropology and psychology as consistent with the mission and goals and project summary (see Exhibits 1.B.3 and 1.B.4). These projects provide students with problem-based learning experiences and opportunities to hone their critical-thinking skills.

Some public service activities are evaluated against College goals and mission. However, the College's public service activities may not be systematically planned for or evaluated. Many of the community service activities (see Exhibits 1.B.5 and 1.A.20) sponsored by the College are initiated by programs, departments, faculty, or staff rather than driven by College priorities.

1.B.3 Participation in Planning

The governance system at the College (see Exhibit 1.B.6) supports the College's mission, values, strategic directions, and learning outcomes. The following stakeholders represent constituencies appropriate to the institution, and participate in planning processes: board of trustees, students, classified staff, faculty, and the exempt/administrative staff.

The College Council is the major internal planning and policy recommending body. The Council's membership is comprised of vice presidents, classified staff, classified union representative, faculty union representative, faculty senate representative, student government repre-

sentative, institutional researcher, administrative/exempt staff representatives, members-at-large, and ex-officio advisors (chief human resources officer and director of budgeting services). Council representatives are expected to act as liaisons to their respective constituent groups. Additional representatives of the staff are involved in the College's decision-making processes. In 2008, for the first time, state-mandated budgetary reductions were discussed at length by the College president, members of the administration, and the College Council. As a result, the College community was asked to present ideas for cost savings. These ideas were sorted by the administration, reviewed and prioritized by the Council, and implemented as prioritized.

An annual large equipment budgeting process was established in 2007 whereby administrators, classified staff, and faculty met to evaluate and prioritize campus-wide requests for large equipment from a central pool (see Exhibit 1.B.7 - 2008-2009 Equipment Allocation Process).

Another example of an improvement is the faculty hiring prioritization committee. Members included the instructional vice president, division deans, and faculty. Rationales for filling positions were presented through proposal packets and a vote of the membership determined which positions were filled.

The 2007-10 Strategic Plan established specific objectives and strategies targeted for assessment, planning, and resource allocation at the institutional and program levels. The Plan also implemented systematic academic assessment to evaluate student learning outcomes in major program areas and in general education. Use of the Plan proved it to be an imprecise tool for supporting all decisions, although College staff has been diligent in using the Plan as a driver for many systematic improvements including the sustained effort to assess student mastery of the College-Wide Abilities across all program areas. It has led to the establishment of a comprehensive system of program and service reviews.

The College drew from the lessons learned from the 2007-2010 Plan. As the College updated the Strategic Plan, it reviewed and affirmed the mission and values of the College. In the 2010-13 Plan, core themes which establish its mission have been identified; achievable and verifiable objectives were set; criteria for assessment were established; a framework for evaluation and continuous improvement was provided; and a prioritization or re-prioritization of resources allocated to the achieve-

ment of its objectives was established. The 2010-2013 Strategic Plan was adopted on June 9, 2010 by the board of trustees.

The College's values of operating in an atmosphere of accountability and respect, being responsive to the communities served by the College, and fostering inclusiveness drive the participatory nature of the College's planning. This is evident in the following planning processes:

- The planning process for the Campus Center (see Exhibit 1.B.8),
- the Enrollment Management Team,
- the Assessment and Research Council,
- the development of the program review process,
- regularly conducted open forums, and
- strategic planning (which included members of the board of trustees, students, and community representatives).

The membership of the College's councils, committees, operational work groups, contract and ad hoc committees, and boards reveals the participatory nature of the College's planning process (see Exhibit 1.B.6 and Exhibit 1.B.9).

1.B.4 Influence of Planning on Resource Allocation and Program Improvement

The following list represents examples of the College's utilization of systematic evaluation and planning:

- In 2005, there was a shift from a formula-driven budgeting process to a process driven by institutional prioritization (see Exhibits 1.B.10 and 1.A.7).
- The 2007 Interim Report to the NWCCU on Standard Two (see Exhibit 1.B.11) outlines how the institution has used the results of various evaluation tools and activities, which resulted in adding additional online offerings and support, establishing a process for large equipment purchases, and prioritizing the hiring of full-time faculty.
- The single best example of the College using a systematic evaluation process and following the strategic priorities to influence planning and resource allocation is the budget reduction scoring rubric that the College Council used to evaluate the proposed strategies (see Exhibits 1.B.12 and 1.B.13).
- Student services uses assessment and survey results and the SEM plan to develop its action plans and budget requests. For example, the 2005 overview of the 2005 Community College Survey of Student Engagement

(CCSSE) results (see Exhibit 1.B.14) suggested that students needed more career information, tutoring, and financial aid. Student services submitted a budget request and received funding for a part-time career services position, Smarthinking - an online tutoring service, and an additional staff person to help with financial aid. The 2008 CCSSE indicated that those services had improved and validated the decision to continue these services.

In 2008, the College developed a program and service review process to provide a systematic evaluation and planning tool for the entire campus, and the results will be used to influence allocation decisions and improve instructional programs, services and activities. The pilot of the review process was conducted in summer 2009, evaluated, and modified. A schedule based on a three-year review cycle was developed. This process systematizes and complements the existing evaluation and processes identified above.

1.B.5 Institutional Priorities for Improvement

The annual strategic priorities and initiatives based on the Strategic Plan use data from the community survey, the CCSSE report, the Fact Book results, the diversity plan (see Exhibit 1.B.15), and program review documents. This prioritization process is done annually by a group consisting of the vice presidents and the president. Priorities are made visible to the College community through multiple decision-making processes.

In 2008, the College brought in Dr. George Copa (see Exhibit 1.B.16) to lead a cross campus committee through an evaluation and planning process for an integrated Student Services, eLearning, and Library building. This process used a technique that built a shared vision for the building based on the shared values of the staff, community, and students and has been used to inform the design phase of the Student Learning Center.

1.B.6 Resources for Evaluation and Planning

The College has been fiscally supportive of all institutional research efforts. Since February 2007, the College has supported a full-time institutional research position and related supplies and travel. To provide more information for institutional evaluation and planning, the College has allocated additional funds to purchase survey instruments, materials, and software; to hire additional support staff; and to provide professional development support for the institutional research office staff.

The additional support staff has been essential for the development of the institutional research data that is provided to the instructional programs. For example, a standardized data report was created in spring 2009 for each program. This report is called an Instructional Program Institutional Research (IPIR) Report. This report contains individualized enrollment, completions, retention, transfer and employment information, course pattern summaries, and a graphical representation of the most recent data gathered for current assessment plans. The data in this report have helped faculty in individual programs understand the details of their program and make plans for new assessment activities, and are also used in program review. The development of this report was complex and time consuming and could not have been accomplished without the assistance of the newly hired research staff.

The Strategic Plan informs division-level planning and college-level plans that address budget, facilities, equipment, enrollment, technology, curriculum, and research (see Exhibits 1.B.7 and Exhibit 1.A.6). The College Council, president's staff, and board of trustees assess the planning process and plans to ensure consistency with the College mission and goals. Annual program reviews provide opportunity for in-depth evaluation every few years and support the accreditation cycle reviews. Program reviews require each department and/or program to assess its alignment with College goals, student demand, support services, budget, and outcomes (see program review templates for instruction, student services and administrative services). Changes are made each year to help ensure continuous improvement.

The accreditation self-study process also provides opportunities to assess program/department effectiveness of the evaluation, planning, and budgeting processes connected to the College's Strategic Plan. The self-study focuses on an in-depth appraisal of all departments and programs. Recommendations from previous accreditation studies are incorporated into the College planning process modifying or supporting institution-level goals and objectives.

1.B.7 Integration of Instituitional Research with Planning

The purpose of the office of institutional research is to provide answers to the questions "how are we doing" and "how could we be doing things better." The office is the primary data source for information about the ongoing operation of the College, and that data is used in

multiple ways for evaluation and planning. The following table (see Table 1.B.2) offers examples.

Table 1.B.2 - Activities of the Institutional Research Office

Group or Project Name	Type of Data	Purpose
Accreditation Support	Surveys	Support self-study
Assessment Guideline for Assessment and Research Council	Assessment data	Assist development of a common framework for assessment
Core Indicator Summary and Fact Book	Institutional indicators	Identify trends, patterns, demographics Determine "health" of the College Inform the board of trustees, College community and the report to the public
Department or Service Area Surveys (i.e., IT, Student Senate, Sustainability Committee)	Original research: quantitative & qualitative data	Plan and evaluate Customer satisfaction
Master Planning	Enrollment data	Plan size of Hawks/Marvin road campus Plan parking on Mottman campus
Program Review	Enrollment, demographic, completions	Help programs and services complete required review documentation
Strategic Enrollment Management Plan-Core Oversight Group	Enrollment, retention, completion, basic skills, student engagement	Initiate student services goals Measure progress annually
Strategic Planning	Various Data	Develop strategic plan Track progress on annual strategic priorities

1.B.8 Effectiveness of Efforts

The institution systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness. In spring 2009, the institutional research office undertook its first systematic program/service review. The College has evaluated the effectiveness of the Strategic Plan in guiding judgments, streamlined the exempt/administrative performance evaluation process, and reconfigured and repurposed the College Council.

1.B.9 Public Awareness of Institutional Effectiveness

The internal College community receives evidence of institutional effectiveness in an annual State of the College address, and through e-mailed communiqués, all-staff meetings, the Wave monthly newsletter, the Sounds student newspaper, the annual Fact Book, and Soundings. The College Council's representative structure provides the opportunity for formal and informal communication throughout the College community.

The external community receives evidence of institutional effectiveness through the annual Fact Book and Soundings. The spring 2009 edition of Soundings contained a ten-year longitudinal report. The president's messages, College Council minutes, and the budget calendar are also available on the College's website.

Soundings is published and sent to foundation board members, retired faculty and staff, foundation donors in the last five years and in-kind donors in the last five years, "friends" of the foundation in the last five years (at a designated donor level), legislators, lifetime and endowed scholarship donors, the governor, community and technical college presidents and communication directors, state board staff, current and former trustees, local diversity leaders, local officials, politicians, schools and school counselors, chamber leaders, district K-12 superintendents, higher education leaders, advisory committee members, sister college presidents, state agency heads, and College staff and faculty.

Strengths
- The 2010-2013 Strategic Plan is a comprehensive plan grounded in a realistic assessment of the College's operating environment, and is established on a framework for evaluating the College's effectiveness in fulfilling its mission. It is designed to drive the College's continuing efforts to improve the assessment of student learning outcomes at the course, program, and institutional levels.
- The 2010-2013 Strategic Plan focuses and narrows objectives to high-level indicators of institutional effectiveness.
- The College has been utilizing and is developing new systematic processes to evaluate institutional effectiveness. The College-Wide Ability rubrics, the department/program assessment plans, and the program/service reviews are all examples of current tools.

- The president's staff is priority driven. Strong administrative teams are in place at the president's staff and division dean levels. College leaders make decisions based on the College's priorities.
- The office of institutional research gathers data, provides synthesis and analysis of the data, and makes it readily available to the College community. Institutional research data are examined by decision makers and used to direct planning, guide the development of strategies and activities, and allocate resources.
- College staff is increasingly involved in planning. Committees and councils dedicated to planning and recommending action at the College level are representative of a variety of departments and programs. Processes and recommendations made by such committees are shared campus-wide.

Challenges
- None at this time

Future Directions/Recommendations
- Continually review the College mission, goals, and objectives and integrate what is learned from the College's assessment of student learning and the services and programs.

STANDARD 1 – EXHIBITS

Exhibits Referenced in the Narrative

1.A.1   Strategic Plan, 2007-2010
1.A.2   Strategic Plan, 2010-2013
1.A.3   Strategic Planning Sub Committee, May 25, 2007
1.A.4   Strategic Planning and Assessment Team
1.A.5   Mission and Values
1.A.6   Dorna Bullpitt Personal Group Interview, April 2, 2009
1.A.7   Nancy McKinney Personal Group Interview, April 3, 2009
1.A.8   Rhonda Coats Personal Group Interview, April 2, 2009
1.A.9   Staff Interviews
1.A.10   SPSCC College Catalog, 2009-2010
1.A.11   Values Grid, April 2007
1.A.12   Soundings, Spring 2008
1.A.13   2007-2009 Assessment Reports
1.A.14   Strategic Enrollment Management Plan, 2007 - 2010.
1.A.15   SPSCC Marketing Plan
1.A.16   SPSCC Hiring Process
1.A.17   Screening Committee Handbook - Human Resources Screening Committee Procedures
1.A.18   Campus Master Plan
1.A.19   2007-2008 Strategic Initiatives
1.A.20   Public Services
1.A.21   Online Associate in Arts Degree. Dorna Bullpitt Letter to Dr. Sandra Elman - AA Degree
1.A.22   Associate of Applied Science. Dorna Bullpitt Letter to Dr. Sandra Elman - AAS Degree

1.B.1   Clarus Report - Market Assessment Results (Clarus Report), August 2006
1.B.2   2007 - 2008 Fact Book
1.B.3   Application - Use of Human Subjects in Research.
1.B.4   Project Summary Qwu?gwes
1.B.5   Community Service Activities
1.B.6   SPSCC Governance Model
1.B.7   Equipment Allocation Process Financial Services Handbook, 2008 – 2009. Budget Development - Equipment Allocation Process, SPSCC Purchasing at a Glance
1.B.8   Planning Process for the Campus Center Redevelopment Project Planning Team Contact List
1.B.9   College Handbook
1.B.10   Working Draft: Strategic Plan Goals-2008- 2009
1.B.11   NWCCU, A Focused Interim Report
1.B.12   Guiding Principles and Rubric for Evaluating Proposals
1.B.13   Faculty Senate/Union Joint Meeting Minutes, January 15, 2009
1.B.14   Overview of 2005 Community College Survey of Student Engagement
1.B.15   Eileen Yoshina Interview. Diversity & Equity Center. December 8, 2009
1.B.16   George H. Copa. Faculty/Staff Profile

Suggested Materials (not referenced in narrative)

1. 2006-2007 Fact Book
2. 2008-2009 Fact Book
3. Adoption of 2007-2010 Strategic Plan, Board of Trustees Minutes – December 13, 2007
4. Assessment Plans Index
5. Board of Trustees Meeting Minutes December 9, 2008
6. Board of Trustees Meeting Minutes December 13, 2007
7. Bryce Winkleman Personal Interview October 13, 2009
8. All-Campus Presentations April 23, 2008
9. Appendix A: IT Strategic Plan 2007-2010
10. Budget Development Timeline
11. College Council Minutes November 21, 2007
12. College Council Minutes December 16, 2009
13. College Wide Ability Assessment: Critical Thinking, Preliminary Report
14. Community Survey Final Report: Community Perception and Satisfaction Survey and Analysis 2005
15. Strategic Plan: 2006-2007, Core Indicators
16. Faculty Hiring Agenda December 12, 2007
17. Faculty Senate Accomplishments 2008-2009
18. Faculty Senate Minutes, 18 March 2009
19. eLearning Online Technology Survey
20. Gerald Pumphrey, Rhonda Coats, Nancy McKinney, Dorna Bullpitt, Personal Group Interview April 2, 2009
21. Gerald Pumphrey Personal Group Interview April 2, 2009 Part II
22. Graduate Survey Report 2007
23. Graduate Survey Report 2008
24. Hiring Taskforce Original Recommendations
25. Institutional Effectiveness Plan, Fall 1999 Assessment Period
26. Kellie Braseth Questions about Soundings
27. Key Performance Goals and Outcomes 2004-2005
28. Northwest Commission on Colleges and Universities, Eligibility Requirements
29. Operating Budget Process 2006-2007
30. President's Message
31. Prospectus for Substantive Change for Online Associate of Arts Degree
32. Soundings the Magazine of South Puget Sound Community College
33. Soundings the Magazine of South Puget Sound Community College, Fall 2006, Annual Report
34. Strategic Enrollment Management Plan 2007-2010, 2008 Progress Report
35. Strategic Plan 2008-2010 Core Indicators
36. Strategic Planning Process, Index of President/desk files/Strategic Planning
37. Survey of Student Engagement (CCSE), Comparison of College Data 2005 and 2008
38. Survey of Student Engagement (CCSE), Summary of Comparative Results, October 2008
39. Training Opportunities

STANDARD 2

Educational Programs

INTRODUCTION

The last decade has been a transformative period for the College with respect to the assessment of the educational programs. Much of the change is a result of the focused interim visits. The processes which have been implemented as a result of these visits have paid dividends in developing a culture of assessment at the College. Whereas ten years ago, a faculty member might have asked, "What is assessment?" Now, the College faculty, staff, and administration have developed a working knowledge of assessment activities—what they are and how to implement them—and made assessment another regular activity.

The contrast between the 2005 accreditation visit and subsequent visits is striking. From the October 2005 interim report:

> "While extensive efforts have been initiated to implement an educational program assessment process for all educational programs, the evaluation team determined that the maturation of the assessment plan and results from the process were uneven and incomplete. The April 2002 Regular Interim Report noted that there was not adequate evidence that the College regularly assess all educational programs. The evaluators did find evidence that several departments had made significant progress."

In short, the assessment efforts of the College were spotty, rather than campus-wide. The loop was not being closed, i.e., assessment activities were not resulting in meaningful changes in teaching, learning, budget allocations, or other decision-making.

Compare this to the 2008 report:

"The College has responded to (General Recommendation #1) with strong institutional focus in the past 18 months, and has achieved excellent results, having finally established common faculty understandings about the role of assessment in program improvement, and consistent assessment processes among disciplines."

There will continue to be challenges. In fact, part of what an effective assessment program should do is to identify those challenges. For example, assessment activities have recently been integrated into the budgeting process. However, given the current financial climate, it may be difficult to find resources to expand assessment activities.

Nevertheless, cautious optimism is justified. Given the current progress, and the institutional changes that have already taken place, there is reason to believe that whatever challenges appear, the College can meet them effectively.

2.A   General Requirements

Analysis and Appraisal

The College has made substantial improvements in the assessment of teaching and learning since the last full-scale accreditation visit: every program engages in regular, systematic assessment of teaching and learning and the administration has supported these activities by hiring staff with technical expertise. The core mission of the College has not changed. Improvements (human, physical, and financial) have been made in accordance with changing needs both internally (e.g., need for assessment expertise) and externally (student demand for online instruction).

The College currently offers the following associate degrees:

- Associate in Arts
- Associate in Science
- Associate of General Studies
- Associate Degree in Nursing
- Associate in Applied Science

The College also offers several certificates of completion (see the 2009-10 College Catalog for a current listing). In addition to the above, the following degree programs and certificates have been added since the last full-scale accreditation visit in 2000. (Note: DTA stands for Direct Transfer Agreement with the four-year institutions and MRP stands for Major Related Program).

- Associate in Applied Science - Transfer
- Associate in Business (DTA)
- Associate in Elementary Education DTA/MRP
- Pre Nursing DTA/MRP
- Biology MRP
- Certificate in Computer Manufacturing
- Associate in Applied Science in Land Surveying and Pre-Geomatics Technology
- Certificates in Medical Insurance Coding and Medical Transcriptionist
- Nursing Assistant (Recognition of Completion)
- Paraeducator
- Web Design Technology Certificate

- Landscape Horticulture Certificate
- Sustainable Plant Production Certificate
- Human Resource Management Certificate
- Business Operations Coordinator Certificate
- Financial Services Certificate
- Business Intelligence Certificate
- Early Childhood Education Certificates of Completion: Family Advocate; Lead Preschool; Infant-Toddler, and School Age

Since 2000, the College has deleted the following Associate of Technical Arts programs and certificates:

- Computer Network Technology ATA
- Electronics Technology ATA
- Legal Secretary ATA
- Medical Secretary ATA
- Word Processing Specialist Certificate

Minor changes have been made in some programs. For example, "Commercial Baking Technology" was renamed "Baking and Pastry Arts," but the substance of the program remains unchanged. Recent data about the number of degrees and certificates awarded is in Exhibit 2.A.1 - 2008-2009 Fact Book, page 22. Further information about program offerings can be found in 2B.

In addition to changes in curricula, the College has also adopted new modes of instructional delivery. During 2008-2009, the College made it possible for students to earn an associate in arts degree entirely online. These changes are in response to the changing needs of the students the College serves. In 2006-2007, annualized FTEs for online and hybrid courses were 172. For 2008-2009, the number of online and hybrid courses increased to 451. While the core educational mission of the College remains the same—delivering high-quality transfer education and professional technical education—the College regularly re-examines how best to fulfill its mission. Meeting demand for online instruction is indicative of the College's commitment to achieve the mission, even in challenging budget conditions.

2.A.1 Human, Physical, and Financial Resources

The College has sufficient human resources to teach courses and provide support for teaching and learning.

- The number of full-time faculty at the College has remained remarkably steady since the last full scale visit: 91 in 2000-01 and 95 in 2008-09 (see Exhibit 2.A.1, 2008-2009 Fact Book, page 27).

- The state-funded student to faculty FTE ratio (which includes Running Start FTE) has remained remarkably consistent. For the 2000-2001 academic year it was 20.3; and for 2008-2009 it was 19.8. The College's student to faculty ratio has also consistently fallen below the average ratio for the system further supporting the adequacy of human resources at the College (see Exhibit 2.A.2 – 2008-09 Core Indicators, page 9).
- The College approves new full-time faculty hires in accordance with the Strategic Plan, changing program demands, and available funding. The faculty hiring prioritization committee, composed of a representative group of faculty and administrators, oversees the process of selecting which positions to forward to the president for final approval.

The College also has created new positions and funds other services in response to identified needs. Some examples are listed below:

- The College hired an e-learning support manager in fall 2008 to help faculty create, design, and teach online and hybrid courses, and to provide technical support.
- The office of institutional research has provided significant assistance to faculty in creating and implementing assessment programs. The institutional researcher was hired in February, 2007 and the research assistant was hired at the beginning of the 2008-09 academic year.
- The College hired a full-time art instructional technician (July, 2006) to support the fine and performing arts programs housed in the Minnaert Center
- The College hired a full-time lead media technician to assist faculty utilize new classroom technologies.
- The College funds math and writing tutoring centers to help students outside of class.
- The College has contracted with Smarthinking to provide online tutoring for students.

The College continues to expand its facilities for instruction, including classroom space, specialized classrooms, and IT infrastructure (computers and internet access in classrooms, projectors, etc.) in accordance with the Campus Master Plan. Facility improvements since the last full-scale accreditation visit include:

- The Family Education and Childcare Center
- The Kenneth J. Minnaert Center for the Performing Arts, which includes performance space, studio art facilities, and gallery space which can be used for student exhibits

- The new Natural Sciences Building. All class rooms and labs in the new science building are equipped with:
  - 3,500 lumen LCD Data Projectors
  - State-of-the art Windows P4 computers
  - Document cameras
  - VCR/DVD Players
  - Connection for guest laptops
  - Connections for Microscopes (provided as needed by the science department)
- A computer lab available for students in Building 34. Additionally, there are other computer labs for specific programs elsewhere on campus.
- A greenhouse and hoop-house
- The Automotive, Welding, and Central Services Building opened in spring, 2010
- The CAD, Anthropology, and Geomatics Building is opening in fall 2010

Regardless of the improvements designed in the Campus Master Plan, there are buildings on campus that lack adequate infrastructure for current technology. For example, wireless internet is not available in all of the buildings. In addition, it may be difficult for faculty to access electronic resources. Specific administrative permissions must be in place in a given building or a classroom. This may result in difficulty accessing electronic resources if a faculty member does not have the appropriate administrative approval or is unable to seek timely assistance.

The College offers financial incentives and rewards for the professional development of faculty and staff (see also Standard 4 - Faculty):

- Sabbatical funding
- Summer and extended studies funding
- Exceptional faculty awards
- Activities associated with assessment are given some priority for funding in the budget process
- Classified staff training fund
- Exceptional Faculty Awards
- Puget Sound Energy Foundation Grants which fund faculty professional development

The College has a budget for large equipment purchases over $2,000. Approval for funding is competitive and overseen by the budget advisory committee. This committee is representative of the College and requests are funded if they are aligned with the College's mission and goals and Strategic Plan.

2.A.2 Educational Programs and College Mission

The College has a clearly defined process for approving all courses and programs. It is the responsibility of Instructional Council to oversee the implementation and review of all curricular offerings (see Exhibit 2.A.3 - Instructional Council Handbook, page iv). Instructional Council provides the coordinating structure to regulate, promote, and review instruction (see Exhibit 2.A.4 - College Handbook, section 1.07.18). Instructional Council membership consists of administrative and faculty representatives from all divisions as well as four at-large faculty positions, and representatives from student services, including the vice president of student services. The vice president of instruction chairs the committee. All courses must be submitted to Instructional Council for initial approval, major revisions, and five-year updates. This helps ensure that the curriculum is being evaluated and updated. College-Wide Abilities have undergone major revisions since the last accreditation visit. Ad hoc committees, such as the Diversity Committee, have been established as needed for in-depth review and development. New programs undergo a more rigorous process (see Exhibit 2.A.4 - College Handbook, section 4.20-4). The program development procedure has guidelines for both professional technical and academic programs. The process is clearly identified and outlined. All courses and programs must be approved by the Instructional Council; it is the responsibility of the Council to ensure that all changes to the curriculum are consistent with the mission of the College and the Strategic Plan (see Exhibit 2.A.5 - Strategic Plan, page 1). In addition to overseeing the development of new programs and instructional modalities as noted above, the Instructional Council was instrumental in developing and implementing revised College-Wide Abilities (CWAs). The CWAs are clearly connected to student learning outcomes as stated in course outlines.

2.A.3 Degrees and Certificates

The College's degree and certificate programs demonstrate a coherent design and are characterized by appropriate breadth, depth, and sequencing of courses. The curriculum for professional and technical degree programs are based on national accreditation standards (Automotive, Culinary Arts, Dental Assisting, Medical Assisting, and Nursing) and input from advisory committees. The transfer programs are based on guidelines established by the Washington State Board for Community and Technical Colleges (SBCTC). There are mul-

tiple statewide commissions and councils that provide guidance and advice for instruction, student services, administrative services, and library and information technology. The Instructional Council is charged with keeping the College's courses and programs aligned with state requirements (see Exhibit 2.A.6 - InterCollege Relations Commission Handbook). Librarians work in collaboration with instructors on their program requirements to ensure the library provides necessary written, electronic, and technology support for student learning. In the last nine years, the College has made significant progress in developing and implementing systematic assessment of learning outcomes. Every department is now responsible for creating and implementing an assessment plan. Assessment plans are reviewed by the appropriate division dean and also the Assessment and Research Council (ARC) (see Exhibit 2.A.7 - 2009-11 Assessment Plans).

To assess general education skill acquisition, the College used the Measure of Academic Proficiency and Progress (MAPP) as an exit exam. After using this instrument for three years, members of ARC determined that the MAPP was too expensive and did not provide usable data. With the assistance of the institutional researcher, the College has implemented a program to assess all of the College-Wide Abilities (see Exhibit 2.A.8 - College-Wide Ability Assessments). All courses and programs that contain College-Wide Abilities as stated outcomes are assessed using rubrics developed by ARC (see also 2.B.2/Policy 2.2).

2.A.4 Degrees, Certificates, and Concentrations

The College uses degree designators in a manner consistent with two-year colleges throughout the state and country. Every program of study is clearly delineated in Exhibit 2.A.9 - Program Planning Guides (PPG) specific to that program. All Program Planning Guides list learning outcomes, program requirements, and other information relevant to degree and certificate seekers.

2.A.5 Concentrated or Abbreviated Timeframes

Course learning outcomes are consistent across the curriculum regardless of when and/or how a course is offered. If a course is offered in a compressed timeframe, the learning outcomes, as well as the total amount of contact hours, are the same as when the same course is offered in a quarter-long format. In either case, information contained in the approved course outline is followed.

2.A.6 Program Credit, Length, and Fees

The College's use of quarter credit hours is consistent with all of the community and technical colleges in the state two-year college system. Tuition is set by the SBCTC (see Exhibit 2.A.10 - State Board Policy Manual, chapter 5). The College may charge additional fees for some courses (e.g., a materials fee for studio art courses or an additional charge for online and hybrid classes). Some programs require the students to buy tools or special clothing. For example, Automotive Technology students should expect to spend several hundred dollars on tools or students in Allied Health programs are expected to provide appropriate attire.

2.A.7 Curriculum

Curriculum design, development, and approval follow established policies and procedures as set forth in the Instructional Council Handbook (see Exhibit 2.A.3). Faculty members are intimately involved with all phases of the process and have a major role in curricular development. The development of programs and courses begins at the faculty level. Faculty members collaborate within the department to develop curricula. Each course is developed following guidelines from Instructional Council. Each division has faculty that provide leadership in this process. The division deans oversee this process and present new courses and course revisions to Instructional Council. Instructional Council approves all programs and courses. Examples of this development are abundant in each division. The English department has worked with both full-time and adjunct faculty to ensure multiple sections of English 101 comply with the approved course outline.

2.A.8 Library and Information Resources

The Library Services division has undergone a transformation over the past two years in implementing processes that have served to integrate library resources into the learning process. Programs such as eReserve have expanded to serve more courses and programs. eReserve allows faculty to place course documents electronically on the library webpage. These resources are accessible to students both on- and off-campus. Instructional support has been centralized under library services to simplify the process for obtaining assistance for classroom and laboratory instructional needs. Librarians have been responsive to faculty needs through consultation in acquiring library and media resources. The library website has been

upgraded and is more user friendly to both faculty and students. Innovative programs such as highlighting student papers each quarter have underscored the collaborative process between faculty and library staff. Librarians offer services to all programs and courses for orientation to library resources. The library has a standing committee, comprised of faculty across the divisions, as outlined in the College Handbook (see Exhibit 2.A.4 – Section 1.07-22). The Library/Media and Instructional Support Services Advisory Committee meets at least two times a year. "The purpose of the Advisory Committee is to provide recommendations to the administration and the library/instructional support services center staff in the development of operational policies, services, equipment, and facilities and to provide two-way communication between library/instructional support services users and staff" (see Exhibit 2.A.4 - College Handbook). Minutes are available on the library home page. In addition, campus-wide satisfaction surveys are routinely conducted for ongoing effectiveness (see Exhibit 2.A.11 - Library Effectiveness Survey).

2.A.9 Curriculum Scheduling

The College's curriculum is designed to optimize learning and to increase accessibility as a collaborative effort by faculty, division deans, and Instructional Council. The instruction office is directly responsible for the supervision, coordination, and implementation of all instructional programs offered by the College, including professional and technical programs, academic, developmental, basic skills, special programs, and instruction support services (see Exhibit 2.A.4 - College Handbook 1.06-8). Reporting directly to the vice president for instruction are the four instructional deans and two non-instructional deans. Each dean provides leadership to the assigned division to provide optimum learning (see Exhibit 2.A.4-College Handbook 1.06-9).

Course scheduling has undergone changes over the past few years. As a result of findings in the Clarus study (see Exhibit 2.A.12 - Clarus Study), the College implemented morning block scheduling as well as additional eLearning options. Prior to this time, block scheduling was typical of afternoon, evening, and academic courses and some technical programs. The Clarus survey identified the need to restructure when courses are offered. Information regarding preferred course timeslots indicated support for block classes. Block courses are now available throughout the day and evening. Students can attend classes beginning at 7 a.m. through 10:15 p.m. at night

Monday through Thursday. The Friday class schedule is from 7 a.m. through 5 p.m. In addition, some science courses have been offered in a non-traditional format on Friday evening and Saturday morning. The winter 2009 schedule demonstrates the morning block pattern represented in Figure 2.A.1 below:

Figure 2.A.1 Block Scheduling

Monday - Wednesday
7:30 – 9:50 a.m.
10:00 a.m. – 12:15 p.m.

Tuesday – Thursday
7:30 a.m. – 9:50 a.m.
10:00 a.m. – 12:15 p.m.

Monday – Wednesday – Friday
10:00 a.m. – 11:30 p.m.

Hybrid and online instruction has increased tremendously during the past three years. Provision of these options has increased accessibility (see Figures 2.A.2 and 2.A.3).

Figure 2.A.2 Online Course Offerings

Year	Summer	Fall	Winter	Spring	Total
2006-07	19	41	43	44	147
2007-08	29	52	52	57	190
2008-09	31	74	67	68	240

Figure 2.A.3 Online Course FTES

Year	Summer	Fall	Winter	Spring	Annualized
2006-07	89.33	184.9	205.9	213.9	231.34
2007-08	138.6	247.9	303.6	321.7	337.3
2008-09	207.6	384.9	378.7	380.9	450.7

The most recent negotiated faculty agreement provides compensation ($300 per credit) for faculty who develop online courses.

Continuing and community service education are provided at the Hawks Prairie Center under the direction of the vice president for administrative services and extended learning. These offerings are reflective of the needs of the community. Programs are self-supporting.

2.A.10/2.G.9/Policy 2.3 Credit for Prior Learning

The College does not provide credit for experiential learning as defined by this policy. The College does offer Credit for Alternative Learning Experience (CALE). CALE only offers credit for formal learning from extra-institutional or non-accredited institutions. CALE does not apply to life experiences, on-the-job training, volunteer activities, military specialty, etc. (see Exhibit 2.A.13 - CALE Application Document and Exhibit 2.A.4 - College Handbook, section 4.25). More information regarding award and transfer of academic credit can be found in Policy 2.5 discussed later in this standard.

Credit for prior experiential learning is regulated by enrollment services through established procedures. Review of these policies demonstrates a compliance with Policy 2.3. Prior to awarding credit, the dean for enrollment services identifies a program expert who is a full-time teaching faculty member who is willing to work with the student. The faculty member then makes a recommendation on the award of credit to the dean of enrollment services.

Policies and procedures are reviewed by the dean of enrollment services and staff on an annual basis. Records are kept in enrollment services. The College Catalog provides information for students about the process (see Exhibit 2.A.14 - 2008-2009 College Catalog, page 39).

2.A.11 Significant Change in Program

Through the established procedures, Instructional Council has the responsibility for approval of all programs and courses as outlined in procedure 4.20-4 (see Exhibit 2.A.4 - 2008 College Handbook). New programs are developed in response to community and industry need. Land Surveying is an example of a new program for 2009-2010 that has been established through these processes (see Exhibit 2.A.4 - 2008 College Handbook, 4.20-4). New courses, course revisions, and program changes must be submitted to Instructional Council for approval. Any proposed change must be submitted a minimum of two weeks in advance of the monthly meeting. Members of Instructional Council receive these revisions well in advance of the meetings along with the agenda. Minor revisions are part of the consent agenda. Initial approval and major revisions are discussed and appropriate actions are taken.

2.A.12 Program Elimination

According to institutional policy, program elimination or significant changes in program requirements require appropriate arrangements to be made for enrolled students to complete their program in a timely manner and with minimum disruption (see Exhibit 2.A.10 - SBCTC Policy Manual).

Programs that no longer meet community needs are identified through a program review process. Students currently enrolled in the programs receive notification including a phase-out plan that will allow them to complete the program within a certain time frame. The Electronics program, Computer Technology Network program, and Computer Network program are examples of programs that have been eliminated (in the case of Electronics) or consolidated (in the case of the latter two) since 2000. The Electronics program was declining in enrollment. In 2003, a program review was conducted by a team from the SBCTC. A plan was developed to either revise the curriculum in 2004 or eliminate the program. The College surveyed employers in the Thurston County area. The Electronics advisory board was consulted and involved in the process. The decision was made to discontinue the program. No new students were enrolled. The program was phased out to allow currently enrolled students an opportunity to complete the program. There was a significant overlap in the curriculum of the two Network programs. Following a comprehensive review, two full-time faculty members were involved in the process of consolidating the two programs.

Strengths
- The College has served its core mission by maintaining quality transfer programs and adopting new professional technical programs and certificates to meet changing needs.
- Despite budget constraints, the College has maintained student-faculty ratios below state averages.
- The College has several new facilities with quality resources available to students and faculty.
- The College has made some quality hires to provide support for assessment activities and technological needs as well as provided financial incentives for faculty to create and teach online courses.
- The College possesses dynamic, progressive library services that are responsive to student and faculty needs.
- The College has established learning opportunities for faculty to ensure optimum student learning in online offerings through the recently hired eLearning coordinator.

- By expanding block course offerings and online courses, students and staff have been able to minimize their on-campus time.

Challenges
- With increasing demand (from both faculty and students) for computers (with more online, hybrid and web-assisted courses), technology support in older buildings has not kept pace (2.A.1).
- Due to statewide budget issues, out-of-state travel has been limited, restricting access to professional development opportunities (2.A.1).

Future Directions/Recommendations
- The need for more effective technology was highlighted in the College's new Strategic Plan. Specific strategies are outlined for the 2010-11 academic year that will support the College's commitment to provide better and more useful technology to assist faculty, staff, and students. The new Strategic Plan includes strategies, implementation, and timelines.
- The 2010-13 Strategic Plan identifies the need to hire an information technology consultant to provide advice on the oversight of IT facilities, operations, and purchases to ensure maximum efficiencies.

2.B and Policy 2.2 Educational Program Planning and Assessment

Analysis and Appraisal

2.B.1 and Policy 2.2 Assessment Processes

The College's 2007-10 Strategic Plan served as the guideline for outcomes assessment at the College (see Exhibit 2.B.1 - 2007-10 Strategic Plan). One of the strategic objectives in the plan is to:

> *"Implement systematic academic assessment that evaluates student learning outcomes in major programs and in general education."*

This Plan was created in 2007 and has been updated in 2010 based on institutional assessment information gathered over the last three years. The College has put a great deal of time into establishing an overall planning and evaluation plan. The 2010-13 Strategic Plan continues the emphasis on assessment and continuous improvement. The College's assessment plan defines its parameters clearly to include all its educational departments and programs and provides an effective and efficient means

for planning, budgeting, and improvements to teaching and learning.

The entire instruction division has a role in the assessment process, although the faculty has primary ownership of the construction, implementation, analysis, and, if necessary, revision of their respective assessment plans. Assessment activities specific to instruction and direct student learning are directed and monitored by the Assessment and Research Council (ARC). This Council is comprised of representation of vice presidents, division deans, faculty from each division, student services staff, and the institutional researcher. In 2006, ARC mandated each instructional program to use a common template known as the "Logan Model" for organizing assessment activities (see Exhibit 2.B.2 - Logan Model). Each assessment plan was required to have an outcome, specific criterion for success, a tool, and a time frame for the assessment of the outcome. Along with the standard format, ARC also supplied each department with guidelines about format and substance for the outcomes (see Exhibit 2.B.3 - 2007-08 ARC Meeting Minutes, Assessment Criteria). Departments use this template for both the assessment plan and the report of their findings.

In fall 2007, ARC determined that a one-year assessment cycle was not adequate for establishing outcomes, collecting data, making changes based on those outcomes, and reassessing. Consequently, faculty began conducting systematic assessments on a two-year cycle. The first full, two-year cycle was completed in 2009 and all reports were reviewed by ARC (see Exhibit 2.B.4 - 2007-09 Assessment Reports). Faculty immediately began using the information learned from their previous assessment cycle to create assessment plans for the 2009-11 cycle (see Exhibit 2.B.5 - 2009-11 Assessment Plans).

Institutional Assessment

At the institutional level, several assessment activities take place that directly support the overall assessment plan of the College. Students wishing to enroll in college-level courses are tested before enrolling in classes for math, reading, and writing competencies using the ACCUPLACER exam. Faculty members play a critical role in constantly evaluating and refining the test to ensure that placement is accurate and in the best interest of the student.

The College addresses relative unpreparedness for college-level work in its curriculum by providing opportunities for students who need remediation in

math, reading, and writing. Students who do not score adequately to enter college-level math classes are placed in courses commensurate with their skill level beginning with math 80-90. Other students may need more remediation and are required to begin in basic skills classes.

The office of institutional research regularly conducts surveys of students at various points in their studies. The Community College Survey of Student Engagement (CCSSE) is administered on a three-year cycle, most recently in 2008 as a mid-program assessment tool. Students are also surveyed six months after graduation with the annual Graduate Survey (see Exhibit 2.B.6 - 2007, 2008, and 2009 Graduate Surveys) as an end-of-program assessment. As part of the Graduate Survey, employer information is collected which informs where to send the College's Employer Survey (which will be distributed beginning spring 2010).

In addition to the use of surveys, the College also utilizes a highly detailed Strategic Enrollment Management Plan (see Exhibit 2.B.7 - 2007-10 Strategic Enrollment Management Plan and see also Standard 3), which is driven by a series of goals that were derived from student data. The data examined includes demographic information about students, enrollment yields over time, where students come from, graduation and retention statistics, and progress for basic skills students. A representative group of the campus community took part in establishing strategies for achieving the enrollment goals, and the data has been tracked each year forward to determine progress. Figure 2.B.1 shows the goals, the baseline information, and the status of each goal in fall 2009. First quarter retention for part-time students and completion within 150 percent of normal time for first-time, full-time degree-seeking students are critical focal points for the College within this evaluation period.

Figure 2.B.1 2008-10 Strategic Enrollment Management Progress Report

Goal	Baseline Data	2009 Data	2010 Target	% of 2010 Target in 2009
1. Applicant Yield	36.5%	42%	53.4%	**78%**
2. HS Graduate Participation				
North Thurston	33%	32%	33%	**97%**
Olympia	30%	31%	30%	**103%**
Rainier	14%	12%	19%	**63%**
Tumwater	32%	32%	32%	**100%**
Yelm	18%	24%	23%	**104%**
3. Program Mix-Fall Data				
Professional-Technical FTEs	947	1161	1089	**107%**
Basic Skills	225	262	281	**93%**
4. Full-time, Degree-seeking Students				
2nd year (Fall 2006 cohort)	35%	43%	50%	**86%**
3rd year (Fall 2005 cohort)	35%	31%	50%	**62%**
5. Former Running Start Students	29%	33%	34%	**97%**
6. On-line Instruction	172	450	336	**134%**
7. Student Mix				
African American	193	238	212	**112%**
American Indian	119	139	159	**87%**
Asian	556	650	611	**106%**
Hispanics	595	703	654	**107%**
Multi-racial	280	435	308	**141%**
8. 30 - 50 Year Old Students	2128	2479	2257	**110%**
9. 55+ Years Old	212	311	260	**120%**
10. Gender				
Males	39.5%	39.3%	42.5%	**92%**
11. ESL Student Transitions	6.0%	18.4%	16.0%	**115%**
12. ABE/ESL Completions	7.4%	6%	12.4%	**48%**
13a. First Quarter Retention- All				
Transfer Intent Part-time	48%	55%	56%	**98%**
Workforce Intent Part-time	26%	19%	28%	**68%**
Rebased target based on 2007-08 data				

In fall 2009, the College began a systematic program review process. This process included instructional programs, student services, and administrative services. For instructional programs, a standard data report was generated to support this effort called an Instructional Program Institutional Research (IPIR) report. The information in the report included program level data such as enrollment, grade distributions, completions information, graduate satisfaction, employment statistics, and course pattern summaries. Assessment data from 2007-09 were also put into graphical form in the report to help create a visual representation of the assessment cycle. This compilation of information was provided to each department to assist in completing the program review document and to help with budget planning (see Exhibit 2.B.8 - Program Notebooks: IPIR Report).

Each student in every certificate or degree program is required to complete prerequisites, core requirements, and electives specific to his or her program. Finding ways to accurately measure student success in developing necessary job or academic skills is a priority for the College. The use of College-Wide Abilities (CWA) to assess student skills provides insight into students' acquisition of high-level skills that prepare them for further academic study or employment.

Evaluation of the CWAs is a critical piece of institutional assessment. The process started in 2003 when the College began using the Measure of Academic Proficiency and Progress (MAPP) exam to assess the general education component of both the academic and technical curriculum. This exam was required for all graduates in order to receive a degree; however, the numerical results did not determine whether students received a degree. By 2007, concerns were expressed during the Assessment and Research Council's (ARC) meetings regarding the usefulness and appropriateness of the exam. Graduates were frustrated at having to take a two-hour test in order to graduate, and many either left the College without their degree, or rushed through the exam quickly just to get it done. As an illustration of the frustration students felt in being compelled to take the exam, one student in the 2007 Graduate Survey commented: "The exit exam was pointless. I didn't even care to read the questions."

To confirm whether the exam was useful, a validity assessment was conducted (see Exhibit 2.B.9 - "APT and MAPP 2004 to 2007: Analyses and Discussion"). The results indicated that the exam showed poor criterion validity because there was a low correlation between

exam scores and other measures of academic proficiency such as GPA and credits completed. These results were discussed in ARC, and the committee concluded that based on the data, the MAPP was not an appropriate tool for measuring the College's College-Wide Abilities. A recommendation to remove the MAPP as a graduation requirement was conveyed to the College's Instructional Council in fall 2007. Instructional Council agreed with ARC's recommendation, and the MAPP was immediately removed as a graduation requirement. In response to this policy change, all students from the summer of 2007 to the present who had been denied graduation for failure to take the exam were awarded their degrees.

Instead of the MAPP exam, ARC agreed to use a more detailed and specific approach to assessing the CWAs. The Committee agreed that critical thinking should be the first CWA to be evaluated. It was determined that faculty who included critical thinking in a course would select an assignment to be evaluated using a common rubric (see Exhibit 2.B.10 - Critical Thinking Rubric). The rubric was developed by a small, interdisciplinary task force which was a subgroup of ARC. The pilot and reliability phase of the rubric was completed in April 2008, and the first assessments using the rubric took place in spring 2008 in accordance with each department's assessment plan. The first assessment produced baseline data and an opportunity for faculty to become familiar with the rubric and the type of skills intended to be measured. Key findings from the preliminary data analysis indicate that on average students are demonstrating critical thinking skills that range between a "beginning" and "usually or largely" level (about 66 percent of the highest level possible). There is also evidence that students completing higher course levels are demonstrating higher levels of critical thinking skills (about 72 percent of the highest level possible). This finding is to be expected.

In addition to faculty scoring students on their critical thinking skills, the College employed two additional measures of critical thinking: the CCSSE and the Graduate Survey. The 2008 CCSSE asked a wide variety of current students how their experience at the College contributed to their knowledge, skills, and personal development in various areas, one of which was critical thinking. Similarly, the Graduate Survey asked former students to indicate their acquisition of the College-Wide Abilities including critical thinking. A comparison of the three different ways of measuring critical thinking is shown in Figure 2.B.2.

Figure 2.B.2 Baseline Critical Thinking Measures

Instrument	Mean Critical Thinking Measure	Percent of Highest Level
SPSCC Critical Thinking Rubric	2.66 (All), 2.90 (Higher Courses) –out of 4	66% (All), 72% (Higher Courses)
CCSSE 2008	2.83 – out of 4	70%
SPSCC 2007 Graduate Survey	4.11 – out of 5	82%

Students responded to the CCSSE survey with a mean of 2.83 out of 4, or approximately 70 percent of the highest level possible. This result falls right in between the results of the College rubric analysis for all students and students in higher course levels. With a mean response of approximately 82 percent of the highest level possible, graduates strongly agreed that their experience at the College enabled them to think logically and critically. The combined results of these three measures indicate that graduates who had been away from the College for at least one year self reported a significantly greater level of critical thinking than the other two measures of current students. This could be due in part to their ability to apply their skills in the workforce and recognize them more easily.

At the conclusion of the 2007-09 assessment period, a final institutional analysis of the critical thinking assessment was conducted. The purpose of this analysis was to compare follow-up data to baseline data to test for differences, re-evaluate the integrity of the rubric, and identify best practice activities that made differences in acquisition of skills (see Exhibit 2.B.11 - College Wide Ability Assessment: Critical Thinking Final Report). A comparison of all of the baseline data to all of the follow-up assessment data showed a statistically significant increase in the scores for each outcome on the rubric with the exception of Outcome C (see Figure 2.B.3).

At the institutional level, it is apparent that students at the College are learning and demonstrating critical thinking skills at the level that is expected for college students. Of course there are a range of skills, which is to be expected given the range of incoming abilities, course content, and expectations for each course. Due to these unknown factors, it is important for the College to assess students in multiple ways and use other means of measuring the same skills, such as the above mentioned CCSSE and Graduate Survey. The next CCSSE is scheduled to be administered in winter 2011 for follow-up information. More detailed analysis at the course and program level is presented later in this report.

2.B.2 and Policy 2.2 Learning Outcomes

The College identifies and publishes the expected learning outcomes for each of its degree and certificate programs in a variety of ways. Each program's curriculum is guided by an ongoing review process. Courses are accepted into the curriculum based on the careful consideration of the skills students need for their present and future goals. Each program's requirements are presented on a Program Planning Guide (PPG), which is available to students and the general public on the College's website and in hard copy in the enrollment services in Building 25 (see Exhibit 2.B.8 - Program Notebooks: Program Planning Guide). Each PPG clearly identifies the total number of required credits for the degree, a description of the program, career opportunities, program outcomes, and program grade/competency requirements. Each program's outcomes include both skills and abilities that are specific to the program, particularly for technical disciplines, as well as all five of the previously mentioned College-Wide Abilities.

Figure 2.B.3 Mean Differences Between Measurement and Baseline Quarter: Critical Thinking

	Data Type	N	Mean	Std. Deviation	Std. Error Mean	P-value for significance test
Outcome A	Baseline Data	340	2.48	1.148	.062	0.000*
	Measurement Data	258	3.21	.891	.055	
Outcome B	Baseline Data	334	2.59	1.018	.056	0.001*
	Measurement Data	361	2.86	1.006	.053	
Outcome C	Baseline Data	134	3.07	.734	.063	0.194
	Measurement Data	181	3.19	.855	.064	
Outcome D	Baseline Data	254	2.61	1.025	.064	0.000*
	Measurement Data	395	2.91	1.061	.053	
Outcome E	Baseline Data	309	2.49	1.110	.063	0.000*
	Measurement Data	278	3.00	.937	.056	

The course outlines and PPGs for degree and certificate programs are routinely reviewed, evaluated, and updated by faculty on a five-year basis. Each document is reviewed for its inclusion of appropriate learning outcomes, course content, and College-Wide Abilities by the Instructional Council for final approval and implementation. The course outlines for all required courses in the program also identify the expected student learning outcomes, which are tied directly to the program outcomes. Course syllabi are generated from course outlines, and include descriptions of course content, student learning outcomes, and College-Wide Abilities, as well as how students will be evaluated on requisite knowledge and skills. Copies of syllabi for all sections of a given course taught in a quarter are kept on file in the respective division's offices.

A key component of the curriculum for all degree programs is the diversity requirement. In 2005, the College's faculty responded to the need to increase students' understanding of socio-cultural diversity with the introduction of courses specifically designated as diversity (D) courses. Beginning in summer 2005, all students who are enrolled in an associate degree program are required to take at least one diversity course. A subcommittee comprised of representatives from all instructional divisions decided upon a set of criteria to measure if courses should receive a "diversity" designation. Each course—whether newly designed or redesigned—was approved through Instructional Council and was added to the list of courses students could take to meet the diversity requirement. Diversity courses now are offered in business, social sciences, and humanities. To test if students were gaining skills in understanding the various aspects of diversity, an assessment tool was designed to include a pre-test and post-test. Each diversity section then was evaluated to determine the degree of diversity awareness the student developed as a result of taking the class. The results were positive across the curriculum (see Exhibit 2.B.12 - Diversity Course Assessment). The process for assessing diversity courses has since been aligned with the assessment of other College-Wide Abilities through the multicultural awareness rubric as outlined below.

Through regular and systematic assessment, the College demonstrates that all students achieve the expected learning outcomes for the program.

As stated in the analysis for 2.B.1, the College's instructional programs will conduct systematic assessment on a two-year cycle. The assessment of the College-Wide Abilities is organized to ensure that each of the abilities will be closely examined within each program in a timely manner. Following the completion of a full assessment of critical thinking during the 2007-09 assessment cycle, Figure 2.B.4. identifies the schedule of assessment for all of the identified College-Wide Abilities.

Figure 2.B.4 Assessment Cycle for College-Wide Abilities

College Wide Ability	Assessment Cycle
Communicate Effectively	2009-11
Evaluate and process quantitative and symbolic data	2009-11
Understand themselves and others in a multicultural world	2011-13
Understand ethical responsibilities and consequences	2011-13
Think Logically and Critically	2011-13

In addition to the regular and systematic assessment of the College-Wide Abilities, the College's assessment model also ensures that other student learning outcomes from the program are regularly assessed as well.

As previously mentioned, ARC is responsible for overseeing the construction of all assessment plans prior to implementation and ensures that each measurable outcome is directly related to the outcomes of the program. The following examples contained in the Assessment Reports provide insight into how various programs ensure that outcomes have been achieved. Additional examples may be found in Exhibit 2.B.4 - 2007-09 Assessment Reports.

The Business and Accounting program requires a capstone course (Integrated Business Applications, BUS 289) that students take after fulfilling their major program requirements. This course integrates all the abilities that students have learned during the program, and the assessment tool in Figure 2.B.5 measures the success of students in meeting the goals of the capstone class.

Figure 2.B.5 Assessment of Program Outcomes in Business Administration

Outcome 1A: Students will demonstrate the ability to integrate knowledge over core curriculum of marketing, management, and finance within group process		
Data	**Mid- Cycle Adjustments**	**Results, Analysis, Action**
	Performance will continue to be monitored; classroom discussions seem to provide a good remedy for deficiency	Students overall success has improved due to a variety of factors including changes in instructional strategies and the development of a communications rubric (see below). The class is currently achieving a high level of learning and no major changes are planned. Results will continue to be monitored.
Outcome 1B: Students will demonstrate comprehension of knowledge of the core curriculum areas		
Data	**Mid-Cycle Adjustments**	**Results, Analysis, Action**
	Cases are now an ongoing element of BUS 289	Cases continue to be a significant contribution to learning in the class, to review material learned in other parts of the curriculum. 2009 results indicate a higher level of student preparation than in 2008. No explanation is apparent for the lower scores in marketing/economics other than it is the first case that students attempt in the class. Again, no major changes are envisioned, although scores will continue to be monitored.

In another example, the Database Management program tied its assessments to the program outcomes stated in the PPG: "to effectively plan and implement database systems" and "to apply database and programming concepts to various situations." These assessments were conducted in multiple classes over the stated time period for the assessment cycle to ensure the outcomes were being achieved regardless of the cohort of students in the program. As shown in Figure 2.B.6, the goal of 80 percent success was achieved consistently enough that the faculty considered raising the criteria as well as supplementing the measurement tool with additional information.

Figure 2.B.6 Assessment of Program Outcomes in Database Management

Outcome 1: Comprehensive skills in planning and implementing database applications.		
Results	**Mid-Cycle Adjustments**	**Analysis and Action**
	Need to conduct survey of recent graduates and employ- ers to assess how well data- base management student learned current practices and techniques	The criteria was met for classes individually and collectively (87% for all classes) during both years. Given the overall percentage achieved, consideration will be given to rais- ing the standard over the coming evaluation period, or focusing more intently in CIS-245 or CIS-282, since these two classes have a higher emphasis on database concepts than CIS-242 and CIS-266.
Outcome 2: Students will demonstrate the ability to apply database and programming concepts in different situations		
Data	**Mid-Cycle Adjustments**	**Results, Analysis, Action**
	Cases are now an ongoing element of BUS 289	The criteria was met. Faculty are reviewing the criteria and measurement tool to determine if this set of classes is the best measure of these concepts, or if measurement should focus on CIS-284 (all database management students are required to take this class, which integrates database and application planning).

2.B.3 and Policy 2.2 Assessment Activities

The institution provides evidence that its assessment activities lead to the improvement of teaching and learn- ing. As noted in 2.B.1, the College has a fully integrated assessment plan that includes multiple modes of assess- ment that seek to determine how well the College is fulfilling its mission of educating students. Assessment occurs at all levels of instruction: course, departmental, program, and institutional. At the conclusion of an as- sessment activity, the most critical next step is to make an adjustment that leads to improvement and the Col- lege has many processes in place for fulfilling that need.

Course-level Assessment

For each course taught in every department, a course outline exists and includes the course's specific content and learning outcomes. The College-Wide Abilities appropriate to the specific course are also included. In the assessment plan for each department, the learning outcomes are directly tied to both the College-Wide Abilities and to other required student learning outcomes for the course.

Course-level focused assessment plans are typically found in disciplines that comprise the associate in arts and related degrees. These plans will usually include an assess- ment of the specific College-Wide Ability that is being assessed across the campus during its given cycle as well as other outcomes from the course outline. The following example comes from the Forensics department. Students in FORS 101 (Introduction to Forensics) and FORS 255 (Homicide Investigation) were asked to apply critical

thinking skills in the area of forensic science acquired during the quarter. Students were provided with written in-class scenarios requiring them to evaluate the situation and develop meaningful solutions or courses of action. Students then were placed into a mock crime scene scenario requiring them to turn theories they had learned in the class into practical actions at the scene. The professor found that students in FORS 101 exceeded his expectations, but in FORS 255, it was less so. As a result, the content of the targeted assignment was changed.

class time, and a fully online class. The assessment results are shown below in Figure 2.B.7.

The variation in the success rates between the three sections indicated that the fully online section produced higher scores. This finding indicated to the professor that the newest generation of students uses online technology to their benefit, and when given the opportunity to explore beyond the printed page, students will do so, given the right resources. The professor concluded today's students are stimulated by access to online information,

Figure 2.B.7 Assessment in American Government

Outcome 3: Student will be able to demonstrate an understanding of the "workings of the American governmental institutions," specifically how a bill becomes a law in the American system		
Results	**Mid-Cycle Adjustments**	**Analysis and Action**
	None	American Government classes are composed almost entirely of high school students. For example, my present hybrid class has 31 of 35. As we have heard and read about and wondered about, these students appear to learn differently than previous generations. I think it is clearly evident in the above results. Those who take the course totally online, who receive the material in small snippets and in a variety of ways, do much better than either of the other two. For the face to face course, there is a textbook and a lecture. Clearly, this does not get through. In the hybrid, I use a lecture and the Congressional website, which improves the outcome. In the online course, I use an open source textbook, the Congressional website, and two videos. In addition, it is clear that the students, again (see above), go beyond and browse the web on their own. Though this means they gain their information in "snippets," it is clear that the snippets add up to an understanding. I will incorporate more technology into the other two methods of instruction.

The assessment activities from the Political Science department were particularly insightful in that they revealed the potential impact of student background on learning. In addition to the critical thinking skills outcome, the professor assessed two additional outcomes including one that examined the degree to which students in American Government (POLS 202) classes "... demonstrate an understanding of the ... workings of the American governmental institutions, ... specifically how a bill becomes a law in the American system." American Government attracts many Running Start students who take the class to fulfill a high school graduation requirement. The sections tested varied between a face-to-face class, a hybrid class combining online with face-to-face

and as a result will increase reliance on technology in the future. As a result of these findings, it is recommended that the College increase its efforts to provide improved technology opportunities to faculty and students to meet college students' technology-driven learning style.

Pre-and post-testing. Students learn in different ways, and some students may bring more skills to a class or program than others. One way to control for the unknown is to conduct pre- and post-tests. The Medical Assisting department used the critical thinking rubric for pre- and post-tests in a variety of classes from MED 102 to MED 148. The instructor conducting the assessment established an initial goal of an increase of 2 from the pre- to the post-test. The results showed an increase in

the pre- to post-test score in each of the classes by slightly more than one (see Figure 2.B.8). This was not the expected magnitude of the initial goal; however, upon reflection it appeared that expecting students to increase that much was ambitious. Any increase in skills is an achievement, and to do so by a score of one is substantial and in line with some of the other results discovered in other departments.

Figure 2.B.8 Pre- and Post Test Results for Medical Assisting
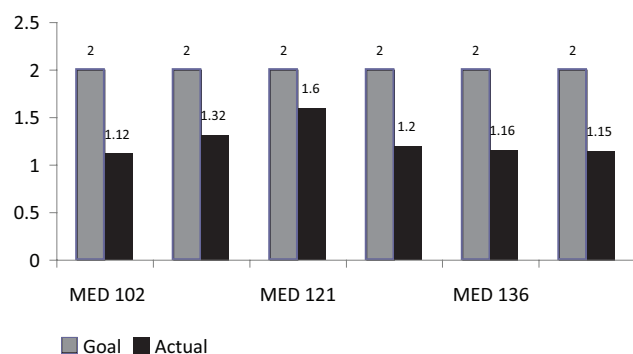
Department-level Assessment

The usefulness of assessment is illustrated in departmental change. During the 2007-09 assessment cycle when the College focused on critical thinking, valuable insights were gained and are of particular note.

Norming. Several departments used the assessment process to uncover and resolve inconsistencies in teaching strategies. The English department initiated a norming process at the outset of its formative assessment activities. The evaluation of students' critical thinking skills was one part of the assessment, and the other involved creating and evaluating instructor portfolios to ensure that each instructor was emphasizing the teaching and learning of critical thinking in a consistent manner. The department focused on the part of the course outline for English 101 that expects students to write thesis-driven essays that clearly demonstrate thesis control. The expectation was that if this skill was demonstrated it would be reflected in Outcome B and E of the rubric (see Exhibit 2.B.11 - Critical Thinking Rubric for definitions of Outcomes). This detailed and thorough assessment incorporated the skills and expectations of students in English 101, how they relate to and reflect the skills and expectations outlined in the course documents, and consequently how these outcomes relate to the skills and expectations required in English 102.

Because there was no appreciable difference between the results between English 101 and 102, the faculty took action to change the learning outcomes for writing courses to include more incremental activities in the classroom to improve critical thinking skills in writing. A baseline score was established to judge future assessment results, and to thereby ascertain the success of changes to instruction (see Figure 2.B.9).

Figure 2.B.9 Summative Results of English Department Portfolio Review
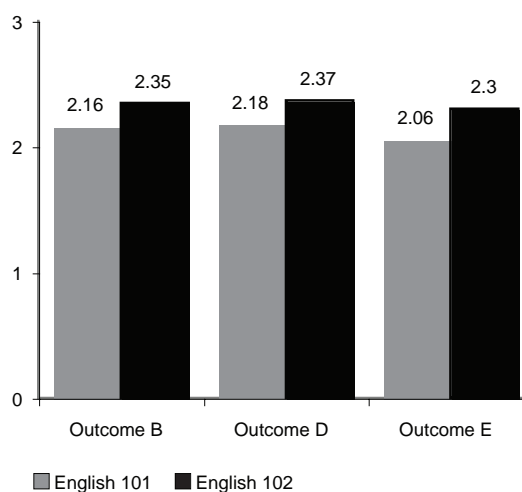
In another example of norming, as a result of its assessment activities in 2007-08, the Psychology faculty concluded that individual faculty member selection of assignments resulted in too much variation in students' outcomes. This variation precluded validity of the outcome and accuracy of the results of an otherwise well thought-out assessment plan. A lack of consensus in understanding the application of the rubric undermined inter-rater reliability in scoring assignments. The results shown in Figure 2.B.10 illustrate the issue.

Figure 2.B.10 Critical Thinking Analysis in Psychology 100 Courses
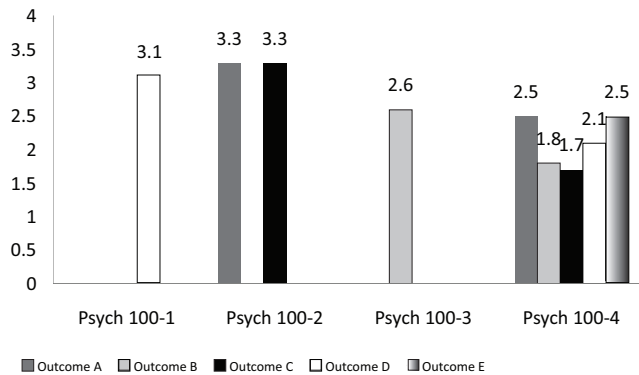
To norm their assessment practices, all Psychology faculty members met several times to flesh out the assessment process, to establish parameters for scoring student work, and to eventually decide upon common assignments to be assessed. The result is an assessment activity that will be implemented in the current cycle that is very specific to critical thinking in that it explains to the student what exactly they are expected to know and be able to do ahead of time (see Exhibit 2.B.13 - Psychology Critical Thinking Assessment for 2009-11).

The following departments also used a norming process (in a variety of forms) and experienced a benefit to the assessment process and teaching: Anthropology, Biology, CAD, Chemistry, Communication Studies, English as a Second Language, Nursing, Spanish, and Sociology.

Progressive courses

Another method that was used was a focus on increasing critical thinking skills through a series of progressive courses. Several departments have a series of courses that build upon one another as part of the curriculum. The underlying assumption is that critical thinking skills increase throughout the series of courses. The Physics department established a goal that focused on increasing critical thinking skills in both the Algebra and Calculus and Algebra-based Physics courses. This goal was emphasized by using special exercises that were designed to increase the desired skills. The results of the critical thinking assessments showed an increase in critical thinking skills from the first course in the series to the last in both the baseline year (2007-08) and measurement year (2008-09) with a slightly greater overall increase in 2008-09. Dimensions A, B, and C were evaluated, and the results for Dimension C for both the algebra and

calculus-based courses are shown in Figures 2.B.11 and 2.B.12.

Figure 2.B.11 Critical Thinking Scores in Progressive Physics Series: 100 Series
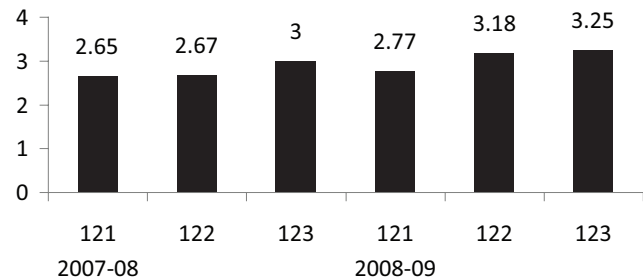
Figure 2.B.12 Critical Thinking Scores in Progressive Physics Series: 200 Series
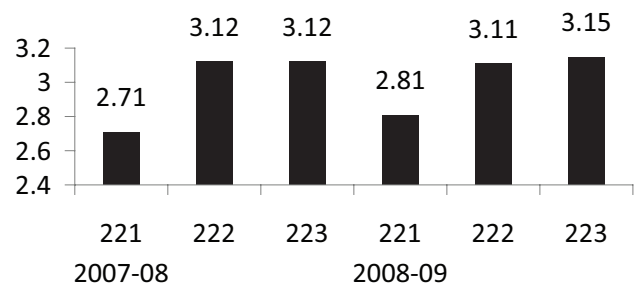
The Dental Assisting program also focused on critical thinking in a series of progressive courses using Outcome D. There were two series of progressive courses with the Dental Assisting program, and both sets of courses demonstrated a steady increase in critical thinking skills from the first in the series to the last (see Figure 2.B.13). In the first series, there was a gain of more than one point from the first class to the last, and in the second series, the gain was 0.8 from the first to the last. These results from both the Physics and Dental Assisting departments demonstrate the progression that students make as they move through classes that have a specific emphasis on critical thinking skills.

Other departments that utilize progressive assessments include Accounting, Biology, Chemistry, and Computer Networking.

Figure 2.B.13 Dental Assisting Series 1
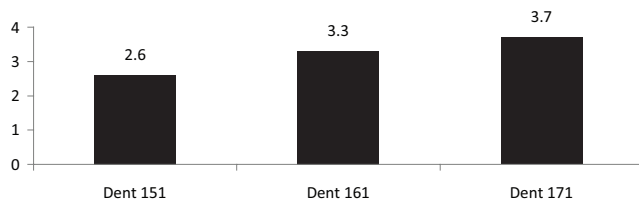
Dental Assisting Series 2
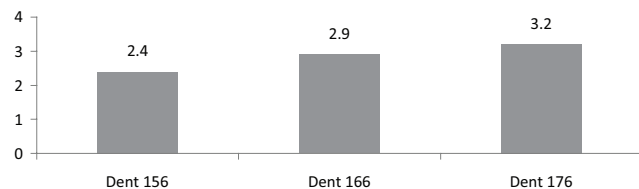
Program-Level Assessment

A program is defined here as a set of courses that taken together comprise a degree or certificate (see 2.C.2 for a list of all programs). All degree programs (A.A.-Transfer, A.A.S., or A.S.) and certificate programs with 45 or more credits include all five of the College-Wide Abilities. Certificate programs with fewer than 45 credits (20-44 credits) that do not require General Education components include at least one College-Wide Ability. Certificate programs with fewer than 20 credits are not required to assess College-Wide Abilities.

At the program level, multiple methods of assessment are employed depending on what faculty members decide to focus on to improve the program.

Assessment for External Accreditation

Several programs require assessment of skills for external accreditation and follow national standards. For example, the Nursing program devised a plan to examine pass rates for associate degree nursing graduates who take the National Council Licensure Examination (NCLEX). Faculty determined that the pass rate for practical nursing students was acceptable, but the NCLEX pass rates were lower than expected for those students who went on to become registered nurses. Faculty drew several conclusions and subsequently developed recommendations. The focus for review included the following: students' preparation and anticipation of the exam itself; faculty's role in preparing students for the exam; the lack of continuity in faculty tenure; and inadequate curriculum evaluation. As a result, the Nursing faculty participated in a retreat to review and improve curriculum to include

additional content. Faculty also developed an intervention plan for high-risk students, and revised student orientation (Socialization, Orientation, and Success) for first and second year students

The Automotive department measured the degree to which employment-ready students and graduates of the Automotive Technology program demonstrate hands-on competency in the eight Automotive Service Excellence task categories: engine repair; automatic transmission and transaxle; manual drive train and axles; suspension and steering; brakes; electrical and electronics; heating and air conditioning; and engine performance. This outcome is required annually by the National Automotive Technician Education Foundation (NATEF) for program accreditation.

Satisfaction surveys

The annual Graduate Surveys ask graduates from all programs about their college and post-college experiences. The results are tabulated for the College as a whole as well as for each individual program that has sufficient responses (see Exhibit 2.B.6 - Program Notebooks and Exhibit 2.B.8 - IPIR Reports). Employer satisfaction surveys query employers about the skill sets of the College's degree graduates. These surveys are currently used in some of the professional and technical programs and will be used college-wide beginning spring 2010.

Assessment of the Transfer Degrees

Many students enroll in the College intending to transfer to a four-year institution. The transfer role is one of the primary mission areas of the College. Academic courses make up the bulk of the College's state-supported FTE (46 percent) and the greatest number of degrees awarded each year are given to students seeking to transfer (see Exhibit 2.A.1 - 2008-09 College Fact Book, pages 9 and 22). Assessment of the associate in arts and other transfer degree programs has proven to be more challenging than assessing the professional and technical programs. A wide variety of measures are used to assess the effectiveness of the College's transfer effort. These measures are included in an overall evaluation plan of the transfer degree. The principles behind the transfer programs stem from those of general education as outlined in Policy 2.1; hence, assessment of the College-Wide Abilities is a major part of the evaluation. In fall 2009, a General Education (GE) Committee was formed which is comprised of members of both Instructional Council and the Assessment and

Research Council. The group established a purpose statement for its work in evaluating the effectiveness of the transfer mission as well as goals, objectives, and measures of success for each goal. These objectives are aligned with the objectives in the College's Strategic Plan; consequently, the G E Committee will have a key role in tracking the effectiveness of the proposed strategies for successful achievement of the transfer focus of the mission. A detailed summary of the work over the past year of the G E Committee to include specific measures for each goal and proposed strategies can be found in Exhibit 2.B.14 - General Education Committee Progress Report: 2009-10.

Strengths

- The College identified a higher level set of learning outcomes – College-Wide Abilities – aimed at preparing students for future learning and employment opportunities.
- An on-staff institutional researcher has consulted with and supported administration and faculty on all aspects of assessment.
- Assessment tools have been reviewed by faculty and administrators outside of the target department.
- Validity and inter-rater reliability tests are performed on all assessment tools to confirm effectiveness.
- Assessment efforts are campus-wide, and led by the faculty. Learning outcomes are course-based assessment rather than a "one-size-fits-all" end of program assessment exam.
- A broad-based committee provides an ongoing review of courses and programs.
- All assessment documents are made available to faculty and administrators for consideration and review.
- Assessment occurs regularly and results are reviewed regularly to guarantee their appropriateness to current student learning outcomes

Challenges

- Creating an ongoing cycle of assessment that covers all the College-Wide Abilities in a reasonably short timeframe is a challenge.

Future Directions/Recommendations

- With a full assessment cycle of baseline and follow-up measurement established for critical thinking skills, the College will continue to pursue its present comprehensive assessment program of the other College-Wide Abilities across all curricula.

2.C   Undergraduate Program

Analysis and Appraisal

2.C.1, 2.C.2, 2.C.3
Policy 2.1 General Education Program

The College clearly requires all its degree and pre-baccalaureate programs to include a component of general education and/or related instruction (see Exhibit 2.A.14 - College Catalog, page 23). General education introduces students to the content and methodology of the major areas of knowledge – Communication, Humanities and Fine Arts, Natural Sciences, Mathematics, and Social Sciences – and helps them develop the intellectual skills that will make them more effective life-long learners. The College's general education program is intended to meet the transfer requirements of the four-year colleges and universities as outlined in the Inter-College Relations Commission Handbook (see Exhibit 2.A.6).

The criteria for courses to be included on the general education list states that the course: a) contributes to general education as expressed in the philosophy statement; b) is representative of an academic discipline within one of the distribution areas, familiarizing students with terminology, basic concepts, and methods for seeking knowledge of that academic discipline; c) contains adequate depth of the subject involved; and d) is generally transferable to four-year institutions.

Throughout the general education component of any given degree, students are expected to show proficiency with the following College-Wide Abilities:

- Communicate effectively.
- Think logically and critically.
- Evaluate and process quantitative and symbolic data.
- Understand themselves in relation to others in a multicultural world.
- Understand ethical responsibilities and consequences.

All degree or certificate programs that are one academic year or more in length offer a full range of general education courses that cover all of the College-Wide Abilities over the course of the program.

General Education for Associate in Applied Science

Courses in the Humanities, Social Sciences, and Natural Sciences provide specialized general education in communication (writing/reading and speaking/listening), computation, and human relations to fulfill learning outcomes for students in the Associate of Applied Science (AAS) degree programs. The communication abilities were identified in the 1993 Student Learning Outcomes Statements and confirmed in 1996 by the College in its work on general education for AAS degree programs (see Exhibit 2.C.1 - Student Learning Outcomes). During the 1995-96 academic year, faculty drafted the following philosophy statement to explain the expected outcomes of a course that fulfills the human relations ability:

> *"South Puget Sound Community College believes that all students need to develop the ability to relate well to others in their daily lives, including their relationships at work. This ability includes the awareness of the students own perceptions and communication styles, and that there are styles different from their own. We want students to have understanding and skill in constructing and delivering clear messages to others as well as skill in interpreting the messages of others" (see Exhibit 2.B.8 - Program Notebooks, Humanities).*

Courses in the division that have been listed as General Education for AAS contain the knowledge and competencies outlined in the above documents. Courses include English/Reading, Speaking/Listening Electives in Humanities/Communication: CMST&210, CMST 230 or CMST 240 and Human Relations Electives in Social Sciences and Computation.

Beginning summer 2005, the College required all new students seeking an associate degree or certificate to complete a diversity course that meets the College's criteria for listing as a diversity course and has been approved by the Instructional Council prior to the quarter in which students enroll in the course.

General Education Distribution Areas:

Social Science

The Social Sciences and Business division was created in July 2008 as a result of an instructional reorganization in which three programs—business, accounting, and paralegal—were added to expand the former Social Sciences division. The division is comprised of both transfer and professional technical programs. All departments in the division contribute courses to the associate in arts (direct transfer and/or major related program). Students may take courses in Accounting, Anthropology, Business, Criminal Justice/Forensics, Economics, Education, Geography, History, Legal, Paraeducation, Parent Education, Political Science, Psychology, and Sociology/Social Work to contribute to the two-year transfer degree. The division offers the associate in applied science degree and certificates in five program areas: Accounting, Business Administration, Early Childhood Education, Paraeducation, and Paralegal. Two academic direct transfer degrees (DTAs) are offered in the division: the Associate in Elementary Education and the Associate in Business. The professional technical programs follow the College's mission either by providing technical training for direct entry into the job market or by providing students the necessary preparation to transfer to a four-year institution. The Accounting, Business, Paralegal, and Early Learning programs collaborate with their respective advisory boards to maintain effective and efficient training for the job market.

The division generated 1,081.4 annualized student FTE in 2008-09. The division has 17.0 full-time faculty FTE and 27.4 adjunct faculty FTE. All full-time and some adjunct faculty actively participate on college-wide committees. All faculty members who teach in the transfer and professional technical programs are professionally credentialed as appropriate for their instructional areas with master's or doctoral degrees. There are currently two faculty program leads within the division, and they are assigned to Early Learning (Early Childhood Education, Education, Paraeducation, Parent Education, and Parent Co-ops) and Social Sciences (History, Psychology, and Sociology). The leads assist the division dean with class scheduling, staffing, budget development, assessment activities, equipment needs, community involvement, and other activities as needed. Through active professional development by faculty and the interaction of an industry advisory committee for each professional technical degree program, the curriculum in each program is

kept current with industry standards and expectations. Course outlines are required to be updated at least every five years and must be approved by Instructional Council. The faculty offices and programs for this division are spread across three buildings on campus. The Accounting, Business, and Paralegal programs are located in Building 34 which is a relatively new facility that also houses the Accounting lab and computer-equipped classrooms. The Early Learning program is located in Building 20, along with the YMCA-run childcare center. Other Social Sciences departments are located in two campus buildings (Exhibit 2.B.8 - Program Notebooks).

Natural Science

The Natural and Applied Science division was formed in July 2008 as a combination of the Natural Science and Health Sciences divisions. The divisions were combined as a result of the reorganization of the College's instructional units. The Natural and Applied Science division is the largest instructional unit generating 1,215 annualized state FTEs. The division is composed of both transfer and career courses/programs. Transfer coursework includes: Biology, Chemistry, Physics, Astronomy, Botany, Earth Science, Geology, Engineering, Environmental Science, Oceanography, Nutrition, and Mathematics from Developmental Mathematics through Differential Equations and Calculus IV. Professional technical programs/courses include Nursing, Dental Assisting, Medical Assisting, First Aid, and Phlebotomy. The Nursing program is structured as an Associate Degree Nursing program with a Practical Nursing option. The Practical Nursing option allows a student to exit the program at the end of one year and receive a certificate. Students receiving certificates are eligible to sit for the Licensed Practical Nurse (LPN) board exams. They may also elect to continue in the program, but apply for their Certificate, and be eligible to sit for the LPN exam prior to graduation. Those students continuing on who successfully complete the program will receive the Associate Degree in Nursing and be eligible to sit for the registered nursing board exams. The program is composed of five cohorts of students: two full-time cohorts beginning each fall and winter quarter respectively, two full-time cohorts continuing into their second year, and a fifth part-time evening cohort. The part-time program is designed for returning licensed practical nurses wishing to continue their education to obtain their Associate Nursing Degree. The winter quarter cohort is funded by a contract with two local area hospitals. Nursing Assistant classes are also

conducted each quarter. Students successfully completing the Nursing Assistant coursework are eligible to sit for the Certified Nursing Assistant exams. The Dental Assisting program is full time with classes beginning each fall quarter. An on-campus, fully functional, dental clinic supports student learning. Graduates are eligible to sit for board exams to become Certified Dental Assistants (CDA). The program has also recently added additional coursework to train Extended Function Dental Auxiliary (EFDA) students. CDAs with working experience may enter the EFDA program and upon successful completion sit for the EFDA licensure exams. The program director for Dental Assisting played a central role in the development and approval of EFDA training in Washington. The Medical Assisting program is also full time with classes beginning each fall quarter. Students successfully completing one year of the education program may receive a certificate and are eligible to sit for board exams to become Certified Medical Assistants. Students may opt to continue in the program for an additional year of coursework obtaining an associate in applied science degree with an emphasis in a clinical or administrative track. Physical Education classes including both activity classes (Volleyball, Weight Lifting, etc.) and theory classes (Lifetime Wellness, Introduction to Sports Medicine, etc.) are also offered by the division.

Students interested in transferring to a four-year university may obtain an associate of science degree in one of two tracks. Track One focuses on Chemistry, Biology, Environmental and Natural Sciences, and Geology and Earth Sciences. Track Two focuses on Computer Science, Engineering, Physics, and Atmospheric Sciences. Students successfully completing the degree requirements and electives can transfer to most four-year degree programs with junior standing. All faculty and staff, both full- and part-time, meet or exceed the minimum professional qualifications for their position and are evaluated on a regular basis according to the appropriate labor agreements. Faculty members are provided with support for continuing education to maintain their necessary knowledge and skill level. The professional technical programs are guided by functioning Advisory Committees. The Biology Direct Transfer Agreement/Major Related Program (DTA/MRP) and the Pre-Nursing DTA/MRP are also offered through the division. The dean is assisted by five program leads for: Nursing, Dental Assisting, Medical Assisting, Math, and Science. Each lead is reassigned time to carry out defined duties.

Humanities/Communication

The development of a comprehensive Humanities/Communication curriculum was initiated in 1987 and completed in 1999 with the addition of full-time professors in the music and theatre department. In fall 2005, the entire Humanities/Communication division moved into the Kenneth J. Minnaert Center for the Performing Arts building which provides instructional and performance space for the Fine and Performing Arts programs and shared instructional and office spaces for classes for many of the other Humanities/Communication disciplines.

In fall 2008, the Humanities division expanded to include two new departments:

- Intensive English
- Developmental English and Reading

The **mission of the Humanities** division supports the mission of the College by:

- helping academically under-prepared students gain a strong foundation in reading, writing and critical thinking;
- providing an effective general education in College-Wide Abilities of communication, critical thinking, understanding the results of ethical decisions, and understanding self and others in a multicultural world for both academic and professional/technical students;
- providing an introduction to the content and methodology of the major Humanities disciplines and an effective foundation for upper-division studies for students completing an associate of arts and/or transferring to a four-year college or university; and
- providing individual tutoring in Reading and Writing through the Writing Center.

The **external** demand for the courses offered in the division is for transferability of individual courses or of the associate of arts (AA) or associate of science (AS) through a direct transfer agreement (DTA).

The **internal** demand is for courses that serve the AA or AAS degree or certificates in the following categories:

- developmental or pre-college courses that prepare students for college-level instruction;
- college-level courses in Composition, Communication, and Diversity that serve students seeking AA/transfer and AAS degrees and professional/technical certificates, and

- Communication and Humanities distribution courses that fulfill the general education or related instruction requirements of AA, AS, AB degrees in Art in the following disciplines: Communication Studies, Drama, Film, Humanities, International Intercultural Studies (IIS), Music, Media Production, and World Languages (American Sign Language, Chinese, French, German, Japanese, Spanish).

During 2008-2009, instructors in the Humanities division taught 524 classes in the disciplines listed in Figure 2.C.1 and generated 1,051 annualized student FTEs.

Figure 2.C.1 Humanities and Communications Courses Taught in 2008-09

Programs	Number of Courses
Developmental English and Reading	135
English Composition and Literature	112
Communication Studies	31
Art	41
Drama	15
Humanities	17
International Intercultural Studies	5
Music	60
Philosophy	26
World Languages	82
Total	524

The pattern of courses offered in day and evening has remained fairly consistent; however, there has been a significant increase in hybrid and online offerings between 2008-2009 and 2009-2010. In 2008-2009, the division offered 11 courses in a hybrid format and 19 fully online. In 2009-2010, it offered 18 hybrid and 27 online courses. To maintain the academic rigor of classes offered in the full range of formats, online classes are assigned only to full-time and adjunct instructors fully vetted by the departments within the division.

The division faculty includes 21 full-time professors (19.09 FTEF) and 50 adjunct instructors (24.26 FTEF). The Writing program is led by a program lead, who is a full-time professor with a third time reassigned to assist the division dean with class scheduling, staffing, budget development, assessment activities, etc.

Three classified staff members (a full-time secretary senior, a ¾-time program coordinator for International Education and Study Abroad, and an eleven-month instructional technician in the Art department) support the faculty.

Finally, the Writing Center is included in the division. It is charged with providing individualized support for students from all areas of the College in Reading and Writing. The Center is staffed by a part-time hourly director, a part-time hourly classified staff position, and students hired on an hourly basis as tutors.

The Humanities/Communication faculty is well represented in the service work of the College including membership on standing councils (IC, ARC) and advisory committees (i.e., the Budget Advisory Committee, Library Advisory, Computer Replacement) and on dissolving committees and task forces/work groups (Advising Direction, Accreditation, etc.).

Members of the division occupy shared or individual offices located in Building 21 (the Center for the Arts), on the third floor of Building 20 (Pre-College English and Reading), in Building 22 (The Writing Center), and in Building 34 (Intensive English). Their offices are equipped with computers and printers appropriate to the technology demands of the instructors. Classes are taught in most of the College's instructional buildings when space is available and their use is coordinated with the primary users of those spaces. Classroom and office technology is, for the most part, appropriate for instructional needs.

All departments with full-time professors are actively engaged in a range of department and program assessment. These activities include assessment of critical thinking and communication through common finals or assignments (Spanish, Music, Philosophy), portfolio assessment of instructional documents (instructor assessment) and student work (English Composition and Communication Studies), and presentation or seminar assessments (Humanities and Art). All assessment plans for 2009-2010 include appropriate measures of the communication and/or symbolic reasoning rubrics.

The division has made notable curriculum changes. The English department, as a result of portfolio assessment and the College-Wide Ability projects, has revised both English 101 and 102. Other changes to the curriculum include the following (see Exhibit 2.B.8 - Program Notebooks).

- the addition of Digital Cinematography to Fine and Performing Arts and Digital Media to Communication Studies;
- the deletion of Technical Theatre and Orchestral Music classes;

- the creation of a Film department, and
- the development of three emphases in the associate of arts:
  - International Intercultural Education;
  - Digital Media; and
  - Digital Cinematography with either a performance or production focus.

Applied Technology

As a result of the reorganization of the College's instructional unit effective July 2008, the Applied Technology division gained four professional technical programs and related faculty. The newly expanded division offers Associate in Applied Science degrees and certificates in Automotive Technology, Baking and Pastry Arts, Building Information Modeling, Computer Aided Drafting, Computer Information Services, Computerized Manufacturing Technology, Culinary Arts, Fire and Emergency Services Technology, Horticulture Technology, Land Survey and Geomatics, and Welding Technology. All programs are connected to the mission of the College by providing technical training for direct entry into the job market. In particular, the Land Survey and Geomatics and Building Information Modeling programs were added in the last two years in response to emerging needs from industry. Some courses within the division also serve as an option for other students in completing their general education requirement in the area of human relations and/or are taken as electives for the Associate in Arts degree. The division includes 20 FTE full-time faculty and 7.2 FTE adjunct faculty, and generated 623 student FTE in 2008-09. The average cost per student FTE ranges from approximately $2,000 to $6,200. All full-time faculty and some adjunct faculty actively participate in college-wide committees. There is currently one faculty program lead within the division in the Computer Information Services (CIS) department. This lead assists the division dean with class scheduling, staffing, budget development, assessment activities, and equipment needs as well as several other activities.

Through active professional development by faculty and the interaction of an industry advisory committee for each degree program, the curriculum in each program is kept current with industry standards and expectations. Course outlines are required to be updated at least every five years and must be approved by the Instructional Council. New equipment is obtained through industry donations, grants and accessing funds through the College's small and large equipment prioritization

processes. The acquisition of equipment that reflects the ever evolving industry standard is the greatest challenge faced by most departments within this division. With the exception of the CIS department, all departments have either been remodeled or moved to new instructional space in the past 10 years. The building that houses the CIS department is less than 15 years old.

Basic Skills/Adult Basic Education (ABE)

ABE provides instruction at basic levels in Writing, Reading, Math, and skills to increase readiness for college or employment. Students enter with anywhere from first to 12th-grade Reading and Math skills, and are tested upon entry, with post-tests after 45+ hours of attendance.

Practice tests are administered in class to help students prepare for the General Education Development (GED) diploma tests and students are advised when to take the official tests on campus.

Transition tests to enter Developmental Math, Reading, and English are administered to ABE students who meet exit rubrics and are ready to enter those departments.

The goal of ABE is to prepare students for the Reading, Writing, Mathematic and community engagement skills needed for daily life. In addition, GED courses are focused on preparing students for college-level coursework, earning a GED, and/or increasing skills to enhance employability.

ABE enrolls around 350 duplicated (250 unduplicated students) in a typical quarter. The staff includes two full-time tenure-track faculty members, ten adjunct faculty, and one half-time tutor. The current director will be returning to the classroom beginning fall quarter 2010 increasing the full-time faculty from two to three. About fifteen sections of ABE are offered per quarter, at four sites in the county. Classes run from 9:00 a.m. to 9:00 p.m. each weekday, with four levels of ABE offered, including students studying for GED completion.

Learning disability screenings are available for students by appointment with two certified faculty. Pre-testing for entry and post-testing after 45 hours of study in Reading and Math are mandatory each quarter as required to receive state-funding for the program.

Integrated Basic Education and Skills Training (IBEST) is included under the umbrella of ABE. Through the IBEST program, certificates for Automotive Technician

(2 quarters), Customer Service Specialist (3 quarters), and Horticulture Landscape Technician's certificate (3 quarters) are offered with an ABE "support teacher" as part of the instructional team. The basic skills support teacher participates in the technical content classes 50 percent of the time to offer support to the students and as a complement to the primary professional technical instructor. IBEST students also may have classes each day entirely with the ABE teacher to catch up on technical vocabulary, assignments, quiz and test preparation, etc. In winter 2010, the division launched its first online GED initiative, with 15 seats available.

Strengths
- The program enjoys healthy and growing enrollments and a stable and high-quality staff.
- The State Board for Community and Technical Colleges offers quality professional development opportunities for faculty.
- More students are transitioning into Developmental Education and college-level courses (26 in winter 2010 which is a typical quarterly number for the past year).
- Enrollment and entry management have improved significantly this year, including electronic assessment upon intake.
- Availability of student ID cards and bus passes greatly enhances student access to campus in the current economy.
- Campus donations for tuition grants ($25 quarter) also enable many students to attend who otherwise would not be able to afford the cost of the program.
- Through the Bookends Literacy partnership with Mason County Literacy, the number of trained volunteer tutors assisting with GED students has grown in the past year.

Challenges
- Many students arrive with learning barriers, economic problems, and weak resources overall.
- Faculty members are often unable to address the mental health, medical, and behavioral issues of students, and the ensuing attendance and retention problems.

Future Directions/Recommendations
- It is the interest of the division to increase access and student interest in online GED courses, which are currently in the early stages of development.
- Faculty members need continual professional development in classroom strategies for those who have learning disabilities, and techniques for defusing behavioral

problems, as well as approaches to Math, Reading and Writing instruction.

English as a Second Language (ESL)

ESL offers courses at six levels, following the State Board for Community and Technical College's Learning Standards and core competencies lists. Students, ranging in age from 18 to 80, enter from over 35 countries. Classes are offered on the Mottman campus and at the Hawks Prairie Center from 9:00 a.m. to 9:00 p.m.

The goal of the ESL program is to increase speaking, listening, reading, writing, computer, and numeracy skills for improved employability, community, and family responsibilities among students. Also central to the mission is increasing student access to further education and training, and helping students develop skills to successfully analyze and gather information, develop personal independence, express their ideas, and integrate their past knowledge and heritage to their new culture in the United States.

Each quarter, about 16 classes are offered on the Mottman campus and at the Hawks Prairie Center. The staff consists of two full-time tenure-track faculty and 5 adjunct faculty. A stand-alone class in Writing is offered, and two-level combination classes are slated in all but levels 1 and 2, which fill each quarter with a single level. Pre-testing for entry and post-testing after 45 hours of study are required each quarter. The ESL test subjects are Reading and Listening. With many ESL students enrolling in multiple classes, the unduplicated headcount is approximately 190; duplicated is 330 (as of Spring 2010).

Enrollment numbers have been strong for several years. Faculty members are high-quality, experienced professionals. Student motivation is always high, and student commitment is enhanced by campus and community activities (annual ESL student publication, with a book-signing event; international celebrations downtown and on campus, etc.). More students are articulating (transition testing) into Developmental Education Reading and English from ESL level 6, which motivates higher ESL levels to reach for college credits. Entry and enrollment has been significantly simplified this year, due to new electronic entry testing. Availability of student ID cards and bus passes greatly enhances student access to campus in the current economy. Campus donations for tuition grants ($25 quarter) also enable many students to attend, who otherwise would not have the available funding.

Through the Bookends Literacy partnership with Mason County Literacy, the number of trained volunteer tutors assisting in ESL classes has grown in the past year.

Multi-level teaching is always difficult, especially when ESL students arrive with very disparate speaking/literacy skills. Recruiting good tutors to match with the students and assist in classes especially at lower levels is an ongoing challenge. Many students have goals of improving their lives and employment opportunities, without plans for college or further career training. For those planning to continue, it takes time for most students to adequately prepare for college-level work.

The division continues to work on smooth tuition payment systems on campus for basic skills students. Development of ESL writing rubrics and transition testing has led to better assessment in the absence of standardized writing tests in the mandatory battery (only reading and listening are commercially available). Both Mottman campus and the Hawks Prairie Center have experienced improvements in technology and computer upgrades in ESL on both campuses.

2.C.4 Transfer and Acceptance of Credit

Students transferring to the College may be given appropriate credit for college-level work completed at a post-secondary institution accredited by one of the regional associations of colleges and universities.

Policies on transfer and award of credit are published in the College Catalog and are periodically reviewed by the dean of enrollment services to ensure fairness and equity for all students. The College's transcript evaluators using those policies, make every effort to provide maximum consideration for students who have changed institutions or degree programs. When required knowledge of a specific subject area is not clearly evident on a student's transcript or course description, the student is referred to the appropriate faculty for a more intensive evaluation and final recommendations on acceptance for any coursework in question. Students may also appeal transcript evaluations to the dean of enrollment services. The College Catalog also clearly informs students intending to transfer elsewhere that a receiving institution may or may not accept credits earned at the College and each student should work with their advisor and the receiving institution to minimize credit mismatches.

Students who seek degrees or certificates and who want to transfer credits from other colleges or universities

should follow the procedures listed on the "transfer of credit" form (see Exhibit 2.C.2 - Transfer of Credit Application).

2.C.5 Academic Advising

Educational advisors assist prospective and enrolled students in developing meaningful educational goals and provide educational planning and assisting. Advisors are committed to meeting the educational needs of students by providing timely and accurate information, programs, resources, and support.

The advisor's goal is to introduce students to the college experience by encouraging self reliance and personal responsibility in the pursuit of their educational goals. Oversight for advising is the responsibility of enrollment services.

The enrollment services department provides quarterly training on advising, class selection, and available education resources and tools for all faculty and staff that provide advising services.

The College has an advising workgroup composed of a representative group of divisional deans, faculty senate, departmental leads, and student service members. The workgroup meets monthly to discuss issues related to the advising process and implement changes based on input through surveys, workgroup meetings, and one-on-one feedback from those involved in this process. The workgroup is chaired by the vice president for student services (see Exhibit 2.C.3 - Advising Workgroup Minutes).

2.C.6 Required Remedial or Developmental Work for Admission

Depending on placement testing results, students may be advised to enroll in basic skills (ABE, GED, ESL) and/or pre-college English, Reading, or Math (see Exhibit 2.C.4 - Accuplacer Results and Course Placement). These requirements may be met by taking courses at the College or may be waived based on previous college course work or testing (see Exhibit 2.A.13 - College Catalog).

2.C.7 Faculty

The College's student to faculty ratio has increased over the past four years and is in line with the state system. Faculty is adequate for the educational offerings including full-time faculty representing each field in which the College offers major work (see Exhibit 2.B.8 - Program Notebooks and Standard 4).

Figure 2.C.2 Faculty Ratios

(includes Running Start)	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SPSCC	15.55	19.09	21.39	22.27
CTC	18.71	20.42	22.03	23.93

2.C.8 Licensing Exams and Job Placement

The College's Nursing program is the only pre-baccalaureate professional technical program. The National Council Licensure Examination (NCLEX) pass rate and job placement rates are tracked annually. For Practical Nursing students, the pass rate has been 98 percent for the past two years and 97 percent for Registered Nursing. Job placement rates are strong at 91 percent.

Strengths
- The College continues to offer courses and services at traditional and extended hours, to ensure learning opportunities for all students.
- The College has a comprehensive program of high quality instruction in its degree and certificate programs that meet the needs of the community. The innovative and diverse curricula are aligned with the vision, mission, and core values of the College.
- Instructional Council is committed to the continuous review of general education outcomes and their impact on the College's programs.

Challenges
- None at this time.

Future Directions/Recommendations
- The College should seek other resources such as federal and state grant options to help explore and start new programs.
- The College should continue to build and explore online course/degree options.

2.G Continuing Education and Special Learning

Analysis and Appraisal

The College has several off-campus sites that offer both credit and non-credit classes. These off-campus sites are located at the Hawks Prairie Center, McLane Fire Station, and the Cooperative Pre-Schools (Westside, Eastside, Steamboat Island, and Lacey). These sites offer the community greater accessibility to classes. In addition, Cooperative Work Experience (Co-op) offers students the opportunity to receive academic credit for on-the-job experience.

All of the off-campus sites except the Cooperative Pre-Schools provide credit classes for students working towards a degree. In addition, the Hawks Prairie Center addresses the training needs of the community both through credit and non-credit classes. Certified Public Managers (CPM) and Non-Profit Leadership Institute (NLI) are for credit and the non-credit offerings include classes taught through Community Education, the Center for Continuous Learning (CCL), and the Department of Personnel (DOP).

2.G.1 Programs Serving Special Populations

Credit classes offered at off-campus sites have the same requirements as credit classes at the Mottman Campus (see Exhibit 2.A.14 - College Catalog page 14 and Quarterly Schedule). Classes are designed by the instructor and the dean and are approved by the College's Instructional Council (see Exhibit 2.A.4 - College Handbook). Student and peer evaluations occur as they do at the Mottman Campus (see Exhibit 2.G.1 - Sample student and peer evaluations).

The community education division advocates lifelong learning for students of all ages through classes and workshops in response to community needs. Community education's efforts are compatible with the College's mission statement (see Exhibit 2.A.14 - College Catalog). Community education classes are routinely evaluated and are used to support decisions made regarding course offerings and adjunct faculty hiring and placements (see Exhibit 2.G.2 - Student Evaluation of Instruction).

2.G.2 Control of Instructional Programs

The College assumes sole responsibility for the academic quality and fiscal integrity of classes offered at off-campus sites (see Exhibit 2.A.4 - College Handbook).

2.G.3 Full-Time Faculty Representation

The instructors who teach classes at off-campus sites are represented in their appropriate discipline and fields of work the same as instructors are on the Mottman campus. Student and peer evaluations of credit classes at these sites follow the same process as credit classes at the Mottman campus (see Exhibit 2.G.1 - Sample student and peer evaluations).

Faculty evaluates Cooperative Work Experience (Co-op) work sites and the achievement of student objectives (see Exhibit 2.G.3 - Sample Co-op evaluation).

2.G.4 Organizational Placement of Special Learning Activities

Credit classes at off-campus sites are administered by the vice president for instruction (see Exhibit 2.G.4 - College Organization chart).

Cooperative Work Experience (Co-op) is administered by student services. This is done in partnership with faculty, students, and employers.

2.G.5 Distance Learning

In the past two years the e-Learning manager has provided timely classes to assist all faculty members who teach online. The e-Learning manager has provided faculty with guidelines to ensure offerings have appropriate learning resources. In addition, the e-Learning manager will continue to be a resource to faculty as online programs/offerings grow. All locations have access to learning resources and faculty through electronic mail, scheduled office hours, and faculty web pages (see Policy 2.6. and 2.G.6). The fee structure and refund policies for credit classes at off-campus sites is the same as the those used for credit classes on the Mottman campus and at the Hawks Prairie Center. It is clearly stated in the College's print and electronic information (see Exhibit 2.A.14 - College Catalog).

2.G.6 Fee and Refund Policy

The fee structure and refund policies for credit classes at off-campus sites are the same as those used for credit classes on the Mottman Campus and at the Hawks Prairie Center. The fee and refund policies are clearly stated in the College's print and electronic Information (see Exhibit 2.A.14 - College Catalog).

2.G.7 and 2.G.8 Award of Credit and Curriculum Approval for Special Learning Activities

Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved in advance by the appropriate institutional body and monitored through established procedures. For those courses that aren't reviewed in advance, the College may offer credit through Credit for Alternative Learning Experience (CALE) discussed in 2.A.10 and Policy 2.3. 2.G.9 (see 2.A.10 - Credit for Prior Experiential Learning).

More information regarding award and transfer of academic credit can be found in Policy 2.5 discussed later in this standard.

2.G.10 Alternative Credit

The College has no external degree, degree-completion program, or special degrees.

2.G.11 Nontraditional Demonstration of Achievement

In Cooperative Work Experience (Co-op), credit is measured solely by outcomes. Student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of traditional instructional practices. Faculty, student, and employers establish measurable outcomes at the beginning of the quarter. A final evaluation of the student is carried out by the employer and the faculty member (see Exhibit 2.G.3 - Sample Co-op Outcomes Worksheet and Evaluation).

2.G.12 and Policy 2.4 Study Abroad/Travel Study

The College's students have the unique opportunity of studying abroad with programs sponsored by the Washington Community College Consortium for Study Abroad (WCCCSA) in partnership with the American Institute for Foreign Study (AIFS), Center for Academic Programs Abroad (CAPA) International Education, the Study Abroad in Australia and New Zealand program, and the Japan Program in partnership with Green River Community College. Students can study Spanish with the College's international sister college, el Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM), in Queretaro, Mexico. Students are allowed to use financial aid while participating in these programs and credit is posted on the student's transcript from the College.

Sister Colleges

The College maintains three international sister college relationships. Students who participate in these programs have the opportunity to study at the sister college for one semester. The colleges include:
- el Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM) in Queretaro, Mexico;
- Kansai University of International Studies, and
- Otago Polytechnic in Dunedin, New Zealand.

The original sister college agreement with Otago Polytechnic in Dunedin, New Zealand was signed in 1990 and the agreement has been renewed every three years. There was a break in the relationship between 2002 and 2007 due to a restructuring at Polytechnic. The sister college relationship with Otago Polytechnic was renewed in 2008. Otago sent a delegation to visit the College to assess common programs between the two institutions in which students may participate in exchanges. The College has not had any students study at the Polytechnic since 2000. The next step in the relationship will be to send faculty to Otago to evaluate common programs, academic standards, and credit equivalencies before sending students.

In November 2008, the College signed an agreement with Kansai University of International Studies to exchange students; academic information and publications; and other exchanges of an academic nature agreed upon by both parties. In late summer 2009, the College hosted a group of Japanese students from Kansai University for two weeks.

Consortium and Green River CC programs

The College is a member of the Washington State Consortium of Community Colleges (WCCCSA). Currently, the Consortium offers in partnership with AIFS (American Institute for Foreign Studies) and CAPA (Center for Academic Programs Abroad) quarter-long

study abroad programs in Italy, London, Costa Rica, and a short-term summer Spanish language program in Cusco, Peru. The College is engaged in the developmental stages of a study abroad program to Cape Town, South Africa partnering with AIFS for fall 2011. The College also partners with Green River Community College for quarter-long programs to Australia/New Zealand and Japan. These programs are structured like the programs WCCCSA offers in partnership with the other providers. Courses are taught by Green River Community College instructors and instructors from their host campuses teach the "Life and Culture" courses. Students stay in single occupancy dormitory rooms at Newman College while in Melbourne, Australia and at Unitec University in Auckland, New Zealand. In Japan, students are hosted by the Kanagawa Institute of Technology (KAIT) located in Atsugi, Japan. Partnering with Green River Community College for these programs allows students to use financial aid and to register for the classes at South Puget Sound Community College (see Exhibit 2.G.5 - Study Abroad Program Notebook).

2.H   Non-Credit Programs and Courses

Analysis and Appraisal

Off-campus and special learning classes are offered in conjunction with public and private organizations in the College's service area. These organizations include but are not limited to: Washington State University Thurston County Extension, The Evergreen State College, the Washington Land Surveyors Association, the Red Wind Casino, Hexen Glass Studio, the Office of Minority and Women's Owned Business Enterprises, American Driving Services, the Nutritional Therapist Training Association, and Wolf Haven International (see Exhibits 2.H.1 - Hexen Glass Personal Service Contract and 2.H.2 - the Small Business Development Center (SBDC) Client Request).

Certification/training classes such as Flagging Certification, Fork Lift Truck certification, and Building Code courses are offered using curriculum and/or texts and materials that have been specifically developed for and by these industries. These organizations include The Evergreen Safety Council, Ives Training, and the Washington Association of Building Officials. Classes are routinely evaluated using the Student Evaluation of Instruction. The evaluations are used to support decisions made regarding course offerings and faculty hiring and placements. The evaluations are also shared with adjunct

faculty whose classes are evaluated. Overall, students are satisfied with the instruction and curriculum.

2.H.1 Administration and Faculty Involvement

Non-credit classes include those offered by Community Education, Center for Continuous Learning (CCL), Department of Personnel (DOP), Small Business Development Center (SBDC), Army Vocational/ Technical (AVOTEC) Certificate Programs, and Project Management Certificate Program. These classes are all regularly evaluated by the clients they serve. This is a disparate group of programs meeting specific needs in the community. Each is designed, approved, administered, and evaluated as a separate entity without Instructional Council oversight. The SBDC has outside agencies which establish policies and procedures (see Exhibit 2.H.3 – WSU-SBDC Contract).

The institutional procedures in the College Handbook covering the design, approval, and administration of programs and courses do not differentiate between credit and non-credit offerings (see Exhibit 2.A.4 – College Handbook, section 4.20).

Community education classes result from a community need for a class that aligns with the College's mission. Current practices for registration and refunds of non-credit courses are stated clearly in the quarterly course offerings.

2.H.2 Record Maintenance

Each program listed above maintains its own records. Community education maintains copies of course syllabi and outlines. The SBDC maintains records that are audited periodically by state and federal agencies. Each participant in Hawks Prairie Center classes must fill out a registration form which requests the following information: name, address, phone number, name and item number of class, and date and cost of the class. Using the registration form, each participant is registered into the Campus CE registration portal.

Participants are registered and pay for their classes utilizing the Campus CE software. Each participant is required to sign in on the roster at the beginning of class. At the end of each class, participants are asked to fill out an evaluation form rating the instructor, facility, and course content. At the bottom of each evaluation, they are asked to rate the overall course (i.e., 1 = poor, 7 = good). This rating is then averaged for each class to

obtain an overall analysis of the class. This number is recorded on the front of the roster along with the instructor's name. The roster is attached to the evaluation forms and maintained in the Hawks Prairie Center office.

2.H.3 Award of Continuing Education Units

Continuing education units (CEUs) are awarded for the following courses: Nutritional Therapist Training Program (4.5 CEU), Land Surveyors Refresher course (2.0 CEU), and International Residential Building Codes (2.0 CEU). CEU number and requirements are indicated as part of the course information in online sources and printed in course schedules. CEUs are awarded to students who complete the designated instructional hours and course requirements. One CEU is equivalent to 10 hours of instruction. Students can request official transcripts for the courses.

The Project Management Certificate Program offers Professional Development Units (PDU). In addition, continuing education offers several courses for clock hours. Individuals apply for clock hours through the Educational Service District 113. The district certification specialist approves the clock hour requests and the hours range from 6 to 25 hours. These courses include world languages, art, special interest courses, and music (see Exhibit 2.H.4 - Clock Hours Application from ESD 113).

Strengths
- The College collaborates to enroll community members in continuing education programs and specialized programs such as the center for continuous learning, and community education courses.
- The College provides a rapid response to community needs.

Challenges
- The procedures governing the design, approval, and administration of courses and programs do not address non-credit offerings (2.H.1).

Future Directions/Recommendations
- Address non-credit offerings in the College Handbook.

Policy 2.1   General Education/Related Instruction Requirements

Discussed in 2.C

Policy 2.2   Educational Assessment

Discussed in 2.B.1

Policy 2.3   Credit for Prior Experiential Learning

Discussed in 2.A.10

Policy 2.4   Study Abroad

Discussed in Standard 2.G.12

Policy 2.5   Transfer and Award of Academic Credit

Credit Hours/Credit Equivalents by Type of Instruction

The board of trustees and administrators, with the assistance of the faculty, have statutory authority to establish the course of study for the College and the responsibility to publish catalogs and bulletins that describe the conditions under which college programs are offered to students (RCW 28B.50.140(11)).

The State Board for Community and Technical Colleges (SBCTC) has a corresponding authority to set minimum standards "with respect to the content of the curricula and other educational and training programs, and the requirements for degrees and certificates awarded by the colleges" (RCW 28B.50.090(7)(c)). To meet this responsibility, the SBCTC has established the basis for determining the credit value or credit equivalent that may be assigned to any course or instructional activity offered by a college (RCW 28B.50.090(7)(e)).

Determining **Credit Values and Credit Equivalents**
Course credit hours are determined by the type of instructor contact hours and the ratio of those hours to the number of weeks in a quarter. "Credit hours" are defined as the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out-of-class preparation.

Total Contact Hours for a Quarter
Contact hours are established based on the number of credits for a particular class and the modality of instruction. "Hours" are scheduled in 50 minute increments with 10 minutes for passing from one class to another. Classes scheduled in block mode may count the hours between the start and finish (example: 8 a.m. to 12 noon = 4 hours; 9 a.m. to 10 a.m. = 1 hour).

Credit Values and Credit Equivalents

The following titles, definitions, and credit ratios are used in calculating credit values. The length of a quarter may vary between 10 and 12 weeks. Each college must use the length of quarter closest to their average (except for summer quarter). No additional credit equivalents may be generated by adjusting the length of a quarter.

Policy 2.6   Distance Delivery

Analysis and Appraisal

Over the last ten years, the College has transformed its distance learning program. In the past, delivery modes mainly consisted of video programming and correspondence. Currently, the College primarily utilizes an online delivery method. Although a limited number of correspondence courses are still available, there are no degree options available through this method. Students can complete an Associate in Arts degree from the College through online and/or hybrid course offerings. The program content remains the same as that of traditional delivery modes. To provide a cohesive learning environment, the College allows students to continue in discontinued programs until completed. All online and hybrid program content is established through the Instructional Council using the same criteria as face-to-face instruction. Since 2006, the College has increased its online and hybrid course offerings each year (see Figure 2.A.1).

In response to the increased number of online and hybrid offerings, the College has been able to increase online and hybrid FTE enrollment by an average of 40 percent (see Figure 2.A.2).

During this same period, the College has decreased attrition rates in online and hybrid course offerings (see Figure 2.6.1).

Figure 2.6.1 Annualized Attrition Rates

2006-07	11.1%
2007-08	10.8%
2008-09	10.7%

The College's 2007-2010 Strategic Plan (see Exhibit 2.A.5) includes a goal to respond to increasing demand for online and hybrid course offerings.

The College's e-learning support manager ensures the appropriateness of technology used for instruction and provides support for faculty.   The e-Learning support

Manager does not provide support for students. The College utilizes Washington Online, Blackboard and Angel as delivery modes. Students and teachers are able to maintain regular contact by using email and discussion boards.

The College oversees the quality and rigor of its programs through administrative and peer review. Additionally, the College actively supports continuing education for faculty. Training resources are available through Washington OnLine (WAOL) and a local training series and support provided by the e-learning support manager.

The College owns all curricula approved and taught by its faculty. The policy regarding this is available in the College Handbook (see Exhibit 2.A.4 - pages 116-118).

An important element to student success is enhanced library/media services. The College subscribes to over 16,000 online databases accessible to students. The Library Media Center (LMC) offers podcasts to instruct students about available services. The LMC works with instructors and will presort and categorize research material for student use based on the approved syllabus. For courses which require student/faculty face-to-face time or laboratory time, hybrid courses are available.

Students are able to make informed decisions about enrollment into online courses through information provided in course catalogs and extensive outreach activities. However, there is no requirement for students wishing to enroll in online courses to provide any evidence of computer literacy or technological capability to successfully participate in the course. To help facilitate success, the College encourages students to participate in the WAOL tutorial included in its program. To evaluate student success in online courses, the College tracks attrition rates and maintains a goal of less than 10 percent for online courses. This goal has not been met in the last three years. The college does not currently track course failure rates separate from traditional courses, which would be helpful in better understanding student success in the online environment.

The College has been able to acquire and maintain the equipment and expertise to fully support the College's e-learning initiative through aggressive and innovative administrative, purchasing, and staff development policies. Evidence of this commitment is the College's budget development – equipment allocation process (see Exhibit 2.6(1). One of the central criteria for evaluating requests in this process is responding to the increasing

demand for online and hybrid course offerings. In addition, this initiative is supported by the College's Strategic Plan (see Exhibit 2.A.5) and the Strategic Enrollment Management Plan (see Exhibit 2.B.7, pages 15-16).

Maintaining the integrity of the College's e-learning program is a primary goal. To address growing issues regarding plagiarism and the quality of instruction, the College provides training for faculty on plagiarism and ensures quality instruction through the Quality Matters peer review program. This program provides support and guidelines for faculty regarding distance delivery.

Strengths
- The College has an e-Learning staff member dedicated to helping staff develop and deliver online offerings.
- The College offers the Associate in Arts degree entirely online to provide students with non-classroom based options for achieving their goals.

Challenges
- Currently there is no requirement for students wishing to enroll in online courses to provide any evidence of computer literacy which may account for the high attrition rate.

Future Directions/Recommendations
- The College needs to be more aggressive in its screening and placement of students regarding distance learning. Assessing a student's capability to succeed should be part of the recruitment and admissions policies and decisions.

STANDARD 2 – EXHIBITS

Exhibits Referenced in the Narrative
2.A.1.   2008-09 Fact Book
2.A.2   2008-09 Core Indicators
2.A.3   Instructional Council Handbook
2.A.4   College Handbook
2.A.5   The College's 2007-10 Strategic Plan
2.A.6   ICRC Handbook
2.A.7   Assessment Plans
2.A.8   College Wide Ability Assessments
2.A.9   Program Planning Guides
2.A.10   SBCTC Policy Manual - http://www.sbctc.ctc.edu/general/_a-policymanual-ch5.aspx
2.A.11   Library Effectiveness Survey
2.A.12   Clarus Study

2.A.13   CALE Application
2.A.14   College Catalog

2.B.1   2007-10 Strategic Plan
2.B.2   Logan Model
2.B.3   ARC Meeting Minutes
2.B.4   2007–09 Assessment Reports
2.B.5   2009-11 Assessment Plans
2.B.6   2007/2008/2009 Graduate Surveys
2.B.7   2007-10 Strategic Enrollment Management Plan
2.B.8   Program Notebook IPIR report
2.B.9   APT and MAPP 2004 to 2007 Analyses and Discussion
2.B.10   Critical Thinking Rubric
2.B.11   College Wide Ability Assessment: Critical Thinking Final Report
2.B.12   Diversity Course Assessment
2.B.13   Psychology Critical Thinking Assessment for 2009-11
2.B.14   South Puget Sound Community College General Education Committee 2009-10 Report

2.C.1   Student Learning Outcomes
2.C.2   Transfer of Credit Application
2.C.3   Advising Workgroup Minutes (get from Rhonda)
2.C.4   Accuplacer Results and Course Placement Guide

2.G.1   Sample Student and Peer Evaluations
2.G.2   Student Evaluation of Instruction
2.G.3   Sample Co-op Evaluation
2.G.4   College Organization Charts
2.G.5   Study Abroad Program Notebook

2.H.1   Hexen Glass Personal Service Contract
2.H.2   Small Business Development Center (SBDC) Client Request
2.H.3   WSU – SBDC Contract
2.H.4   Clock Hours Application from ESD 113

2.6 (1)   College Budget Development Equipment Allocation Process

Required Documentation (not referenced in narrative)
1. Instruction Organizational Chart – including Continuing Education Component
2. Summary of listing of off campus programs, director, and enrollments (Campus CE)

Required Exhibits (not referenced in narrative)
1. Minutes from Instructional Council
2. Interim Accreditation Visit Documentation
3. Grade Distribution Studies
4. Hawks Prairie Quarterly Schedule
5. MIS Reports for past three years
6. Budget Information and Financial Arrangements for CCL/CE/DOP (Hawks)
6. Sample Transcript with explanation of CALE
7. Enrollment Services Manual

Suggested Materials (not referenced in narrative)
N/A

STANDARD 3

Students

INTRODUCTION

The student services division provides an array of quality services and programs that support student learning and success. These services and programs include: student admission, placement testing, and the registration process; advising, educational planning, and career counseling; student financial aid; disability support services; student records; and intercollegiate athletics. Student learning and retention are supported through counseling, financial aid, career services, placement testing, bookstore and intercollegiate athletics, service learning, and disability support services. Students have a voice in college governance and a sense of belonging through opportunities to serve on a variety of college committees, student government, and participation in clubs and activities. To assure services are meeting the needs of students, both now and into the future, planning and decision making are based on a systematic assessment and analysis of data on an on-going basis. The purposes of the student services division are carried out by well qualified staff dedicated to student success. Residential housing and on-campus health services are not provided.

3.A   Purpose and Organization

Analysis and Appraisal

3.A.1 Organization

The student services department includes four major departments: enrollment services (outreach, student admissions and registration, placement testing, student advising, educational planning, and student records); student financial services (scholarships, student employment, veterans eligibility, career services, and student financial aid); student life (student government, clubs and activities; disability support services; counseling; diversity and equity; and intercollegiate athletics); and auxiliary services (event management and bookstore services). The student services division is organized to effectively provide services that are consistent with the mission and goals of the College. Specifically, mission, goals, objectives, and strategies that guide student services workplans include the following:

Mission of the College: "We engage our community in learning … for life."

One of two strategic planning goals of the College: South Puget Sound Community College is student centered.

One of two objectives: Provide comprehensive and effective services to students.

Strategy 1: Develop and implement a one-stop philosophy for services to students.

Strategy 2: Develop and implement a strategic enrollment management plan.

The College's student services division supports the mission of the College by:

- Promoting and facilitating the enrollment, retention, and goal attainment of students, and
- Supporting student learning in and outside of the classroom.

Student Services has in place several instruments for assessing to what degree the mission and goals of the college are being met and, if not, what changes or improvements need to be made. Assessment instruments include:
1. Community College Survey of Student Engagement (CCSSE) (see Exhibit 3.A.1),
2. 2007-08 Student Services Staff Survey (see Exhibit 3.A.2),
3. Clarus Marketing Report (see Exhibit 3.A.3),
4. Strategic Enrollment Management Plan (SEM) (see Exhibit 3.A.4),
5. High School Focus Group Report (see Exhibit 3.A.5), and
6. the Student Services Annual Report (see Exhibit 3.A.6) (which summarizes the activities and volume of work produced in student services, highlights the accomplishments of each department, assesses the progress made toward the previous year's goals, and identifies the goals for the upcoming year).

The Master Notebook (see Exhibit 3.A.7), a resource book for containing assessment instruments and progress reports, resides in the office of the vice president for student services. It allows the vice president for student services and staff to review all key units within student services. A 2007-2010 Strategic Enrollment Management Plan for the College was developed and is reviewed annually. Strategies for improvement are reviewed for effectiveness and new strategies are initiated annually if needed. Progress is reported to the board of trustees in terms of progress made and/or goals achieved in the annual plan.

In 2009-10, the College's budget was reduced because of state budget problems. The only new item funded in student services during this period was a Vista/AmeriCorps position. Funding resulted from planning and assessment information based on a 2008 CCSSE finding in which students reported they had not participated in community-based projects outside of class. The College applied for membership into Washington Campus Compact and was awarded a Vista/AmeriCorps position to focus on developing service-learning opportunities for students.

Additional strategies and goals include:

- Identify what students should actually be learning (student learning outcomes) as they interact with each department in student services,
- Focus more on retention and intervention strategies, and
- Resume participation in the Federal Family Education Loan Program to provide better access to lower interest educational loans due to rising costs of education.

3.A.2 Staff Qualifications

The College ensures that student services and program staff are qualified individuals whose academic preparation and experiences are appropriate to their assignments and responsibilities. This is done in several steps: 1) the supervisor, the dean of the department, and the vice president for student services develop a job description, including the skills and knowledge needed to do the job, the primary duties to be performed and the preferred qualifications for the position; 2) the hiring committee chair, in consultation with the vice president for student services and the human resources office, form a hiring committee of qualified and involved staff and faculty who understand the College's mission and goals, the overall composition of student services and how important it is for all facets of the program to work in concert with each other; 3) the human resources office posts the position, collects the applications, and conducts an initial screening of all applicants for minimum qualification; 4) applicants meeting the minimum qualifications are further screened, rated, and interviewed by the hiring committee; and 5) the most qualified individuals are recommended for a final interview and the best candidate is offered employment.

Once employed by the College there are several tools used to evaluate the effectiveness of employees. All employees receive annual job performance evaluations (see Exhibit 3.A.8) by their supervisors. Department heads within student services are evaluated by the vice president for student services. The vice president for student services is evaluated by the college president. Every three years, administrative and exempt staff members are evaluated by a broader representation of the college community.

All evaluations of classified staff are done using the mandatory State Performance and Development Plan (see Exhibit 3.A.9).

Additionally, student services staff are encouraged to continually assess their work and the effectiveness of their department. All student services employees have input into annual assessments and planning as well as being involved in the planning of training opportunities for the division. In an open and non-threatening environment, employees are encouraged to share ideas and concerns with supervisors and ultimately the vice president for student services. Departments in student services assess their effectiveness as intricate parts of the whole in delivering services and staying abreast of new technology and techniques. Staff members play a valuable role in assessing the previous year's effectiveness and making suggestions for present and future directions. This is done through departmental meetings and an annual survey of all student services staff.

Each year the survey results are presented at a quarterly All Student Services Staff meeting with staff collectively identifying annual goals, professional development needs, and areas for improvement. Examples of evaluation tools can be found in the Resource Room.

3.A.3 Policies, Procedures, and Objectives

Appropriate policies are established by the College's board of trustees including those related to student development programs and services. Procedures are then developed and implemented based upon policy direction. Each department establishes annual goals and establishes mission and procedures congruent with policy direction which supports the student services mission. Annual goals are identified in the Student Services Annual Report.

The policies and procedures are then evaluated through many avenues to assess if they are appropriate, compatible, and supportive of the student development programs and services. The tools include: feedback from the College Survey of Student Engagement (CCSSE) survey results (see Exhibit 3.A.1), annual Student Services Staff

Survey (see Exhibit 3.A.2), data from the Clarus Marketing Report (see Exhibit 3.A.3) and the Community Perception Survey (see Exhibit 3.A.10), and information gathered from "Suggestion Boxes" placed throughout the Mottman campus and the Hawks Prairie Center. The objectives of the student development programs and services have been found to be compatible and support the goals of the College and student services.

3.A.4   Resources

Human, physical, and financial resources are based on need and the agreed upon initiatives being implemented. Overall, resources are a result of the student services budget developed with the departmental deans and the vice president. Each year, the present budget is reviewed and new initiatives/ideas are submitted based on assessment and analysis using instruments listed in 3.A.3. Presently, with the increased enrollment demand, student services expenditures have increased. The College has been responsive to enrollment demand and student needs by allocating additional resources to student services. However, if enrollment demand continues to rise, the current level of services and programs will not be sustained under the present level of funding for student services. See annual expenditures from 2003-04 to 2007-06 displayed below in Figure 3.A.1.

Figure 3.A.1   Student Services Expenditures
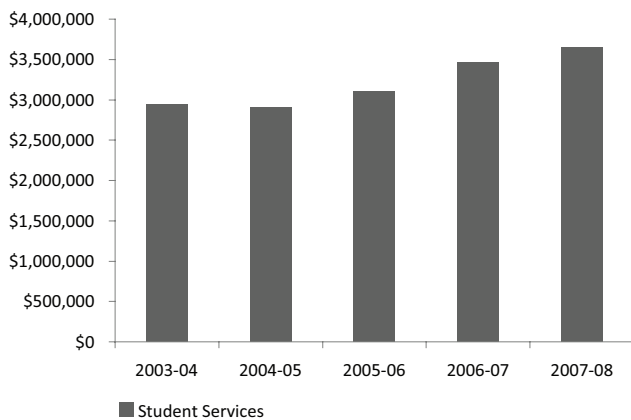
Source: SPSCC Factbook 2008-2009, pg. 26.

Figure 3.A.2 provides a chart of the student services 2008-09 budget allocation. More than 91 percent of the total budget was allocated to salaries and benefits.

Figure 3.A.2   Student Services 2008-09 Budget Allocation
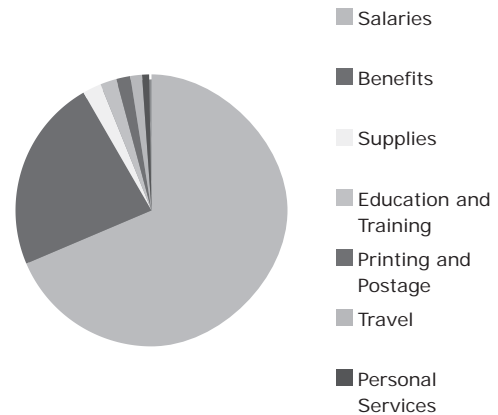
Source: 2008-2009 Student Services Annual Report.

In developing the 2009-2011 budgets, student services staff analyzed priorities, its core services, and allocated funds accordingly.

However, it is recognized that if there are future decreases in the College's budget, some services may be limited in scope and time, and in some cases may be eliminated. The student services department is looking for creative ways to deliver some services differently. For example, the department is reviewing the extent to which more services may be effectively provided electronically.

Strengths
- The student services department's services and programs are congruent with the College's goals and mission.
- Well-qualified staff and personnel are employed and annual evaluations of their progress and effectiveness are conducted.
- The College's Strategic Plan is used to guide student services work (e.g., implementing the Strategic Enrollment Management (SEM) plan and the strategies outlined in the plan are designed to improve enrollment). Enrollment is currently at record levels with progress being made on the enrollment goals.

Challenges
- With a decreased budget and increased enrollment demand, some services may be limited in scope and time and in some cases may be eliminated (3.A.4).

Future Directions/Recommendations
- None at this time.

3.B   General Responsibilities

Analysis and Appraisal

3.B.1 Student Characteristics

The College began using the Community College Survey of Student Engagement (CCSSE) in 2005, and the survey was used again in 2008. The CCSSE provides information to colleges about effective educational practices that promote improvement in student learning and persistence. The results of this survey are compared to colleges nation-wide and used to improve services and student learning (see Exhibit 3.A.1 for the 2008 Community College Survey of Student Engagement (CCSSE) Summary of Comparative Results). For example, students indicated the College did little to help them gain information about career opportunities or help them to develop career goals. As a result, several changes and enhancements were made to existing services: 1) the job center became career services; 2) a career services specialist was hired to work with students and faculty; 3) a grant was received to raise the visibility of career services on campus; 4) cooperative education and internships were aligned with career services; and 5) a one-credit career planning class was added to course offerings. See 3.B.6 for more information about the survey.

As a college with an open door admissions policy, students are admitted regardless of their educational background and previous college experience. Students' academic skills are assessed by the Accuplacer test, which is a Computerized Placement Test (CPT). The CPT assesses skill levels for all full-time and part-time students who are degree-seeking and enrolling in English, Math, and/or Reading courses. The College updated and evaluated the CPT test in 2002 with Dr. Ron Gordon, a consultant specializing in the Accuplacer test, to recommend changes by adjusting test cut scores to more accurately reflect the student population.

For those students with academic skills below college level, a number of developmental course offerings in pre-college English, Reading, and Mathematics are available. The necessary instruction is provided to bring students up to the academic skill level necessary for their individual success. The enrollment services division offers on-going testing through the sixth week of the quarter to assess and enroll students into basic skills (Adult Basic Education/General Education Development/English as a Second Language) courses.

Figure 3.B.1 shows the number of full-time students taking basic skills courses, developmental studies, workforce-related courses, and academic courses from 2004 to 2008.

Figure 3.B.1 Full-time students enrolled in college courses
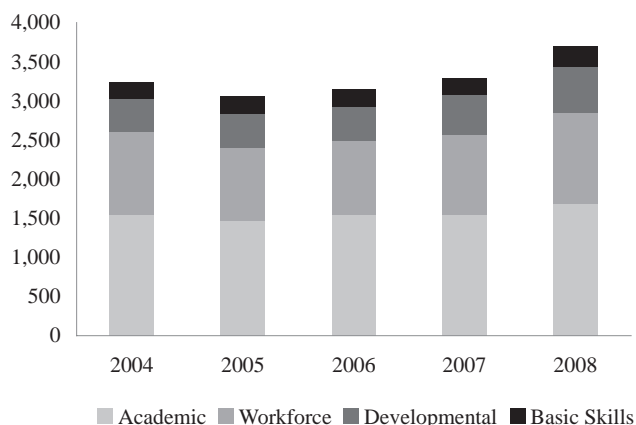
Source: Fact Book 2008-2009, pg. 9.

The College has extensive offerings in Adult Basic Education (ABE), English as a Second Language (ESL), and English as a Foreign Language (EFL) for those students new to the country or those who require formal language education. For specific information on these programs, see the Adult Basic Education (ABE) report in Standard 2 of this self-study.

Tutoring centers are available for individual assistance in both basic and advanced Writing and Mathematics skills. In addition, students can access Smarthinking, an online tutoring service the College made available to its students beginning January 2008. Smarthinking provides tutoring in Mathematics (basic Math through Calculus including Bilingual Math), Biology, Introduction to Human Anatomy and Physiology, Chemistry, Organic Chemistry, Physics, Economics, Accounting, Introduction to Finance, Statistics, Spanish, and Writing. In assessing Smarthinking, the College's research indicates that those students using the online tutoring service achieve higher grades than other students in those same classes who do not (see Exhibit 3.B.1 for the complete 2009 Smarthinking research report). See Figure 3.B.2 for overall GPA comparisons of students using Smarthinking and those who do not. Figure 3.B.3 shows the numbers of students accessing Smarthinking tutoring assistance in six academic areas in 2007-08 and 2008-09.

Figure 3.B.2 Overall GPA Comparison
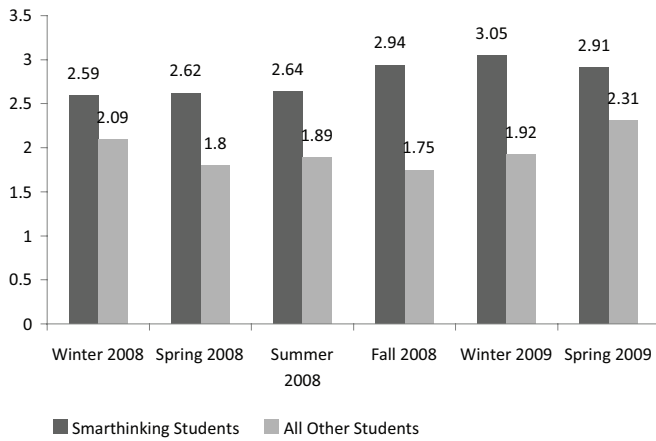
Source: Smarthinking Outcomes Report, October 2009

Figure 3.B.3 Annual Use of the Top 6 Tutoring Areas
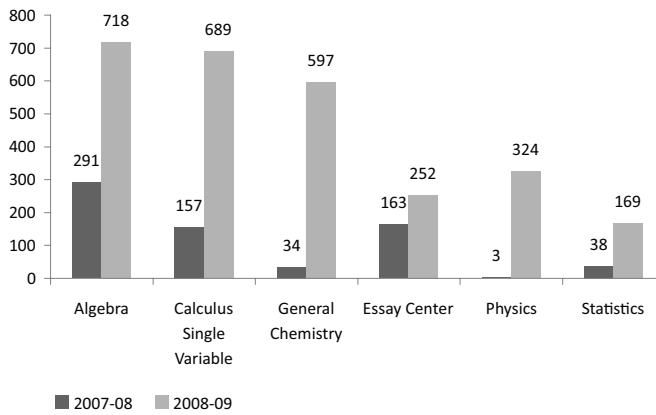
Source: Smarthinking Outcomes Report, October 2009

Students with disabilities may seek out or be referred to disabilities support services (DSS). Trained staff members have access to funds to provide accommodations and services to support students with documented disabilities. The College continues to see significant increases in the number of students with disabilities requiring services (see Figure 3.B.4).

Fig. 3.B.4 Disability Support Services
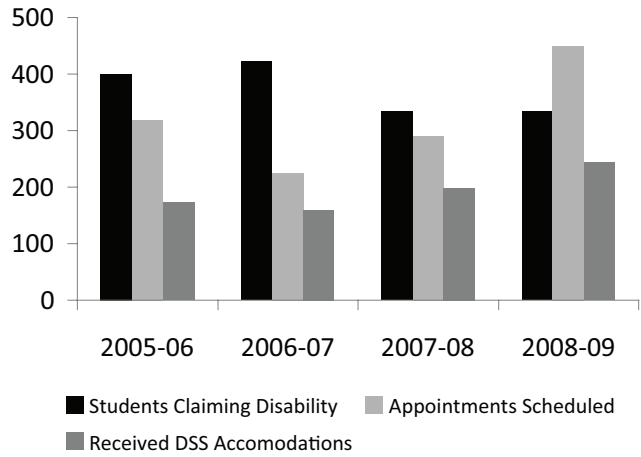
Source: Source: Office of Institutional Research

The disabilities support services allocation from the state has not been adequate to meet the increased costs required to serve these students. As a result, the College has needed to adjust the budget allocation to meet the needs of the disabled student population. Other community and technical colleges in Washington are experiencing similar difficulties in meeting the needs of students with documented disabilities. Figure 3.B.5 shows the variability in expenditures from year to year based on the needs of the disabled students seeking service. There is an increase in expenditures from 2003-04 to 2007-08 due to one student needing real-time captioning. Figures continue to vary depending on the number of high-need disability students enrolling.

Figure 3.B.5 Disability Support Services Expenditures
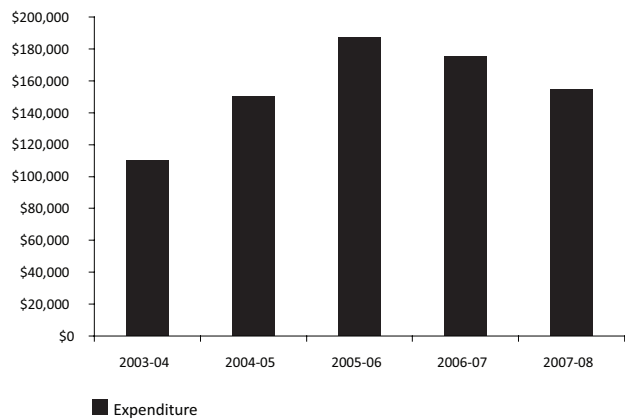
Source: Office of Institutional Research
In the graph above, there is a jump in expenditure during the 2005-2007 years due to one student needing real-time captioning. Figures continue to vary depending on the number of high-need student.

In addition to providing and arranging reasonable accommodation, the College also supports student needs by providing educational planning and career advising, offering "Student Success" classes and workshops, utilizing an Early Alert system (see Exhibit 3.B.2), and sending notification letters to students on academic probation reminding them of the support services available at the College. The Early Alert system allows faculty to report, via Instructor Briefcase, students who have never attended class, those with attendance problems, and those who demonstrate poor academic progress. Early Alert reports from faculty are monitored by staff and phone calls or emails are sent to the identified students to inquire about their situation and offer assistance. The College also emphasizes student academic achievements through the president and vice president lists as well as special recognition at graduation.

3.B.2 Student Involvement

Students participate on a regular basis in institutional governance. A representative, usually the associated student body president, attends all board of trustees' meetings. During these meetings, a student government report is made to the trustees and the trustees are made aware of upcoming activities. In addition, at least one student representative is part of all major college committees and councils, including College Council, Accreditation, Instructional Council, and Faculty Probationary Review Committees (see Exhibit 3.B.3 for current list of committees).

Three students, faculty, and staff representatives serve on the College Council. The College Council is the major college planning and policy recommending body to the president. The Council has the following duties: 1) receives recommendations for policy development and budget allocations from campus operational work groups; 2) makes policy and budget recommendations to president's staff; and 3) assesses institutional effectiveness, including the progress of the College's Strategic Plan, the Strategic Enrollment Management Plan, the Campus Master Plan, the Information Technology Plan, and the Accreditation process. The College Council meets on a monthly basis. Faculty, students, and staff have input regarding practices affecting student programs and services through their representation on the Council. The members of College Council also comprise the core of the strategic planning group working on the new strategic plan for 2010-13. Discussions of policy recommendation or changes to policies are often taken to division deans and Instructional Council for input.

3.B.3 Student Rights and Responsibilities

Student rights and responsibilities are clearly stated in the Code of Student Rights and Responsibilities (see Exhibit 3.B.4). The Code was last revised on January 16, 2003 with another update scheduled for fall 2010. The Code of Student Rights and Responsibilities includes sections delineating student rights, a comprehensive complaint/grievance process, and methods for dealing with sexual harassment, misuse of technology, code violations, and disciplinary sanctions. The Code of Student Rights and Responsibilities reflects state law and Washington Administrative Code (WAC).

Additionally, the office of student life prints and widely distributes the Student Handbook (see Exhibit 3.B.5) which includes the Statement on Academic Honesty. The Student Handbook is reviewed and updated annually. The Student Handbook and the Statement on Academic Honesty are available through the office of the vice president for student services, the office of student life, the College's website, and are referred to in the College Catalog. The Student Handbook is given to individuals participating in new student advising and orientation sessions. The vice president for student services is responsible for ensuring that the provisions of these documents are implemented in a fair and consistent manner.

3.B.4 Student Safety

The College's security office is headed by the director of safety and security under the vice president for administrative services. There are five full-time security officers, 12 part-time security officers, one full-time parking program director, and two part-time student security office employees.

Security services are provided on a 24-hour basis, seven days a week. Five emergency telephones are located around the campus and three patrol cars are used on a regular basis to make rounds and ensure that the campus remains safe. Security information and updates are available through various resources: Student Handbook, College Handbook, College Catalog, College web site, Intranet, periodic e-mail updates to all staff, at established distribution points across campus, and via the security office. For incidents that occur on campus that are of immediate safety concern, the security office makes use of Reach+ (a software that uses a Critical Alert Broadcasting System that alerts users with instant security or safety news so instructors get a message and could relay any threat to their students), E2 campus (web-based,

mass notification network that allows the College to send instant alerts and has the capacity to reach thousands of people anytime via on-screen pop-ups, e-mail, and cell phone messaging), and group paging (over the telephone system). The security office also sends out information regarding sex offenders that are enrolled at the College each quarter.

The College's newest Natural Science building utilizes a card key access system. Both new buildings under construction will use this system as well. The card key system provides better security to students and better control over the building than a traditional key system. It also provides the security office with greater data on the status of a building and its occupants and enables security to lock or unlock doors remotely in case of an incident that could be of threat to students.

The security office also provides help to stranded motorists and escort services for students and staff upon request. The office also faces many of the same challenges as the rest of the College community — an increasing student population with the same amount of resources. With increased student enrollment, the security office has increased efforts to promote and encourage students to ride-share, van-pool, car-pool, park-and-ride, and use free service on Intercity Transit buses.

3.B.5 College Catalog, Schedule, and Student Handbook

The College annually publishes the College Catalog (see exhibit 3.B.6) giving students access to the College's mission; admission requirements and procedures; academic regulations; degree-completion requirements; credit course descriptions; accreditation information; tuition, fees, and other charges; refund policy; and other items relative to attending the institution or withdrawing from it. The enrollment services office and the office of instruction are primarily responsible for the content of the Catalog. The Catalog is available on the College's web site as well as in hardcopy format at enrollment services. Reference is made to students' rights and responsibilities; however, the complete text of the Code of Student Rights and Responsibilities is found online. Recent College Catalogs are available in the exhibit room.

A quarterly class schedule (see Exhibit 3.B.7) is available online and is published and mailed to approximately 95,000 homes in the College's service area. The class schedule includes sections regarding tuition, fees, and the

College's refund policies. Copies of recent class schedules are available in the exhibit room.

The Student Handbook is printed annually and given to students participating in new student advising and orientation. The Handbook includes information about admissions, registration, student organizations and services, athletics, student senate, campus security, campus policies and procedures, which include the grievance policy and the Statement on Academic Honesty. The vice president for student services is responsible for ensuring that the provisions of these documents are implemented in a fair and consistent manner.

3.B.6 Evaluation of Student Services

The College conducts regular evaluations of the programs and services offered by student services as follows:

Community College Survey of Student Engagement (CCSSE) (see 3.B.1)
The CCSSE provides information to colleges about effective educational practices that promote improvements in student engagement, learning, and persistence and can be compared to results from other similar colleges. A cross-section of the student population is surveyed and the results are analyzed by the College's institutional researcher. Subsequently, the management team in student services reviews the findings and develops a plan of action for those services needing improvement. A plan of action and staff responsible for the action are identified and, if needed, the budget is adjusted to accommodate solutions.

An example of a CCSSE finding is that 50 percent of responders were likely to drop out of college because of financial reasons. In response, the college applied to the Department of Education to reinstate participation and add the Family Education Loan Program (FELP) to the financial aid program offerings. As a result, $832,223 was disbursed in 2006-2007; $1,618,172 in 2007-2008; and $2,732,479 in 2008-2009.

Another example is that students identified the need for increased tutoring services. As a result of this feedback, Smarthinking was instituted.

Graduate Survey
The 2009 Graduate Survey (see Exhibit 3.B.8) was sent to 723 college graduates who received a certificate or degree during that academic year. The survey responses provide the College with information about employment

status and salary ranges and the numbers of students who decided to continue their education. Other pertinent post-graduate information is also covered in the final report, which better informs the College on student activities after graduation.

Figure 3.B.6 Current Status of Students Who Graduated Spring 2008

		Frequency	Percent	Valid Percent	Cum. Percent
Valid	Employed Full time	39	26.2	26.7	26.7
	Employed Part time	12	8.1	8.2	34.9
	Student	59	39.6	40.4	75.3
	Not employed, seeking employment	23	15.4	15.8	91.1
	Self-employed	4	2.7	2.7	93.8
	Not employed, not seeking employment	5	3.4	3.4	97.3
	Other	4	2.7	2.7	100.0
	Total	146	98.0	100.0	
Missing	System	3	2.0		
Total		149	100.0		

Source: 2008 Graduate Survey Report

Student Services Staff Survey
The annual survey allows student services staff to assess and provide feedback on how services can be improved, the department's effectiveness in serving students, and the working environment. Staff members submit their responses to the web-based survey anonymously. The data are shared with student services staff members who analyze the results as a group and generate a plan of action to be implemented over a specified timeline.

One suggestion that came out of this survey was to have better communication within the department staff. This recommendation resulted in the re-implementation of the vice president's "The Week's End" newsletter for staff. In addition, a date was set aside for quarterly meetings for all student services staff. The deans and vice president meet weekly and the deans conduct a bi-weekly meeting with their respective departmental staffs.

Clarus Survey
The Clarus Corporation conducted a review and analysis of current marketing activities and community

perceptions of the college to determine how to improve program and services for students. The college-wide and community-based survey was carried out initially in 2006 and repeated in 2009 (see Exhibit 3.A.3). The student services staff identified the results that related to their departments and developed a plan of action and solutions for the issues that affected student services.

One area that was found to need improvement is targeted marketing materials for high school students. In 2008, the College established a budget of approximately $100,000 to provide support for the office of college relations to work with a marketing company to generate a marketing campaign geared to attract high school students. As a result, the marketing theme "Starring You" was implemented on buses, posters, ads in local newspapers, the quarterly schedule and the College's web site.

High School Focus Groups
This survey (see Exhibit 3.A.5) was initiated by the board of trustees and implemented by student services staff in 2006. It involved convening focus groups at various high schools within Thurston County. The purpose of these focus groups was to: 1) assess the expectations, perceptions, and needs of high school students related to the College; 2) learn more about how the College might better serve this population; and 3) solicit ideas on marketing to high school students. A complete report with findings and action plan can be found in the Resource Room.

Student Withdrawal Survey
This survey (see Exhibit 3.B.9) was implemented winter quarter 2009 and continues to be sent out on a quarterly basis. It is a web-based survey that is sent to students every quarter who withdraw from the College. Unfortunately, the College has not received enough responses to the survey to draw conclusions or to implement a plan of action.

Program/Service Review
A committee representing constituents from across the institution was formed to discuss and develop the process, determine forms to be used, schedule time tables for reviews, and program areas to be evaluated. Examples of program review forms and procedures were gathered from other institutions and colleges in order to help guide the development of a form and process for the College. The process was implemented fall 2009 and results will be available after winter quarter 2010 (see Exhibit 3.B.10).

Strengths
- The College implemented Smarthinking, the 24/7 on-line tutoring service for students, and it has proven to be a useful tool for students (3.B.1).
- Data from the various surveys and assessment tools are used to make decisions regarding future program updates and changes as well as support budget requests (3.B.1).

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

3.C   Academic Credit and Records

Analysis and Appraisal

3.C.1 and 3.C.2 Award of Credits and Evaluation of Student Achievement

3.C.1 Instructional Council is the body charged with oversight of curriculum, academic standards, approval of new courses, and the revision of existing courses. The Council recommends academic policy and is responsible for maintaining academic integrity. Courses are reviewed for content, appropriateness of student learning outcomes, inclusion of College-Wide Abilities, credit to be awarded, and evaluation methods.

3.C.1 and 3.C.2 With input from the office of the institutional researcher and the Assessment and Research Council (ARC), each instructional department develops a plan to assess student learning based against stated course and program outcomes. In addition, programs are assessed against the College-Wide Abilities to:

1. Communicate effectively.
2. Think logically and critically.
3. Evaluate and process quantitative and symbolic data.
4. Develop understanding in relation to others in a multicultural world.
5. Understand ethical responsibilities and consequences.

ARC has developed college-wide rubrics for all the above stated College-Wide Abilities (see Exhibit 3.C.1). Faculty using these rubrics can clearly assess student learning regarding these abilities in classes that include one or more of the abilities in the course outline. These rubrics were piloted and put into practice winter 2008 and spring 2009; the last two College-Wide Abilities rubrics

(Multicultural and Ethics) were developed fall 2009 with pilots and practice following. The completion of the rubrics will enable faculty to evaluate their teaching and student learning in a reliable manner across disciplines. Figure 3.C.1 shows the increase in students' critical thinking ability.

Figure 3.C.1 College Wide Critical Thinking Assessment
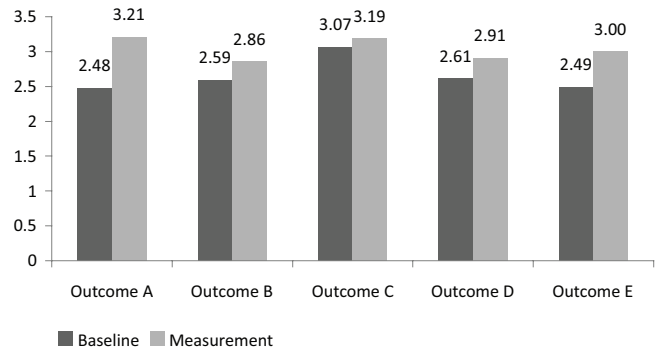
Source: Office of Institutional Research

The following are the learning outcomes referenced in Figure 3.C.1:

A. Creates, integrates, and evaluates ideas, concepts, and/or information across a range of contexts, cultures, and/or areas of knowledge.
B. Analyzes and evaluates problems and/or solves problems using multiple processes.
C. Examines attitudes, values, and assumptions and assesses their implications in a variety of contexts.
D. Integrates experience, reason, and evidence to make meaningful conclusions, judgments, and/or products.
E. Justifies key results and procedures and explains assumptions and reasons.

3.C.1 The awarding of credit is based upon clearly stated criteria. The 2009-2010 College Catalog clearly defines units of credit (see Exhibit 3.B.6 - pages 11, 14, and 86). Instructional Council course outlines also clearly assign the units of credit for each course and the corresponding course contact hours whether lecture, lab, or clinical. The Instructional Council Handbook (see Exhibit 3.C.2) and the State Board for Community and Technical Colleges clearly define units of credit and how those units are to be calculated.

The enrollment services division currently has three staff members with authority to add, delete, and change grades. These staff members are: the dean of enrollment

services, the director of admissions and registration, and the academic coordinator. Staff members with this authority have received training on the process as well as ethics concerning this authority. This training is ongoing and as needed. Enrollment services keeps tight control of grade changes and allows a limited number of people to have the authority to add, delete, or change grades. To ensure correctly entered data, staff members with the authority to make grade changes are closely supervised by the department dean.

3.C.3 Degree and Non-Degree Credit

The College Catalog contains information on credit and non-credit programs (see Exhibit 3.B.6 - pages 4-8). This information is also included in the front of the quarterly schedule and in the description of each class. The Enrollment Services Manual (see Exhibit 3.C.3 - page 23) and the 2009-10 College Catalog (see Exhibit 3.B.6 - page 15) provide the guidelines on Credit for Alternative Learning (CALE). The reverse side of the transcript paper also provides information on the grading policy, CALE, and degree requirements. The College Catalog identifies other options for taking non-credited classes and expanding job skills.

3.C.4 Acceptance of Transfer Credit

Transfer of credits is discussed in the Student Handbook (see Exhibit 3.B.5 - page 6). The Application for Transfer of Credits form clearly states the policies and procedures for transferring in credits. Information can also be found on the internet. The main source of information on transfer of credits is found in the 2009-2010 College Catalog (see Exhibit 3.B.6 - pages 11-12). In accepting transfer of credits for fulfilling degree requirements, the College ensures that the credits accepted are comparable to its own courses. Where patterns of transfer from other Colleges are established, efforts to formulate articulation agreements are made. The 2009-2010 College Catalog, shows how to transfer in credits from other schools, what is needed to transfer credits to other colleges, as well as the special transfer agreements with four-year colleges and universities.

To further improve the transfer process, a common course numbering (CCN) system has been implemented at all community and technical colleges accredited by the Northwest Commission on Colleges and Universities. The CCN identifies courses with similar content and aligns the same course number and title to the courses, thereby simplifying the transfer process.

3.C.5 Security of Student Records

The Family Education Right to Privacy Act (FERPA) (see Exhibit 3.C.4) governs the information release policy. Enrollment services' Enrollment Services Manual has a chapter dedicated to FERPA (see Exhibit 3.C.3 - pages 43-50). Students must sign release of information forms in order for protected information to be released. Student privacy and FERPA information are found in the Student Handbook, the Code of Student Rights and Responsibilities, and on the College's web site, along with the link to the FERPA release form. The Vault, a room located in enrollment services, is the fireproof, waterproof, and secure storage room for all paper records. Electronic records are maintained in the HP 3000 database system, which is also used for all student transactions. HP 3000 records are comprehensive records that are safeguarded through a series of passwords. Individuals who are provided access to these records are given specific levels and areas of access dependant on job classification and need. All employee requests for additional areas or levels of access to records must be approved by the employee's supervisor, the College's FERPA coordinator (dean of enrollment services), the dean of information technology (IT), and the vice president for student services. The request form is available on the College's intranet system or through IT services. HP 3000 records are backed up nightly to tape which is stored safely in the secure Data Center, Building 22, Room 100. Once a month, a copy of the tape is taken off campus to a secure storage facility. Additionally, Management Information System (MIS) reporting data is sent to the State Board for Community and Technical Colleges for backup and reporting purposes in accordance with the published schedule posted on the SBCTC web site.

Strengths
- Classes or activities that qualify for credit are clearly defined.
- Degree and certificate requirements are clearly defined.
- A Common Course Numbering system and special transfer articulation agreements have been implemented with four-year universities.
- The College has clearly defined policies and procedures for student record retention and safeguarding.

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

3.D   Student Services

Analysis and Appraisal

3.D.1 Admissions Policy

The College admits all individuals who are high school graduates or 18 years of age or older who may benefit from attending. High school students who qualify for the Running Start Program are eligible for admission. For those students whose skills are below college level, an array of developmental or remedial courses is offered. A major part of the admissions process is assessment. Degree and certificate-seeking students and part-time students enrolling in Math and/or English classes are required to take the Accuplacer, a Computerized Placement Test (CPT) prior to advising and registration. The CPT identifies specific levels of courses students should enroll in to remediate deficiencies and improve success at higher level courses. Figure 3.D.1 shows the percent of incoming high school graduates over the last five years who have required remediation.

Figure 3.D.1 Percent of Underprepared High School Graduates by Subject
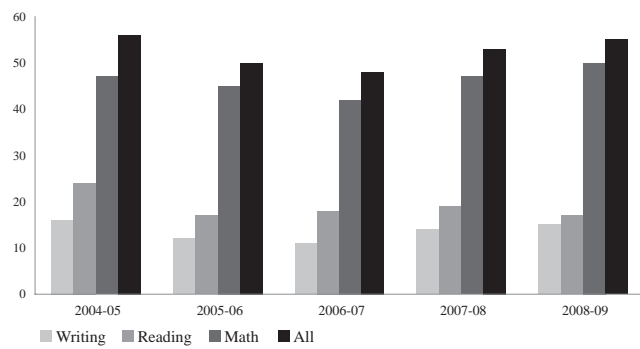
Source: Fact Book 2008-2009, p.17

Several of the College's technical programs have specific admission or prerequisite requirements due to the technical aspects of the training. Examples are Nursing, Dental Assisting, Medical Assisting, and Fire and Emergency Services Technology. Admission requirements and procedures are clearly outlined in the College Catalog, Program Planning Guides, the College's web site, and the printed Quarterly Class Schedule.

3.D.2 Student Needs and Characteristics

Since the 2000 Accreditation Self-Study, there have been several positive changes regarding how the College addresses the special needs of a diverse student body and the promotion and awareness of diversity as a significant campus-wide initiative. As a direct result of this initiative, the College now requires the completion of a diversity course for all degree-seeking students. The College has also created a new center for diversity and equity located in the Student Union Building and has hired a full time director of diversity and equity. There are also several new student clubs and organizations that support and address the needs of a variety of diverse concerns. Additionally, the College continues to establish relationships with the local community to host cultural events on campus (such as the Latino Youth Summit) as well as to provide instruction on-site to other cultural groups (such as the Chehalis Tribal Project).

The diversity initiative at the College has been successful with the expansion and establishment of the diversity program itself. For example, the number of courses that fulfill the new diversity requirement continues to expand, offering students pursuing the associate degree, several courses to choose from in order to meet this new requirement (see Exhibit 3.D.1 for list of currently offered courses meeting the diversity requirement).

3.D.3 Student Placement

The College uses Accuplacer, a Computerized Placement Test (CPT), as the exclusive instrument to place students in appropriate English, Reading and Math courses. The College makes several testing accommodations available for students, such as: 1) a paper/pen option, 2) closed caption TV, 3) large print, and 4) having a reader, scribe, or interpreter present. Students are encouraged to make arrangements for these accommodations in advance. Students are allowed to take the CPT two times. If they expect to take the test a third time, they must meet with appropriate staff to discuss the reasons a third test would be appropriate and to obtain an approved signature. As a result of Dr. Ron Gordon's research on the College's Accuplacer placement scores and subsequent work with faculty, a change in administration of the CPT test occurred in June 2003. One major change allows students to take an average of their scores for the Reading and English component of the test (90 average with a minimum score of 80) to obtain an English 101 placement. Students

can also provide a writing sample on site to obtain a higher course placement as well as meet with appropriate instructors and/or deans to demonstrate the necessary skills to succeed in a course, despite their placements test results. CPT test scores remain active for three years, at which point a student may need to retake the test if the appropriate Reading, English, or Math courses have not been completed.

3.D.4 Continuation and Termination

The policy on academic standards at the College is clearly stipulated in several publications including the College Catalog, Student Handbook, and on the College's web site. Students who do not maintain a 2.0 G.P.A. after attempting 29 credits are placed on academic probation. The letter of probation to students encourages them to meet with their advisor to discuss ways to improve their academic standing and provides a listing and location of tutoring resources, including the Writing Center, Math Lab, and Smarthinking. If students fail to achieve a 2.0 quarterly G.P.A. during the subsequent quarter, they are academically dismissed for the following quarter and required to appeal to be readmitted to the College. The appeal process at the College changed in 2007 and now includes an appeal workshop. The appeal workshops are conducted by counselors and cover the following: 1) the academic standards policies of the College; 2) steps for readmission; 3) how to write an appeal letter and an academic plan; 4) strategies for success in future classes; 5) writing an academic plan; and 6) the next steps following the appeal workshop to include making an appointment to meet individually with one of the counselors. The Academic Standards Committee meets once a quarter to review academic appeals and to determine the conditions for readmission for each student. Students who have been dismissed and have not attended for a minimum of three years are required to write a letter addressing their dismissal and meet with a counselor to develop an academic plan in order to return to the College.

Faculty counselors are developing an intervention plan and strategies for students who are placed on academic probation.

3.D.5 Graduation and Student-Right-to-Know

The requirements for program and certificate completion/graduation are clearly stated in the College Catalog, the Program Planning Guides and on the College's web site. Program Planning Guides are updated annually by the office of instruction based on changes approved by Instructional Council. They are also available in hard copy formats in enrollment services and on the College's web site. Program Planning Guides are available on the intranet and can be accessed by academic advisors when working with students. Students also have access to educational planners, counselors, program advisors, and the credential evaluator to clarify their specific program requirements and are encouraged to seek this clarification whenever necessary.

The Program Planning Guides help students understand the program requirements. The new Transfer Rights and Responsibilities document (see Exhibit 3.D.2 - pages 11-12) and the new Degree Audit Program (a computerized auditing system that assesses a student's progress toward certificate or degree completion) were implemented during the winter quarter 2010 and are significant tools for helping advisors and students select appropriate courses for their respective programs.

Reference to the Student Right-to-Know Act is made in the Student Handbook (see Exhibit 3.B.5 - Page 31) and on the College's web site.

3.D.6 Financial Aid Program

The financial aid office oversees over $10 million in aid that is awarded to students annually. The College's foundation also provides more than 250-300 scholarships ranging from $500 to $3,500 which are awarded annually. In addition, there are specialty and scholarship awards, emergency scholarships, and grants awarded throughout the academic year. Scholarship awards total more than $295,000. Financial aid funds are awarded on a first-come, first-served basis until all funds have been exhausted. The College awards institutional waivers and grants to students who do not qualify for Federal Pell Grants and Washington State Need Grants but who still have demonstrated financial need. First-come, first-served is determined based on the date the student's financial aid file is completed. Figure 3.D.2 shows the increased costs of education from 2007-2009.

Figure 3.D.2 Undergraduate Academic Year Tuition.

Tuition and fees In-state

Tuition and fees Out-of-state
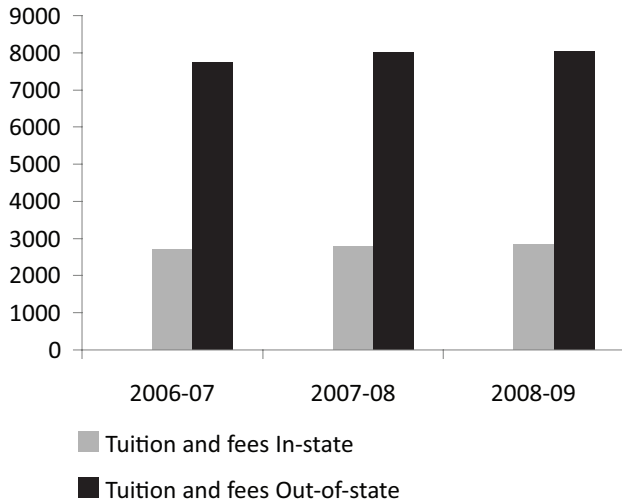
Undergraduate academic year prices	2006-07	2007-08	2008-09
Tuition and fees			
In state	$2,700	$2,781	$2,824
Out-of state	$7,747	$7,989	$8,038
Books and supplies	$924	$900	$904

Source: Office of Institutional Research

3.D.7 Financial Aid Information

The financial aid office publishes a consumer information packet which outlines the steps to apply for aid, application deadline dates, financial aid programs available, student budgets, and eligibility requirements. The foundation in collaboration with the financial aid office publishes scholarship booklets (see Exhibit 3.D.3) which are available in the financial aid and the foundation offices as well as high school counseling offices. The financial aid staff regularly makes presentations at parent nights at service area high schools and has created Financial Aid 101, a web-based presentation on financing an education and applying for financial aid. The College, in addition to providing workshops in the community regarding financial aid, partners with area colleges and student aid related agencies to offer *"College Goal Sunday."* This is a nationwide event encouraging all potential students to apply for aid. The College has spearheaded this event for the past three years, hosting it on site for the past two years. Scholarship booklets, information, and financial aid applications are found in the office of financial aid. The financial aid office has disbursed increasing aid to students over the past three years (see Figure 3.D.3) because of the increasing number of financial aid applicants (see Figure 3.D.4).

Figure 3.D.3 Financial Aid Disbursed

Federal Loans, Grants, and Other

State Loans, Grants and Other

Institutional Grants, Scholarships and Other Aid
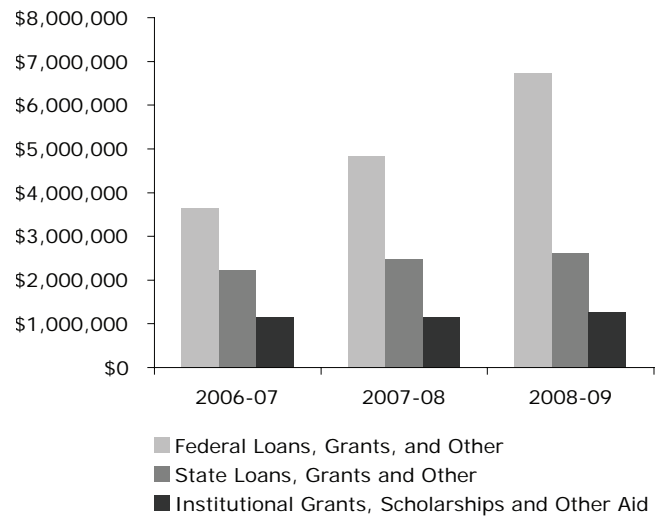
Figure 3.D.4 Financial Application Information

2007-08   2008-09
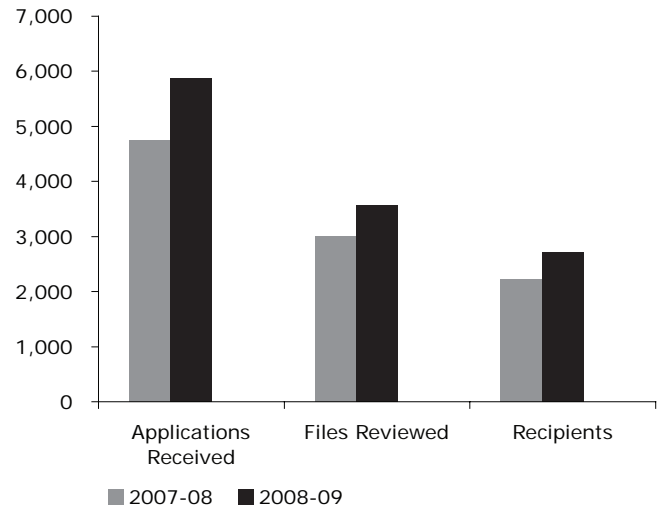
Source: Student Services Annual Report.

3.D.8 Student Loan Programs

Due to the rising cost of education, increases in private loan indebtedness and fixed-rate federal loans, the College decided to re-enter the Federal Stafford Loan Program (comprised of the Federal Family Education Loan and the Federal Direct Loan Programs). The College began offering the Federal Family Education Loan to students in fall 2006. Effective 2009-2010, the College further improved services to students by changing to the Federal Direct Loan Program which eliminates the role of third-party financial institutions in the student loan application, disbursement, and repayment processes. This change has provided a much more streamlined and efficient delivery of funds to students. Figure 3.D.5 shows the increase in Stafford Loan disbursements from 2006 through 2009.

Figure 3.D.5 Stafford Loans Disbursed
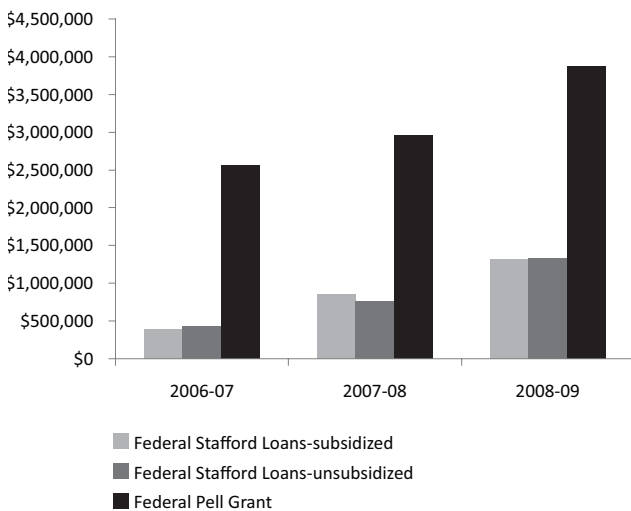
Source: Factbook 2008-2009, pg. 25.

2008-2009 Loans

Since the College implemented the Federal Family Education Loan Program, it simultaneously decided to end participation with the Federal Perkins Loan Program. The College withdrew from the Federal Perkins Loan Program because it is a small program with limited capital and is no longer meeting the needs of students. Additionally, it is very staff-time intensive and serves only a small number of students each year.

The College regularly monitors the Federal Stafford Loan program by keeping current with changes in federal regulation and tracking the academic progress and

continuing eligibility of all loan recipients. The College takes an active role in default prevention activities by requiring entrance and exit loan counseling for all borrowers and contacting and counseling students whose loans become delinquent.

These sessions cover the borrower's rights and responsibilities, including their obligation to repay their loan(s). When a student who has borrowed a Stafford Loan leaves or graduates from the college, the lender holding the loan monitors his/her repayment progress. If the borrower fails to make payments during the repayment period, the lender attempts to contact the borrower and reports the delinquency to the College's guaranty agency. The guarantor sends the financial aid office regular detailed reports showing delinquent and defaulted loans. The student financial aid office then attempts to contact the delinquent borrowers to inform them of the delinquency and to encourage them to contact their lender to make arrangements for bringing the loan back into a current repayment status. Thus, the lender, the guarantor, and the College are involved in default prevention activities to assist the borrower and to keep the College's cohort default rate as low as possible. Figure 3.D.7 portrays the College's default rate.

Figure 3.D.6 Default Rates
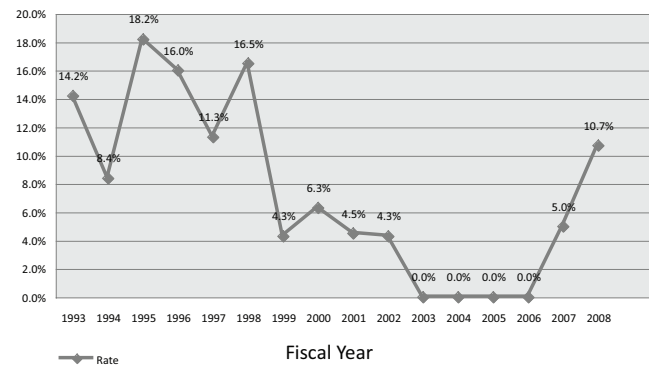
3.D.9 Student Orientations

The orientation of new students entering the College is conducted through enrollment services. New student advising sessions are available on a drop-in basis, regularly scheduled group sessions throughout each quarter, and now through a computer-aided presentation. This new format allows students to come to an orientation session on a staggered time frame. Students can also get started at the College by attending walk-in advising and registration on Mondays and Tuesdays beginning a week and

a half after each quarterly Advising Day. Students who take advantage of walk-in advising and registration view the same computerized orientation that students view in the group orientation sessions. During both of these orientation sessions, students have the opportunity to meet with an educational planner to select their courses, are assigned a program advisor, and then register for classes either online or in-person with enrollment services.

Encouraging students to attend orientation is a challenge. However, with the implementation of drop-in testing and advising on Mondays and Tuesdays, an increasing number of students are taking advantage of this convenient service. The College is devising intervention strategies to better engage and advise students. As enrollment continues to grow and budget reductions occur, fewer staff members are available to advise and serve a growing student body.

3.D.10 Advising and Counseling

The College's advising program is coordinated through enrollment services. Faculty members serve as primary academic advisors who receive advisor training from student services staff. The responsibilities and role of the academic advisor are clearly delineated on a handout (see Exhibit 3.D.4 - Advising Brochure) that students receive during group advising as well as on the advising web page. Continuing students are encouraged to see their assigned program advisor each quarter on Advising Day to receive assistance in selecting courses for the next quarter. Classes are not scheduled on Advising Day so students can take advantage of the opportunity to see their advisers. Students who are unable to meet with their assigned advisor can meet with an educational planner or counselor.

The College provides several different formats for orientation to various student groups and special populations. International, Running Start, and Worker Retraining students are provided special orientation sessions tailored to meet their unique circumstances and enrollment needs. Figure 3.D.8 shows student satisfaction with academic advising and placement testing.

Figure 3.D.7 Satisfaction with Campus Services

	N	Minimum	Maximum	Mean	Std. Deviation
Online registration	129	1	5	4.32	.838
Library	127	1	5	4.19	.870
Computer labs	112	2	5	4.01	.844
Enrollment services	132	1	5	3.94	.906
Campus security	126	1	5	3.93	.973
Financial aid office	98	1	5	3.91	1.104
Cafeteria	116	1	5	3.76	1.001
Placement testing	116	1	5	3.59	.970
Academic advising	131	1	5	3.53	1.172
Bookstore	133	1	5	3.40	1.206
Valid N (listwise)	70				

Source: 2008 Graduate Survey Report.

3.D.11 Career Counseling and Placement

Career counseling is primarily the responsibility of faculty counselors. Career counseling services offers the following credit bearing courses: Human Development 101 - Career and Life Planning - 3 credits and Human Development 102 - Career Planning Seminar - 1 credit. In addition, Career Planning Workshops are offered at least three times per quarter, and counselors are available for individual career counseling. The counselors utilize the Strong Interest Inventory and the Myers-Briggs Personality Assessment to assist them in helping students identify appropriate career paths. The career services division provides assistance to students in the areas of job search strategies such as resume writing, interview techniques, and identification of emerging career fields. Career services also posts employment opportunities, sponsors an annual Career Fair, and assists students in securing full-time and part-time jobs, cooperative work experience, internships and on- and off-campus work-study jobs. Alumni of the College also may access career services

3.D.12 Health Care

The College does not provide health care services or housing for students. Medical insurance is, however, made available through a third-party provider to students on a voluntary basis. The College's counselors provide crisis intervention, personal counseling on a limited basis, and make referrals to community services as needed. Brochures (see Exhibit 3.D.5 - Counseling Services Brochure) are available for students in Building 25 and in the Counseling Resource Center in Building 22. These brochures explain the services available and the costs of the Injury and Sickness Insurance Plan.

3.D.13 Housing

While the College does not have residential student housing, it does assist international students by contracting with two agencies that provide home stay living in close proximity to the College. In addition, the College entered into an agreement with Saint Martin's University (a local four-year institution) for South Puget Sound students to lease student dorm rooms directly from the university. Several out-of-state and international students have taken advantage of this agreement.

3.D.14 Food Service

Appropriate food services are provided on campus. These services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards.

Food service is provided to students, staff, and community members in the College cafeteria and the Percival Dining Room. The College has a comprehensive Culinary Arts program as well as a Baking and Pastry arts program. Students, under the direction of well-qualified staff, provide campus food services. In addition to a large, newly restructured cafeteria area, the Percival Dining Room is a gourmet dining facility used as a training laboratory for Culinary Arts students. The College's Food Services Training program has been expanded over the past eight years to match the changing needs of the field. From renaming class offerings to reflect the skills taught thereby attracting students looking for training in a Culinary Arts program, to becoming a fully accredited degree program under American Culinary Federation Education Foundation, the services provide students, staff, and community members with an exemplary array of top-quality food offerings. To achieve this, the Culinary Arts staff actively recruits students from programs such as New Market (a local high school skills center program) who are interested in obtaining certification in the Culinary Arts program. Additionally, the Pastry and Baking program has been moved to an area where patrons can observe students actively making the baked goods resulting in increased sales and interest in the program, so much so that the program is now fully enrolled. As a result, students and staff are better served. In addition, in an effort to make people more aware of recycling, the College has implemented a food recycling program under the guidelines developed for state agencies. Further, the Culinary Arts staff has switched from styrofoam take-out containers to containers made from wheat stalks, thereby supporting the College's sustainability mission.

3.D.15 Co-Curricular Activities

The College is committed to providing quality educational opportunities to a richly diverse community. To accomplish this, the College focuses on inclusiveness: creating an atmosphere that brings together different populations, ideas, and perspectives. The College supports the richness of diversity in ethnicity, gender, language, sexual orientations, religion, ages, skills and disabilities, professions, beliefs, and values through education, advocacy, and support services. The College respects the cultural perspectives of community members and encourages them to learn freely from each other. Diversity and equity are promoted in communications and publications. Free speech and the right to differing views and academic freedom are protected. The diversity and equity center was established to encourage a campus environment that welcomes all cultural identities and reflects a culturally diverse worldview.

Diversity has played a role in shaping the College's culture. One example is the addition of the Native American Welcome Pole at the center of the campus, which also marked the creation of new student clubs (e.g., Native Students' Group, Pacific Islanders' Club, WIN: for students with disabilities, Queer-Straight Alliance) and the Safe Zone Program. These examples indicate growing levels of student engagement in historically marginalized communities. However, more advisors are needed to guide and ensure the longevity of many of these clubs.

The diversity and equity center is staffed by a full time director. Student volunteers and faculty advisors support the director but have limited time, availability, and training. The Center is aligned with the office of student life supporting student engagement in campus activities outside the classroom and disability support services, raising the profile of disability issues on campus.

The disability support services office is serving more students than ever and the staff conducts intake interviews of new students continually during each quarter. Intake interviews are important to a student's college success because it is one of their first interactions with the College. Changes in the schedules of sign-language interpreters impact disabled students as well as take staff time to coordinate the changes in service.

The Diversity and Equity Advisory Committee, consisting of faculty, staff, and students, serves to evaluate campus policy and climate issues and makes recommendations for improvement in diversity and equity across campus. The director and the Advisory Committee use the SBCTC's Framework for Assessing Diversity (see Exhibit 3.D.6) to guide their work on campus.

Students may participate in the Diversity Leadership Program, which is designed to foster student success and complement their course work. The program has three major components:

E.M.B.R.A.C.E (Educating Myself for Better Awareness and Culture Enrichment)
The EMBRACE Program connects classroom learning with experience on how to work with a diverse group and community. The program increases student knowledge of cultural, ethnic, and diversity concerns impacting campuses and communities today.

Student Success Mentoring Program
The Student Success Mentoring Program provides a support system designed to help students be successful through supportive mentor/mentee relationships. Workshops and seminars are offered to students on scholarship writing, study skills, and other aspects of the educational experience.

Building the Beloved Community Service Award
The Martin Luther King, Jr. Holiday began in 1994 as a National Day of Service to carry on Dr. King's charge to create a "beloved community" in which all citizens engage in non-violent activism to create a world in which poverty, hunger, and inequity do not exist. The office of diversity and equity used Dr. King's concepts to challenge all members of the campus community to engage with his words and actions and work together to apply what they have learned in the classroom to the betterment of their community. For the past two years, community service has been emphasized. To recognize individuals who have demonstrated outstanding service to the community, the College established the "Beloved Community Service Award." The goal is to encourage and recognize service as an achievement that is important in a well-rounded academic experience.

Programs are made available to students through the following activities: quarterly Open Houses, in-class presentations conducted by the director of diversity, presentations in the diversity center, and faculty referrals. Students are required to complete an intake question-

naire and write a reflective paper. Students that complete the Beloved Community Service Program receive a certificate.

3.D.16 Co-Curricular Programs and Their relationship to the Institution

The dean of student life represents the College in working with students to develop and provide student programming that is consistent with the College's mission. Student government includes a president, two vice presidents, and four senators. Each student leader has a specific responsibility, is paid, and serves for the academic year. The campus activities board is comprised of eight students responsible for coordinating diverse activities and events for the general student body. These students are also paid and are hired annually in the spring.

A strong student club system exists at the College. Averaging 20 to 25 recognized organizations annually, these groups provide students a unique opportunity for involvement outside of the classroom. All organizations are advised by a faculty/staff member and many have a direct connection back to course curricula such as Anthropology, Forensics, Psychology and Sociology.

The Services and Activities Fees Financial Code (see Exhibit 3.D.7), Constitution of the Associated Student Body of South Puget Sound Community College (see Exhibit 3.D.8), and the club chartering process (see Exhibit 3.D.9) provide the necessary policies and procedures for governing and coordinating co-curricular and extra-curricular programming and for budgeting and spending student fees. Members of the student senate and campus activities board receive annual training on policies, procedures, and expectations. Each student member signs an appointment letter that acknowledges what is expected of officers or campus activities board members. The campus activities board evaluates each sponsored activity or event at its weekly meeting. In 2009, a revised event planning form was developed which includes an evaluation component (see Exhibit 3.D.10). The student senate also debriefs after each event or activity. Student club members and club advisors receive training on policies, procedures, and expectations each year. The student senate by-laws are reviewed and updated annually.

3.D.17 Student Recreation

Intramural activities are available for students and participation levels have varied. The College has limited facilities for expanding recreational and/or intercollegiate sports programs. However, in fall 2006, the athletic director was given the responsibility to act as co-advisor with the student life campus activities board's intramural and recreation coordinator to expand intramural and recreation activities for students. The coordinator and the athletic director collaborated to organize and connect interested students to available activities.

Students as well as staff have access to open times scheduled in the gym, cardio room, and weight room. Students may play basketball, work out in the cardio room using equipment such as treadmills and stair climbers or work out in the weight room to develop strength using equipment such as weight machines and free weights. Times when students may use the facilities on a drop-in basis change each term based on the academic class schedule. Times available for use are clearly posted at the beginning of each term and remain posted throughout the term.

A wide range of clubs and club activities are available for students. Student life oversees these and other student recreational activities (see Exhibit 3.D.11 for the list of recreational student clubs).

3.D.18 Bookstore

The bookstore is operated under the director of auxiliary services whose duties also include overseeing event services. The bookstore strives to provide textbooks and other supplies at the lowest cost possible. The bookstore carries a full range of classroom supplies and materials. Students may print online texts and other materials at a nominal cost. The landscape is changing in the bookstore with increased demand for online classes, open-source material becoming available, and the increasing cost of hard copy textbooks. The bookstore works hard to address these changing demands. Three major changes worthy of comment are:

1. Instituting an Advisory Committee comprised of students, faculty, and bookstore staff. Through this committee, students, faculty, and staff have the opportunity to participate in the development and monitoring of bookstore policies and procedures. Currently, the Committee is investigating how to facilitate online open-source textbook access.

2. Capitalizing on technological changes that allow students to sell textbooks through an online wholesaler anytime during the year instead of a set time at the end of each term and to access course material posted directly to the bookstore website. Because technology is changing so rapidly, the director and the Advisory Committee meet regularly to monitor programs that are beneficial to students.
3. Keeping the College community apprised of changes through a quarterly newsletter compiled by the director.

3.D.19 Student Media

The Code of Student Rights and Responsibilities includes guidelines for student publications established by law and outlined in the Washington Administrative Code (WAC). The purpose of the guidelines is to support student's freedom of expression as well as to provide assistance that may help student media achieve success in serving the student body. Currently, the two publications that fall under the policy are *The Sounds Newspaper* (see Exhibit 3.D.12) and *The Percival Review* (see Exhibit 3.D.13).

The Student Publication Board consists of representatives from the administration, faculty, and students with the dean of student life serving as ex-officio and in an advisory capacity.

The Student Publication Advisory Board proposed revisions to the current student publications section of the Code of Student Rights and Responsibilities following research into the policies established by other institutions of similar size and missions. The proposed revisions (see Exhibit 3.D.14) reflect the changes recommended by the Advisory Board.

Strengths

- The establishment of user friendly Program Planning Guides has been the strength of the degree and certificate program outlines (3.D.5).
- The strength of the career counseling and services program at the College lies with the variety of career services available to students (3.D.11).
- Full-time director of diversity and equity oversees program development and coordinates resources on campus (3.D.15).
- Diversity and equity advisory committee serves to evaluate campus policy and climate issues and makes recommendations for future vision of diversity and equity across campus (3.D.15).
- The bookstore staff responds positively to Advisory Committee recommendations in support of College programs (3.D.18).

Challenges

- The College has limited facilities for expanding recreational and/or intercollegiate sports programs (3.D.17).

Future Directions/Recommendations

- None at this time.

3.E   Intercollegiate Athletics

Analysis and Appraisal

3.E.1 Intercollegiate Athletics

The College is a member of the Northwest Athletic Association of Community Colleges (NWAACC) whose members are located in Washington, Oregon, and British Columbia. As part of the office of student life, the athletic department participates in the student life annual retreat. During this retreat, athletic department goals are reviewed for progress and status, goals are updated or extended if necessary, and new goals are set for the upcoming year (see Figure 3.E.1).

Figure 3.E.1 Examples of Athletic Department Annual Goals

Goal	Result
2006-07 - Provide SBCTC Approved 25% Tuition Waiver as part of Student –Athlete Scholarships	Received Board of Trustees Approval – Implemented Fall Quarter 2007
2007-08 - Re-Design Student-Athlete Individual Team Orientation	Implemented 4-hour Student-All-Team Athlete Orientation Fall Quarter 2008
2008-09 - Develop Student-Athlete Study Table	Implemented Fall Quarter 2009

The NWAACC initiated site visits to its member institution campuses beginning in spring 2009. These visits provide the opportunity for the NWAACC executive director and the region chair to conduct a program review of athletic programs. NWAACC conducted a site visit to the College in May, 2010 (Note: at time of publication, the College had not received a report from NWAACC). In addition, the College has developed a program review process which will include the athletic department as a part of student services.

3.E.2 Athletic Goals and Staffing

While striving to assist student athletes to succeed academically and athletically, the athletic program is committed to operating in compliance with all NWAACC rules and regulations, Western Region guidelines, and all College rules and regulations. The athletic department makes a copy of the NWAACC Code Book (see Exhibit 3.E.1), Western Region Handbook (see Exhibit 3.E.2), Athletic Department Coaches Handbook (see Exhibit 3.E.3), and Student-Athlete Handbook (see Exhibit 3.E.4), available to its coaching staff. All materials above can be found in the Resource Room.

3.E.3 Academic Standards for Student Athletes

Student athletes are admitted under the same academic standards as all students who apply for admissions. Degree requirements, financial aid, and placement testing for student athletes are the same services as for all students. Student athletes must follow the same guidelines, rules, and regulations of the College as all other students. The student athletes must meet the eligibility requirements of the NWAACC to participate in the College's intercollegiate sports programs.

The athletic department has instituted an academic success program to be more proactive in supporting and encouraging good academic habits and success of its student athletes. College faculty members support this program by participating in the quarterly grade check process. The process includes verification of the students' class attendance and participation. Faculty members also report the students' grades at that time and provide suggestions for assistance toward improvement, if necessary.

3.E.4 Budget Development

The athletic program is supported by services and activities (S&A) fees collected from students when they enroll at the College. The athletic department participates in the annual S&A budget process along with other groups that receive funding through this process. The coaches and athletic director work together to produce the budget request to be presented to the services and activities budget committee. The funds pay for all operational costs of the athletic programs, which includes but is not limited to team travel, supplies, uniforms, and coach's stipends. All expenditures are made following the guidelines set forth by the College's administrative services department. The athletic department and coaches conduct fundraising events through the booster club. Money raised is deposited into an account that is held

and maintained by the College foundation. Any expenditure from the booster club account requires the signature of the athletic director or dean of student life, and final signature approval from the College foundation's executive director and the College president.

3.E.5 Equitable Treatment

Student athletes, both male and female, receive equitable treatment in their opportunities to participate in the intercollegiate program. All student athletes are provided access to the same services and programs as the general student body. The College provides equivalent team locker rooms and access to facilities to all of its teams. The sport which is in season is given priority use of the gymnasium facilities. The basketball and softball teams have facilities on campus used for both practice and competition. The men's soccer team currently has a non-regulation size field on campus which is used for practice. The athletic department rents soccer fields in the local community for intercollegiate competition. The prohibitive cost and the extent of the College's wetlands have precluded the College from providing a regulation sized soccer field on campus.

3.E.6 Athletic Calendar

All pre-season schedules are developed to avoid conflicts with the instructional calendar. All league schedules are developed by the region sports committees and all avoid potential conflicts with member institutions and instructional calendars. It is the generally accepted practice of the NWAACC to take into consideration member institutions instructional calendars when scheduling championship tournaments for individual sports.

Strengths
• The athletic department has instituted an academic success program to be more proactive in supporting and encouraging good academic habits and success of its student athletes.

Challenges
• None at this time.

Future Directions/Recommendations
• None at this time.

STANDARD 3 – EXHIBITS

Exhibits Referenced in Narrative

3.A.1   Community College Survey of Student Engagement
3.A.2   Student Services Annual Staff Survey
3.A.3   Clarus Report - Summary
3.A.4   Strategic Enrollment Management Plan
3.A.5   High School Focus Group Survey
3.A.6   Student Services Year-end Annual Report
3.A.7   Master Notebook
3.A.8   Annual Job Performance Evaluation
3.A.9   Performance and Development Plan
3.A.10   Community Perception Survey

3.B.1   2009 Smarthinking Report
3.B.2   Early Alert System
3.B.3   List of Councils and Committees
3.B.4   Code of Student Rights and Responsibilities
3.B.5   2009-2010 Student Handbook
3.B.6   College Catalog
3.B.7   Quarterly Class Schedule
3.B.8   Graduate Survey
3.B.9   Student Withdrawal Survey
3.B.10   Program Review Form and results

3.C.1   College Wide Abilities Rubric
3.C.2   Instructional Council Handbook
3.C.3   The Enrollment Services Manual
3.C.4   The Family Educational Rights and Privacy Act

3.D.1   Diversity Course List
3.D.2   Transfer Rights and Responsibilities
3.D.3   Scholarship Booklet
3.D.4   Advising brochure
3.D.5   Counseling Service brochures
3.D.6   Framework for Assessing Diversity
3.D.7   Services and Activities Fees Financial Code
3.D.8   Constitution of the Associated Student Body of
          South Puget Sound Community College
3.D.9   Club Chartering Process
3.D.10   Event Planning Form
3.D.11   List of Recreational Activities
3.D.12   Sounds Newspaper
3.D.13   Percival Review
3.D.14   Students Publications Board Code

3.E.1   NWAACC Code Book
3.E.2   Western Region Handbook
3.E.3   Athletic Department Coaches Handbook
3.E.4   Student-Athlete Handbook

Required Exhibits (not referenced in narrative)

1.   Completed Table #1, Admissions Report
2.   Completed Table #2, Student Affairs Staff Profile

STANDARD 4

Faculty

INTRODUCTION

The College is proud to support a diverse and well-qualified faculty, whose primary responsibility is focused on teaching and learning. At the same time, faculty members are also actively engaged in scholarly and creative activities related to their discipline. Support of faculty intellectual pursuits is exhibited through the funding of grants, sabbaticals, summer/extended studies, and exceptional faculty awards. Further, there is strong faculty involvement in college governance.

4.A   Faculty Selection, Evaluation, Roles, Welfare, and Development

Analysis and Appraisal

4.A.1 Qualified Faculty

The College employs professionally qualified faculty to teach in their areas of expertise. Academic faculty members hold a minimum of a master's degree in their field or discipline. Professional technical faculty members, with a few exceptions, hold an associate degree, a baccalaureate degree, a master's degree, or other terminal/professional degrees (see Figure 4.A.1).

Figure 4.A.1 Degree Credentials of Academic and Technical Faculty: Fall 2009

Fall 2009	Academic Faculty	Technical Faculty
Baccalaureate	11	17
Master's	90	27
Doctoral	23	3
Other	21	50
Total	145	97

There are 58 full-time academic faculty members and an average of 94 adjunct academic faculty members employed each quarter. The number of adjunct academic faculty illustrates a strong resource pool of qualified individuals available to teach at the College. At least one full-time faculty member represents each field or program in which the College offers major course work.

There are 36 professional technical faculty members and an average of 43 adjunct professional technical faculty each quarter. At least one faculty member represents each field or program in which the college offers a professional technical course or program. The high level of degree at-

tainment by many full-time professional technical faculty members is an indication of the quality of the College's professional technical programs.

As with many institutions, the College continues to work on the balance of adjunct (part-time) to full-time faculty. This struggle is evident in that 61 percent of the faculty teaching in the academic area are part-time and 54 percent of the professional technical faculty are part-time as reflected in the information presented above.

Faculty, both full-time and adjunct, may be hired during any given quarter. Figure 4.A.2 depicts the type of faculty employed over the past two years.

Figure 4.A.2 Full-Time and Adjunct Faculty

	2008-09		2009-10	
Quarter	Full time	Adjunct	Full time	Adjunct
Summer	43	72	43	77
Fall	86	169	94	148
Winter	92	162	94	139
Spring	92	149	96	149

Full-time faculty members have a primary commitment to the institution with the majority of their workload focused on teaching. Many serve on college committees and/or advise student organizations. Faculty members who serve as Program Leads are reassigned time to perform these responsibilities. The Faculty Master Agreement addresses the issue of moonlighting (see Exhibit 4.A.1 - Faculty Master Agreement).

Many adjunct faculty members exhibit a strong commitment to the College. Some adjuncts teach multiple sections per quarter. They also are involved with co-advising student organizations and participating on campus committees such as Instructional Council and Faculty Senate. The level of commitment generally increases with the length of their employment at the College. Many long-time adjuncts are student favorites.

Information on the College's hiring process is available through the human resource office and on the intranet under the president's office (see Exhibit 4.A.2 - College Hiring Process).

4.A.2 Faculty Participating in Governance and Instructional Planning

Faculty actively participates in academic planning from inception of curriculum through on-going review and assessment.

Curriculum development originates from the faculty. Faculty members create course outlines that are reviewed and approved by the College's Instructional Council.

The role of Instructional Council is outlined in the College Handbook, Section 1.07-18 (see Exhibit 4.A.3). It states that "The Instructional Council, which is confirmed by the president, recommends policy regarding the College's instructional and curricular programs. The Instructional Council is a coordinating body in that it regulates, promotes, and reviews instruction." Instructional Council has a total membership of 23 individuals, with faculty making up slightly more than half the members. There are two faculty representatives from each division, one member each from Instructional Planning and Development (Basic Skills) and Library/Instructional Support, and two at-large positions for a total of 12 faculty members. The voice of faculty from each division is clearly represented in the composition of this body.

Faculty members also are involved in on-going curriculum review and assessment. For example there are 11 faculty members on the Assessment and Research Council (ARC) representing the instructional divisions.

A flow chart of curriculum development, review, and assessment is portrayed in Exhibit 4.A.4. The chart visually shows the way in which faculty are involved in each step of this process.

The Program/Service Review Taskforce also includes faculty. This taskforce was charged with developing the process to review all College programs and services.

Faculty members participate in and are a vital part of academic advising. The College's Welcome Center provides academic advising for all new students up to the first thirty credits. Students are then assigned a faculty advisor in their area of study. Faculty provides academic advising for continuing students in their degree field. Professional technical students are assigned a faculty advisor as soon as they declare their major.

In the "Accreditation Standards 4, 5 and 9 Faculty and Staff Survey" (see Exhibit 4.A.5) which was conducted in April 2009, 77 percent of responding faculty reported that they provide continuous advising throughout the

year, only 4 percent indicated that they advised on designated advising days. In the same survey, 14 percent of faculty responding indicated they have no advisees; 15 percent indicated they have between 1-10 advisees; 20 percent between 11-20 advisees; 17 percent between 30-50 advisees; and 30 percent indicated they have over 50 advisees. The data indicate that the current process for assigning students to faculty advisors can lead to disparate advisee loads for faculty.

In October 2009, a workgroup of faculty and staff was formed to review and improve academic advising at the College. The group included Faculty Senate officers, the faculty union president, division deans, the dean of enrollment, the vice president for instruction, and vice president for student services. The group is currently working on reviewing and revising how students are assigned to advisors in order to equalize the advisee assignments. As result of the workgroup's deliberation, the workgroup proposed a change in the process of assigning advisees. The group recommended 50-75 students as the maximum number of assigned advisees; and further recommended not assigning new advisees to faculty currently over the recommended load.

Faculty members also are involved in other key aspects of advising such as working with students who have been academically dismissed. These students are required to work directly with faculty counselors to develop an academic plan that is then reviewed by the academic standards committee which includes three faculty representatives.

The faculty is actively involved in institutional governance both at the division level and the broader institutional level. During the 2008-2009 academic year, opportunities for shared governance expanded and faculty involvement in decision making increased through committee work and nine Program Leads were established for selected academic programs. As Program Leads, these faculty members have direct oversight and influence within their divisions and programs. Program lead responsibilities and reassignment time are outlined in the Faculty Master Agreement, Article I.6, and Article VII.5.C (Exhibit 4.A.6).

College Council was restructured in the 2008-2009 academic year to include an increase from two to three in the number of faculty members serving, with two of these members designated as faculty leaders: the president of the faculty union and the president of the Faculty Senate. The third faculty representative, a faculty mem-

ber at large, is chosen collaboratively by faculty union and Faculty Senate leadership. By including these faculty positions, the College is recognizing faculty leaders that the faculty body selected through an election process.

The Faculty Senate officers have quarterly meetings with the president and vice president for instruction to discuss issues of common concern and to develop the agenda for the All Faculty meeting. Faculty Senate officers, the vice president, and president have all indicated that these regular quarterly meetings have led to enhanced communication with faculty.

Faculty involvement is consistently sought on new hire screening committees and other ad hoc committees. For example, chairs of committees consistently call upon the faculty union and Faculty Senate presidents for assistance in identifying faculty interested/available to participate in ad hoc committee work.

Faculty membership on college standing committees and councils is determined through a variety of avenues. For example, faculty appointments for probationary review and tenure review committees are selected by a majority of tenured faculty members (see Exhibit 4.A.7 - Faculty Master Agreement).

In most cases, faculty members are selected for committee service at the end of each academic year for assignments in the next school year. This allows faculty members to prepare for their committee responsibilities commencing with the upcoming fall quarter and document this in their annual work plan.

In a survey of faculty completed in spring 2009, 68 percent indicated that in the last two years they had served as either a "committee chair," "key member of one or more committees," or had "participated in a small work group" related to a committee. This is an indicator of substantial faculty involvement in governance work through committee assignments.

Faculty members also play a key role in the awarding of Summer and Extended Studies funds. Their role is outlined in Article 6.9.F of the Faculty Master Agreement (see Exhibit 4.A.8).

4.A.3 Faculty Workload and Professional Development

Faculty workloads reflect the mission and goals of the institution. The Catalog states that the College's mission is "We engage our community in learning…for life" (see Exhibit 4.A.9 - 2009-2010 College Catalog, page 2). The goals of the College are to be student-centered, as well as being effective, efficient, and fiscally accountable (see Exhibit 4.A.9 - 2009-2010 College Catalog, page 2).

The College offers both credit and non-credit courses. Most courses are offered as "face-to-face" instruction/ learning on the main campus. Many courses are now offered entirely online and many courses are hybrids offering face-to-face instruction as well as components that are online. In addition, credit classes and non-credit workshops are offered at the Hawks Prairie Center. Through a variety of modes of delivery and formats, students have opportunities to benefit from both short-term and long-term training and educational offerings. Within the traditional class structure, students also have a variety of choices in terms of daytime and evening hours for courses/training.

These various approaches to course offerings and training exemplify the College's student-centeredness to provide a breadth of curricular options within human (instructor availability), physical (classroom space), and fiscal constraints. The various modes of teaching/learning also reflect effective and efficient delivery of educational opportunities based on historical patterns and modern preferences.

Workload requirements are specified in the Faculty Master Agreement (see Exhibit 4.A.10, pages 50-52). The primary focus for the faculty is teaching. Workload disparities between academic and professional technical faculty are an ongoing topic of discussion.

Typically, professional technical faculty members have a greater amount of contact time than do most academic faculty. Some improvements in the disparities of the workloads of academic and professional technical faculty were made in the last Faculty Master Agreement. One disparity that was improved related to the contact time for teaching in a clinical setting. The previous language stated that one hour of clinical teaching equals 0.5 hours of contact time. The current Faculty Master Agreement says that one hour of clinical teaching equals 0.75 hours of contact time. However, disparity in the workloads of academic and professional technical faculty still exists.

The College plans to continue discussing ways to resolve the workload disparities between academic and professional technical faculty during future contract negotiations.

The faculty has access to a variety of resources for professional growth and renewal. The Summer and Extended Studies program is one avenue open to faculty members to support their professional development.

The South Puget Sound Community College Foundation has supported faculty professional development through Exceptional Faculty Awards. The award amounts provided to faculty are based on the investment performance of the endowed funds. The principle continues to accrue income for future grants. Award amounts are announced annually. Historically, grants have ranged from below $500 to $5,000. A full listing of Exceptional Faculty Awards can be found in Exhibit 4.A.11.

Federal Carl Perkins money may also be available for professional technical faculty. Some funds for professional development may also be available from department and division budgets. Access to each of these fund sources requires an application and approval process.

The sabbatical program funds full or partial renewal activities up to one year for faculty (see Exhibit 4.A.12 - Faculty Master Agreement, Article XI). All applications are reviewed by the sabbatical review committee. Faculty members recommended by the committee are then forwarded to the president for review. The president makes a recommendation to the board of trustees for final review and approval. Because of budget constraints, no sabbaticals were awarded in 2009-2010.

The list of faculty members who have received sabbaticals in the last ten years is provided in Exhibit 4.A.13. The dates and length of their sabbaticals are identified. A list of the sabbatical projects of those who participated is provided in Exhibit 4.A.14.

Faculty members are encouraged by the administration and the faculty union to participate in activities that will promote professional growth, maintain the quality of educational offerings, and enhance the individual's contribution to the general welfare of the College. Faculty members, together with their division dean, develop a professional development plan (PDP). The details and requirements of the PDP are specified in Article 7, Section C of the Faculty Master Agreement on pages 17-19 (see Exhibit 4.A.15).

Faculty members have additional responsibilities to provide students with academic advising, develop program planning guides, and assist with department needs. Faculty members also participate in new hire screening committees and other college committees.

Many professional technical faculty members have a responsibility to maintain regulatory information about students and faculty. For example, Nursing faculty members assure that all regulations and procedures for clinical facilities are managed and documented. Professional technical faculty members also develop working relationships with service agencies, health care facilities, and businesses in the community to further the mission and goals of the College.

4.A.4 Salaries and Benefits, Recruitment and Retention

The mean faculty salary at the College for 2009-2010 is $55,457. Out of the 34 community and technical colleges in Washington State, the College ranks 8th for the beginning salary and 19th for the mean salary (see Exhibit 4.A.16). Newly hired faculty in 2008-09 and 2009-10 started at $47,521.

Additional benefits are listed on the College's intranet site. New faculty are given a detailed orientation session that explains the benefits which include health insurance, life insurance, long-term disability, sick leave, auto and home insurance discounts, deferred compensation options, retirement, and the tuition fee waiver program.

4.A.5 Faculty Evaluation

The process for evaluating a faculty member's performance depends on whether the faculty member is tenured or in the probationary process. Tenured faculty members participate in an on-going five-year process of evaluation. Probationary faculty members are evaluated quarterly throughout the three-year probationary process. The probationary review process is clear and the College adheres to the process. The post tenure review process is in place and functional. The College is now completing the first five-year post-tenure review cycle and plans to review the effectiveness of this process (see Exhibit 4.A.17 - Faculty Master Agreement, Article IX).

The process also varies depending on whether a faculty member is full-time or adjunct. Adjunct faculty are evaluated on a five-year cycle through student evaluations, a peer evaluation by a tenured full-time faculty member, a self-evaluation, and an evaluation by his/her supervisor, either the division dean or appropriate administrator. The evaluation process for adjunct faculty is completing its first cycle. The College plans to assess its effectiveness and the consistency of application to all adjunct faculty members (see Exhibit 4.A.18 - Faculty Master Agreement, Article XII).

4.A.6 Recruitment and Appointment of Full-Time Faculty

In 2008, a taskforce was established to review the hiring processes and make recommendations to the president. This taskforce was made up of a cross section of the college community including faculty, classified, administrators and exempt employees. The new hiring process is located on the intranet under Human Resources (see Exhibit 4.A.19 - Screening Committee Handbook).

The screening committee develops a rating guide for reviewing applications based on the position description. The top candidates are then contacted by human resources to be interviewed. There is no set number of candidates required to be interviewed. Once interviews are conducted, the committee makes a final recommendation in writing to the president or appropriate appointing authority. The recommendation lists those candidates acceptable to the committee in an alphabetical order, and lists each candidate's strengths and weaknesses.

The College has an Affirmative Action Plan, (see Exhibit 4.A.20), on file with the State of Washington. The College is committed to affirmative action to remedy minority or female underutilization in the job groups identified under the current Affirmative Action Plan. All policies and procedures requiring the recruitment and appointment of full-time faculty are available on the College's intranet site under Human Resources.

College faculty positions are posted in the Chronicle of Higher Education which is a national publication. Over the last three years, newly hired full-time faculty have come from the adjunct faculty ranks or from states such as Nevada, Pennsylvania, Oregon, and Washington. Figure 4.A.3 below shows the percentage of full-time positions that were filled from the adjunct ranks.

Figure 4.A.3 Full-Time Positions Filled From Adjunct Ranks

2007-2008	43%
2008-2009	40%
2009-2010	20%

4.A.7 and 4.B.7 Academic Freedom

The faculty and College are committed to academic freedom and scholarly research. The College recognizes that teaching effectiveness may require faculty members to explore ideas in their discipline that may be controversial with students. For example, the Diverse Sexualities course that is offered through the Sociology and Anthropology departments examines a wide range of sexual orientations and cultural responses to them. This is a subject area that is politically sensitive and is taught in a learning community format. Instructors from at least six disciplines are used to determine the content of the course. Without institutional support, this class would unlikely enjoy the success it has achieved. Institutional support for academic freedom is reflected in both the Faculty Master Agreement and College Handbook. The statement on academic freedom is located in the Faculty Master Agreement (see Exhibit 4.A.21 - Article V, page 7) and is stated below.

Academic Freedom and Participation by Faculty in College Governance

Academic Freedom: Each faculty member is entitled to freedom in the classroom in the discussion of the subject he/she teaches. Each faculty member is a citizen and as such has the same rights as other citizens.

There is further articulation of this issue in the College Handbook (see Exhibit 4.A.22, Section 4.29). "Free-

dom for faculty and students to carry on a discourse of ideas within the classroom without interference from others shall not be abridged as long as civil or criminal law violations have not occurred. Faculty members are obligated, however, to conduct courses scheduled so as to achieve the objectives stated in the course outline. No college employee or student shall interfere with the open and free expression of ideas in the classroom if the above conditions are met."

A survey of faculty and staff was conducted in March 2009 to determine attitudes relating to College practices (see Exhibit 4.A.5 - Accreditation Standards 4, 5, and 9 Faculty and Staff Survey). The following results were found: 71 percent of faculty somewhat agreed or strongly agreed that the College fostered and protected academic freedom. Seventy-five (75) percent of faculty responded that they somewhat agreed or strongly agreed with the statement that "faculty are accorded academic freedom consistent with the College's mission and goals."

Furthermore, the College supports faculty freedom to pursue scholarship, research, and artistic creation consistent with its goals. Faculty workloads may prevent faculty from fully accessing available funds and year-to-year budget downturns may result in limited funds available. Currently, the College supports academic freedom by providing funding for faculty scholarship, research, and artistic creation though its Exceptional Faculty Award program ($37,000 available for 2008-09) (see Exhibit 4.A.11) and the summer and extended studies program ($42,140 available for 2008-09).

4.A.8 Qualifications of Adjunct (Part-Time) Faculty

An adjunct professor is a faculty member who is not on the tenure track and who is contracted on a quarter by quarter basis. The term adjunct professor is synonymous with adjunct faculty. An associate faculty member is an adjunct faculty who has taught at least 135 instructional units for the College.

Associate faculty and adjunct professors must have at least a master's degree in order to teach in an academic program. Faculty in the professional/ technical fields must be certified, licensed or possess a vocational equivalency to qualify to teach professional technical programs. The College's professional technical faculty members possess an associate, baccalaureate, master's, or other terminal or professional degree certification. In areas such as Accounting and Business, an advanced degree in the field

is required. The qualifications for associate faculty and adjunct professors in the academic disciplines and professional technical fields are consistent with the required qualifications for professors.

The human resources staff verifies qualifications for all full-time faculty members. This office ensures that associate faculty and adjunct professors teaching academic transfer courses supply evidence of the required minimum qualifications by requesting official transcripts for the highest degree achieved which is kept in their personnel file.

Qualifications for professional technical faculty are checked by the dean of instructional planning and development to affirm that professional technical faculty members have the appropriate professional experiences to carry out their teaching assignment and related responsibilities. Vocational certifications are issued by the dean for instructional planning and development to document that faculty members meet the requirements to teach in the respective programs. The vocational certifications are kept in the faculty member's personnel file.

4.A.9 Employment Practices

In fall 2009, the College employed 147 adjunct professors and associate faculty. Including non-credit teaching faculty, the college has over 300 adjunct professors and associate faculty on file with varying teaching assignments ranging from working once in a while over a number of years to teaching year round.

The division deans are responsible for hiring associate faculty and adjunct professors for their divisions. The process is explained in the Adjunct New Hire Process Flowchart (see Exhibit 4.A.23). The division deans interview and select associate and adjunct professors for their division then pass the application and Intent to Hire form to the dean of instructional planning and development (for professional technical programs) or to the instruction office (for academic programs) and then to the human resources office.

The division deans disseminate information to associate faculty and adjunct professors through an orientation and in the Employment Letter (see Exhibit 4.A.24). New adjunct faculty orientation sessions are held each fall. The associate faculty and adjunct professors are also invited to attend fall in-service activities with full-time professors and staff. Information about the College work assignments, rights and responsibilities, conditions of

employment, and other information are covered during orientation, in the Employment Letter, and in the Adjunct Faculty Handbook (see Exhibit 4.A.25).

The divisions have standardized the information in the Employment Letter. The Adjunct Faculty Handbook is updated each summer and is available to associate faculty and adjunct professors in hard copy, on the College's intranet site, and in the human resources office.

4.A.10 Assessment of the Use of Adjunct (Part-Time) Faculty

According to the Faculty Master Agreement, "The administration recognizes and appreciates the contribution of adjunct professors to the educational programs at South Puget Sound Community College." The College uses adjunct faculty to support the mission to "engage our community in learning for life." Adjunct faculty are hired to teach classes within academic transfer programs and within professional technical programs where they offer their professional expertise and knowledge.

The Faculty Master Agreement is the primary source that clearly identifies the use of adjuncts. The College continuously reviews institutional policies regarding the use of adjunct/associate faculty as set forth in the Faculty Master Agreement. For example, as referenced in 4.A.9, the College has reviewed and standardized the evaluation policies for adjunct/associate faculty. The College has also implemented policies through the agreement to recognize the importance of adjunct/associate faculty and their visibility within the campus community. These policies include the addition of the title "associate faculty," and adjunct faculty members are now listed on the College's website. The State Funded Faculty document (see Exhibit 4.A.26) demonstrates that the ratio of full-time to adjunct/associate faculty has not changed significantly in the last ten years. In that timeframe, the percentage of adjuncts has increased by approximately one percent.

The president and vice-president of instruction have both expressed dissatisfaction with the current ratio of full-time to adjunct/associate ratio as well as a desire to increase full-time faculty positions. The College has implemented a process for determining full-time hires that will lead to a reduction in the ratio of adjunct/associate to full-time faculty over time. The current process to determine which positions will be filled is one in which the division deans submit their requests based on

specific criteria. A broad-based committee of faculty and deans then score those requests against the criteria. One of the elements considered is the number of adjuncts utilized in the discipline areas. The "Scoring Matrix for Prioritizing Faculty Positions" is the methodology (see Exhibit 4.A.27).

Strengths

- Reorganization of College Council has led to more faculty input in this key governance body (4.A.2).
- Faculty governance at the division level was institutionalized with the creation of Program Lead positions (4.A.2).
- Strong collaborative relationships exist between Faculty Senate and the College president and vice-president of instruction. These relationships help to resolve common concerns and have led to increased faculty commitment to governance (4.A.2).
- A standardized process and criteria and involvement of faculty and division deans in the decision-making process for prioritizing hiring of full-time faculty positions are improvements (4.A.5).
- Recognition of adjunct faculty has been expanded through changes in titles. The Faculty Master Agreement establishes the term "associate faculty" for those adjuncts who have taught at least 135 instructional units for the College (4.A.8).
- Improvements have been made in standardizing the part-time faculty evaluation process and ensuring that part-time faculty members receive standardized information in the part-time faculty handbook (4.A.9).

Challenges

- While the workload situation had been better defined in the current Faculty Master Agreement, the issue of faculty workload remains an area needing attention (4.A.3).

Future Directions/Recommendations

- Review, revise, and monitor faculty workload.

4.B   Scholarship, Research, and Artistic Creation

Analysis and Appraisal

4.B.1 Faculty Engagement in Scholarship, Research, and Artistic Creation

Faculty engage in a variety of scholarly, research, and artistic creation activities as identified in individual professional improvement plans, through the summer/extended studies program, the sabbatical leave program, Exceptional Faculty Awards, and in-service programs. Each of these opportunities is outlined in the College Handbook.

In the 2009 Accreditation Standards 4, 5, and 9 Faculty and Staff Survey (see Exhibit 4.A.5), 24 respondents indicated having attended and/or presented at a conference, workshop, or convention in the past five years. Additionally, faculty have been involved in publishing in academic journals, writing books, further research in their subject area, and/or working on an advanced degree. Faculty also noted participating in campus art exhibits, organizing poetry/writing events for community connections, and involvement with international theater programs.

4.B.2 and 4.B.5 Policies and Procedures on Scholarship, Research and Artistic Creation and Ethical Considerations

The College requires faculty to maintain standards of ethical behavior in conjunction with Washington State Law, RCW 42.52, known as the "Ethics in Public Service law." This directive is clearly delineated in the College Handbook under Ethical Conduct and Conflict of Interest, Section 2.05 (see Exhibit 4.B.1). This information is provided to all new faculty members. The College Handbook is also available on the College's intranet site. In 2008-2009, the board of trustees approved the College's first Human Subjects Policy (see Exhibit 4.B.2). This policy outlines the procedural guidelines for conducting research projects with human subjects at the College, and can be found on the intranet site under Administrative Services, Institutional Research.

The necessity of scholarship and research is clearly communicated to faculty at the College. The Faculty Master Agreement (see Exhibit 4.B.3) incorporates concise language encouraging faculty to continue their professional development.

The College encourages professional development by compensating faculty for time spent on scholarship, requiring it as part of their overall professional development plan, and increasing faculty pay through increments over time for increased knowledge acquired by completing their professional development plan (subject to legislative funding). Further the College provides faculty with sabbatical options to increase their knowledge, broaden their scholarly resources, and opportunities to perform extensive research projects to improve their courses for students at the College. Sabbatical proposals are reviewed in advance by the sabbatical review committee, comprised of faculty and administrators, to ensure the project's scholarly aim. The committee then makes a recommendation to the president, who then reviews and makes recommendations to the board of trustees. The board of trustees approves all sabbaticals. The same committee also reviews the sabbatical reports upon their completion.

> *From the February 2009 Board of Trustees Minutes: [Dr. Pumphrey] received a recommendation from the Faculty Sabbatical Leave Committee, which he is not bringing forward for Board approval. He consulted with Mr. Tom Witt, Faculty Union President, who agreed with that decision. Dr. Pumphrey does not feel it is appropriate to fund faculty sabbaticals at a time of such budget uncertainly that could potentially result in a reduction of staff at the college. The college will reengage the process as soon as it is feasible to do so.*

No faculty sabbaticals were awarded for the 2009-2010 academic year due to budget constraints. The board of trustees approved one sabbatical for the 2010-2011 academic year.

The College encourages faculty participation in many artistically creative presentations. For example, faculty are allowed time and leave to participate in Arts Walk, a local community arts showcase, which is highly publicized on campus. Participants include, but are not limited to, those in the welding, drama, and art departments.

4.B.3 Faculty Role in Development of Policies and Procedures

The College values the input of all employees including faculty when creating policies and procedures, including those related to research. Policies and practices involving research are brought to Instructional Council. Once approved, they are forwarded to the College Council for review. The College Council is the major college planning and policy recommending body. It receives and reviews policy/budget recommendations from campus operational work groups including faculty and forwards recommendations to the president's staff. After review by the president's staff, the president makes policy recommendations to the board of trustees. The most notable endeavor in policy and procedures for faculty research at the College is the policy on Human Subjects which was approved in March 2009. This policy outlines the procedural guidelines for conducting research projects with human subjects at the College, and can be found on the intranet site under President, Board of Trustees, Board Policy Manual, Chapter 5.

4.B.4 and 4.B.6 Financial and Physical Support of Scholarship, Research and Artistic Creation and Sponsored Research, Grants, Contracts and Gifts

The College follows its mission and goals to provide faculty members with resources for scholarship, research, and artistic creation. This is supported by faculty being able to apply for and receive funding for grants, sabbaticals, summer/extended studies, and Exceptional Faculty Awards. These opportunities provide faculty with professional development to develop new courses, learn new skills, or to enhance what they are already teaching.

Funding for professional development is provided through the College's Foundation Office, Carl Perkins Grants, Puget Sound Energy, College divisions/departments, Private Grant Funding, Washington Community College Consortium for Study Abroad (WCCCSA), etc. A total of 75 faculty received $53,077 of funding during 2007-08 (see Exhibit 4.B.4 - Professional Development Awards).

The College adheres to the Faculty Master Agreement regarding sabbatical leaves (see Exhibit 4.B.5 - Sabbatical Leave Policy), qualifications for the Summer/Extended Studies Program, and the criteria for Professional Improvement Credits.

The College foundation has established an Exceptional Faculty Awards fund for faculty development. A selection committee meets quarterly to review proposals and make grant recommendations to the College's board of trustees. Information on eligibility, selection criteria, and award amounts are available from the instruction office (see Exhibit 4.B.6 - Faculty Master Agreement, Article I, Section 10).

In the "Accreditation Standards 4, 5, and 9 Faculty and Staff Survey" (see Exhibit 4.A.5), 54 full-time and 34 part-time faculty responded to the survey. Most respondents feel supported and funded to participate in professional development activities. Some faculty indicated they felt that they were not allowed sufficient time for professional growth activities

Strengths
- Multiple funding sources are available to faculty for professional development (4.B.4 and 4.B.6).
- The majority of faculty indicated in a survey that they feel well supported and funded in their professional development endeavors (4.B.5).
- The majority of faculty members agree that the institution "protects and fosters academic freedom" (4.B.7).

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

STANDARD 4 – EXHIBITS

Exhibits Referenced in the Narrative

4.A.1   Faculty Master Agreement 2007 - 2010
4.A.2   College Hiring Process
4.A.3   College Handbook Section 1.07-18
         Instructional Council
4.A.4   Curriculum Development, Review & Assessment
4.A.5   Accreditation Standard 4, 5, & 9 Faculty &
         Staff Survey Comments
4.A.6   Faculty Master Agreement Article I, Section 6,
         Program Leads, Page 3, Article VII, Section 5C,
         Program Leads, Page 21
4.A.7   Faculty Master Agreement Article XII, Section K.1
         Probationary Employment, Tenure, Dismissal &
         Reduction in Force, page 35
4.A.8   Faculty Master Agreement Article VI, Section 9F,
         Summer/Extended Studies Program, Page 11
4.A.9   2009 - 2010 College Catalog, General Information,
         Page 2
4.A.10   Faculty Master Agreement, Article XIV, Instructional
         Load Standards for Professors, Pages 50-52
4.A.11   South Puget Sound Community College Foundation
         Endowed Exceptional Faculty Awards
4.A.12   Faculty Master Agreement, Article XI, Sabbatical
         Leave Policy, Pages 31-34
4.A.13   Sabbatical Recipients
4.A.14   Sabbatical Projects
4.A.15   Faculty Master Agreement Article VII, Section C,
         Professional Development, Pages 17-19
4.A.16   Faculty Salaries 2009-2010
4.A.17   Faculty Master Agreement Article IX,
         Faculty Evaluation, Pages 22-27
4.A.18   Faculty Master Agreement Article XII, Probationary
         Employment, Tenure, Dismissal & Reduction in Force,
         Pages 34-50
4.A.19   Screening Committee Handbook
4.A.20   College Handbook, 2.01 Affirmative Action Policy
4.A.21   Faculty Master Agreement Article V, Academic
         Freedom & Participation by Faculty in College
         Governance & South Puget Sound Community
         College Governance Model
4.A.22   College Handbook 4.29 Academic Freedom
4.A.23   Adjunct New Hire Process Flowchart
4.A.24   Adjunct and Associate Professor Employment Letter
4.A.25   Adjunct Faculty Handbook 2009-2010
4.A.26   State Funded Faculty
4.A.27   Scoring Matrix

4.B.1   College Handbook, Section 2.05, Ethical Conduct &
         Conflict of Interest
4.B.2   Board Policy Manual 2008-09, Chapter 5, IV. Human
         Subjects Policy, Page 1-2
4.B.3   Faculty Master Agreement Article VII, Section 2, Full-
         Time Faculty Salary Advancement, Pages 16-17
4.B.4   Professional Development Awards 2007-2008
         and 2008-2009

4.B.5   College Handbook, 2.70-1 Sabbatical Leave and
         2.27-3 Sabbatical Leave Program
4.B.6   Faculty Master Agreement Article I, Section 10,
         Exceptional Faculty Awards, Page 4

Required Documentation (not referenced in the narrative)

1. South Puget Sound Community College Fact Book
   2008-09, Page 27
2. Table 1 - Institutional Faculty Profile
3. Table 2 - Number & Source Terminal Degree of Faculty
4. Faculty Master Agreement 2007-2010, Appendix A:
   Faculty Pay Scale, Page 54
5. College Handbook, Chapter 2, 2.29 Salary Schedule
6. College Handbook Chapter 2, Sections 2.32 and
   2.49 Evaluations
7. Adjunct Faculty Handbook, Evaluations, Page 15-16
8. Probationary Review Handbook
9. SPSCC Adjunct/Associate Faculty Evaluation Guidelines
10. Carl Perkins Professional Development Funding
    2007-2008 and 2008-2009

Required Exhibits (not referenced in the narrative)

1. College Handbook 2009 (serves as the Faculty Handbook)
2. Faculty Appraisal Procedures Handbook
3. South Puget Sound Community College District 24 Board
   Policy Manual 2008-2009 Chapter 2: General Policy State-
   ment, VII. Academic Freedom, Page 5
4. South Puget Sound Community College 2009-2010
   Councils, Committees, and Boards Membership
5. Instructor Evaluation by Students
6. Evaluation Scores for IT, Project Management and
   PC Instructors
7. Hawks Prairie Center Programs (Leadership and
   Management Trianing, Technical Education and Training,
   Technical Training & Operations, Continuing Ed, CPM)
8. Continuing Education Classes

Suggested Materials (not referenced in the narrative)

Statistics on Faculty Retention and Turnover

STANDARD 5

Library and Information Services

INTRODUCTION

The South Puget Sound Community College Library and Instructional Support Services (ISS) department marshals the staff, services, and equipment necessary to serve the teaching and learning needs of students, faculty, and staff in order to meet the College's educational mission. The Library/ISS staff members offer instruction to students and faculty on the use of the library's holdings and equipment; they carefully maintain the condition and currency of the holdings, equipment, and facilities; they involve faculty in the selection of their holdings and equipment; and they involve students, faculty, and staff in attempts to monitor the quality of their services, facilities, and equipment.

The Information Technology (IT) Services department oversees network, web, administrative, desktop, wireless, and student point-of-contact computing resources on campus. IT Services provides maintenance and oversight of all infrastructure and network resources, including purchasing and evaluating all requests for software, hardware, and network upgrades. In coordination with the library computing support staff, IT Services provides software and network maintenance and support for information technology and contribute to the College's mission by ensuring that the available technology is well-maintained and secure.

5.A   Purpose and Scope

Analysis and Appraisal

5.A.1 Sufficiency of Resources and Services

The College's mission includes these objectives:

1. Offer dynamic and balanced educational programs in a global context.
2. Develop and employ technology that reflects and supports instructional, internal, and external community needs.
3. Integrate assessment, planning, and resource allocation at the ... program level.
4. Maintain high standards for recruitment, retaining, hiring, and evaluating employees (see Exhibit 5.A.1 - 2009-10 College Catalog).

The Library/Instructional Support Services department (hereafter referred to as "the library") and the Information Technology Services department ("IT Services") support these goals by acquiring and maintaining the

holdings and technology necessary to serve all of the instructional programs at the College. Acquisitions are made in close cooperation with the faculty and staff to assure continued support of academic programs. Further, library and IT Services staff are hired and evaluated in accordance with clear job descriptions. Specific ways in which the library and IT Services support these objectives are reported below.

The library, centrally located on the campus, maintains the holdings, equipment, and personnel necessary to serve all of the College's educational programs. The library's hours of operation are Monday through Thursday, 7:30 a.m. – 9:00 p.m., Friday, 7:30 a.m. – 4:30 p.m., and Saturday, 12:00 p.m. – 4:00 p.m. The library is closed Sundays, holidays, and college breaks.

Figures 5.A.1 and 5.A.2 below contain brief summaries of the library's information and technology holdings and the computing resources managed by IT Services. For more details, see Exhibits 5.A.2. and 5.A.3

Figure 5.A.1 Library Information and Technology Holdings (2010)

Media	Print books	49,879
	Electronic books and media program	27,500
	Electronic Reference books	500
	Major databases	9
Computers	Offices	21
	Student use	45
	Bibliographic (Bldg. 28-102)	20
	Student laptops	40
	Servers	7
	eLearning office computers (Bldg. 22-204/205)	4

Figure: 5.A.2 Computing Resources Managed by IT Services (2010)

Hawks Prairie Center	Desktop/Laptop Computers	205
	Servers	18
Mottman Campus	Desktop/Laptop Computers	1,008
	Servers	23

Library and Instructional Support Services personnel include the following:

2 full-time librarians
1.1 FTE adjunct librarians
1 eLearning support manager
6.5 FTE technicians
2 paraprofessional staff
1 senior secretary
8 part-time classified staff
6 student workers
1 dean
.75 Program Technician
1 ITS, Level II
1 ITS, Level III
1 ITS, Level IV

Services provided by the library staff include:

Instruction for students:

1. Classes on research skills are offered every Advising Day of the year.
2. In addition to Advising Days, librarians teach classes on research skills and use of library resources in instructors' classes in a wide range of academic and technical programs. In 2007-08, 167 of these classes were offered; in 2008-09, 230 classes were offered.
3. On a daily basis, librarians at the "Ask Here" desk conduct one-on-one bibliographic instruction with individual students and groups of students ten times per day on average.

Instruction for faculty:

1. Once a year in September, the library offers an introduction to the equipment in the library as well as training on plagiarism and copyright regulations.
2. The eLearning Office supports faculty who offer online instruction. In 2008, a half time eLearning support manager was hired in order to assist faculty in developing and maintaining online classes. In fall 2009, this position was increased to a full-time position to meet increased demand. This is important because as of September 2008 the College was able to provide an AA degree completely online, and because there was an increase in online and hybrid classes offered (from 39 classes in fall of 2008 to 64 classes in fall of 2009). There is an eLearning web site on the College's intranet home page at http://elearning.spscc.ctc.edu.

The eLearning Office provides the following services:

1. Offers two workshops per week on using software and various management systems.
2. Assists faculty in the development and distribution of online materials for both face-to-face and entirely online classes.
3. Assists faculty in developing online forums for face-to-face classes.
4. Assists faculty in generating video content specifically for online uses.
5. Provides faculty with individual Drupal web sites.
6. Assists faculty in the use of ANGEL, Elluminate, and the lecture capture function in classrooms.

The library and Hawks Prairie IT staffs provide classroom technology support at the Hawks Prairie Center and the Mottman campus. For example, support is provided for the following:

• the computer labs in Building 21, Room 130.
• the classroom computers and media systems.
• the Academic computer labs are provided in Building 34.
• the Computer Aided Drafting (CAD) labs in Building 22-213 and 214.
• surveying/Geomatics in Building 22-115.

Assistance with classroom technology: in 2007-08 library staff responded to 844 calls for assistance in the classroom, and in 2008-09 responded to 944 calls.

Audio-visual media production services and equipment are provided in support of classroom instruction.

One of the computers in the library contains specialized software ("Dragon Naturally Speaking" and "Jaws") so that students with disabilities can more easily access materials in the library.

One measure of the sufficiency of the library's print holdings and number of librarians is reflected in Figure 5.A.3 which compares the College to other colleges of similar size (2008 holdings data from the National Center for Education Statistics, "School, College, and Library Search" and 2008-09 staffing data from the SBCTC Annual 2008-09 Enrollment Report).

Figure 5.A.3 Print Material and Librarian to Student FTEs Compared to Other Similar Sized Colleges

College	Print Materials	FTE Librarians per FTE Students
Skagit Valley College	78,974	5 per 4105
South Puget Sound Community College	57,828	5 per 3919
North Seattle Community College	47,656	5 per 3414
Walla Walla Community College	39,844	4 per 3211
Renton Technical College	29,500	2 per 3935

IT Services manages the College's network and communication resources and oversees the purchasing of computer hardware and software in compliance with state policies. The College's computer network is connected to the external network managed by the State Board for Community and Technical Colleges (SBCTC). The SBCTC does not track network resources at colleges, and there is no comparative data for peer institutions. However, Wood Creek Consulting of Monroe, Washington suggested in its study of the College's resources and support structure that the network is well maintained, secure, and adequate for meeting College operational needs (see Exhibit 5.A.3).

IT services administers:

- The student network account information on a server in the Building 34 IT area and the College's Active Directory server.
- Student wireless network equipment in some classroom buildings and IT Building 22-100 area.
- Student life/government web sites on a server in IT Building 22-100.
- Course web sites on a Drupal server in IT Building 22-100.
- Access to the WAOL/Angel Learning Management System at the WAOL server in Spokane, Washington.
- The Student Management System (HP3000) on a server in IT Building 22-100.
- Web site access for registration, tuition payment, and financial aid on servers in IT Building 22-100 area.
- Student kiosks/internet access systems and student services labs in Buildings 22, 25, and 27.
- IT and Library/ISS staffs support instructional computer labs in Buildings 28, 34, and 21 with ISS having the primary responsibility for the labs in Building 34.

- Technical support for computing and network resources, except those in the library and faculty podiums in classrooms.
- State mandated training of faculty and staff in computer and network security.

5.A.2 Sufficiency of Information Resources

The institution's core collection and related information resources are sufficient to support the curriculum. Statistics on the library's holdings and use for 2007-08 and 2008-09 are included in Exhibit 5.A.2.

To gauge the sufficiency of the library's holdings and related information resources, the library conducted three satisfaction surveys in April 2009 and three more in 2010. The results from the 2010 surveys are summarized below (complete information may be found in Exhibits 5.A.4, 5.A.5, 5.A.6, 5.A.7, 5.A.8, 5.A.9, and 5.A.10):

1. Faculty Satisfaction

- Faculty satisfaction with library resources: 100 percent of respondents marked 4 or 5 on a scale of 1-5 (with "5" meaning "high").
- Faculty satisfaction with formal library instruction: 94 percent of respondents marked "good" or "excellent" in response to "the delivery was effective."
- Comments include: "the staff is always ready and willing to help," "the librarians are awesome," "more computers needed, bigger library needed, more updated DVDs in my field, more DVDs."

2. Student Satisfaction
Student satisfaction with library equipment and services is very high (see Exhibit 5.A.8). Specifically:

- Student use of the library: 42 percent daily; 38 percent weekly; 12 percent monthly; 8 percent less than once per month or never.
- Resources used by students: books = 17 percent; electronic databases = 29 percent; audio/visual = 2 percent, websites = 52 percent.
- Ease of use of the library catalog: 79 percent of students found the catalog "somewhat easy" to "very easy" to use; 16 percent don't use it.
- "Do you generally find the research materials that you need?" – 84 percent of students reported "always" to "usually."

- Common comments include: comfortable atmosphere, "staff is OUTSTANDING," "easily accessible and open when I need it most," more computers are needed (mentioned in 77 out of 161 written comments in 2009, and mentioned in 34 of 115 comments in 2010), too crowded and noisy, and could have more books and newer books.

3. Staff/Administration Satisfaction

- Regarding the courtesy of the library staff: 80 percent of College staff said "always" and 20 percent said "usually."
- Regarding use of the library: 73 percent of College staff use the library and 27 percent do not.
- Regarding the quality of the library's response to the College staff's technical needs: 80 percent said "excellent."
- Comments include: "great job and keep up the good work!," could be bigger, not enough computers, and could have more DVDs and books.
- One consistent need expressed in all of the surveys for the past two years is more computers for student use in the library.

Additional information on the quantity of the library's database holdings is in Exhibit 5.A.11. The sufficiency of the library's online database collection is evident from a comparison with the database holdings from colleges of similar size in the system. The comparison colleges are: Renton Technical College (15,229 headcount), Skagit Valley College (12,825 headcount), and Walla Walla Community College (11,405 headcount) (see Exhibit 5.A.12 - Data from SBCTC "2007-08 Academic Year Report").

5.A.3 Nature and Location of Offerings

The College's library resources and services are determined by the nature of the College's educational programs and the locations where programs are offered. Development, review, and updating of the College's educational programs on the main campus and at the Hawks Prairie Center are the responsibility of the Instructional Council. The library dean and a library staff member sit on this Council along with the other division deans and eleven faculty representatives. This is a forum where the library dean can become aware of program changes and needs and then communicate this information to the library staff.

Another arena in which the library can respond to program needs is through the Library/Media and Instructional Support Services Advisory Committee. This committee is composed of a faculty representative from every academic division, a library staff member, the eLearning coordinator, and two students. This committee meets twice a year and ensures that library holdings and services support the College's educational programs.

Finally, the library is very responsive to individual instructor requests for acquisitions and services for the support of their classes at any time.

Strengths
- The library's holdings and staff numbers compare well with those of other colleges of similar size in the state (5.A.1).
- The library is well used by students, faculty, and staff, and surveys indicate that most are satisfied with the library's hours of operation, holdings, equipment, services, and physical environment (5.A.2).
- There are regular opportunities for library staff to learn about developments and needs in the educational programs and to adjust the library's equipment and services accordingly (5.A.3).

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

5.B   Information Resources and Services

Analysis and Appraisal

5.B.1 Equipment and Materials

Equipment and materials are selected, acquired, organized, and maintained to support the educational program of the College. The collection librarians are responsible for the selection and acquisition of library materials, and audio-visual (AV) equipment is selected by the Media Department upon recommendations from the faculty according to their teaching needs. AV equipment is maintained and organized by the Media Department, and at this time all classrooms have built-in AV systems or access to portable systems.

Faculty requests for materials must meet at least one of the following criteria:

- Priority is given to materials which meet direct curricular needs in the courses offered at the College.
- Relevance to instructional needs of faculty.
- Relevance to curriculum-based needs of students.
- Probable need based on existing programs and collections.
- Intellectual content and scholarly value (see 5.B.3 below).

Since these selection criteria depend heavily on faculty needs, they clearly support the educational programs of the College as well as the College's mission values #1 and #2 (see 5.A.1).

5.B.2 Assisting the Development of Skills to Use the Services Independently

The library actively contributes toward helping students, faculty, and staff use the library's resources independently and effectively (see also 5.A.1). This is done when librarians offer classes:

- for students on research skills and the use of library resources (167 of these classes were offered during the 2007-08 year and 230 were offered during the 2008-09 year).
- for faculty and staff on the use of library equipment and teaching and management software (each September and as needed by individuals).

The classes for students are given by the staff librarians in the library classroom and in other classrooms on campus upon request. Classes for students on research skills are often requested by faculty members for specific courses, and these classes are individualized for the group of students taking a particular course. An indication of the effectiveness of these classes is the high level of student satisfaction as reported in the 2009 Student Survey (see Exhibit 5.B.1).

To better serve the students, the library classroom has been upgraded to a computer lab with 20 computers so that each student will have hands-on experience in what is being presented. However, as student, faculty, and staff comments from the surveys indicate, more computers and a larger space are needed so that more students may be accommodated. Plans for the remodeling of Building 22 to create a new library will add much more space for library services (see 5.C.1).

5.B.3 Policies, Regulations, and Procedures

Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to the College's constituents. The library's policies and procedures are current, fully articulated, and available to the College's constituents on the library's website at www.library.spscc.ctc.edu/policy2.html. For more information on specific policies and procedures see Exhibit 5.B.2.

Policies regarding the management of IT Services' resources are also fully and clearly developed and publically available at http://inside.spscc.ctc.edu/Administrative_Services/information_technology_sservices/it_policy.html (see Exhibit 5.B.3).

5.B.4 and 5.D.5 Participatory Planning and Curriculum Development

There is ample opportunity for faculty, staff, and students to participate in the planning and development of the library's resources and services, and at the same time there are opportunities for the College to consult the library staff in curriculum development in the following arenas (see also 5.A.3):

- The Instructional Council, where the library dean meets with other division deans and eleven faculty representatives monthly to discuss educational programs and how the library can support them.
- The Library/Media and Instructional Support Services Advisory Committee, which includes a library staff member, two students, and a faculty representative from every academic division. This committee ensures that library holdings and services support the College's educational programs and allows members of the college to consult the library in program development. The committee meets twice a year, and its agendas and meeting minutes are posted on the College's shared "S" drive under "Library."
- Students, faculty, and staff are surveyed annually. Each group is given its own specialized survey that includes questions related to overall satisfaction with library/media services. Selected results from these surveys are reported in 5.A.2 (see Exhibits 5.A.4, 5.A.5, 5.A.6, 5.A.7, 5.A.8, and 5.A.9). Based on these survey results, the library has made changes to better support educational programs (see 5.E.3).

5.B.5 Sufficiency of Information Sources

Computing and communications services are used to extend the boundaries in obtaining information and data from other sources, including regional, national, and international networks. The library subscribes to 13 academic databases and has an electronic books database of 22,000 titles, plus an electronic collection that includes more than 500 encyclopedias, which are accessible to students wherever they have internet access. These databases help students access information from a variety of regional, national, and international sources (see Exhibits 5.A.11 and 5.A.12).

Every instructional and administrative unit on campus uses an internal campus network managed by IT Services that is connected to the community and technical colleges' network, which in turn provides an internet connection to the web. The networking standard used is called "Transmission Control Protocol/Internet Protocol." All web connections are managed by this technology. This web connection allows the College to retrieve data from databases all over the world very quickly. IT Services manages the local conduit used to gather this data and ensures both the reliability of that access through regular maintenance and the security of all internet portals to protect the data in accordance with federal and state guidelines governing student and personnel privacy and accessibility of public information.

Strengths
- Criteria for acquisition of materials and equipment for the library are based on the College's mission and educational programs (5.B.1).
- The library is actively engaged in educating students, faculty, and staff in the use of library resources, and a high percentage of students and faculty report that the classes offered by library staff are helpful (5.A.1 and 5.B.2).
- Policies for the acquisition and management of library resources are well developed (5.B.3).
- Students, faculty, and staff have opportunities to contribute to the planning and development of the library's resources and services (5.B.4).
- The library has equipment and services that make it possible for users to obtain data from a wide variety of sources (5.B.5).
- IT Services effectively manages the reliability and security of the College's access to the web (5.B.5).

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

5.C.   Facilities and Access

Analysis and Appraisal

5.C.1 Accessibility

Library and information resources are readily accessible to all students and faculty. The library is in full compliance with Americans with Disabilities Act (ADA) standards and its hours are set in accordance with the College's annual schedule to allow maximum access by patrons (see 5.A.1). In addition, a new web site for the library was launched in the spring of 2009 (www. library.spscc.ctc.edu), which allows patrons to search the library's holdings as well as links to online tutoring, e-reserves, and information about online classes offered by the College. Library patrons are able to contact librarians by phone, chat, and email, and students can check out laptops and USB flash drives.

These resources and services are sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program. Evidence for this is provided in section 5.A.2 and Exhibits 5.A.4, 5.A.5, 5.A.6, 5.A.7, 5.A.8, and 5.A.9.

The College will be remodeling Building 22 to create a new library with larger space. The guiding principles of this new design are to balance access to the collection with security for the collection, and to provide space for the classroom, student study areas, and staff offices that are larger than spaces in the present library. The new library will be "a library for the next generation" in the sense that there will be more technology for student research and production. The design phase for the new library will end in 2010, and the project is high on the list of state-funded projects (see Exhibit 5.C.1 - "SPSCC Phase 3 Report").

Total square feet:
Present library = 16,000
New library   = 25,730

Library classroom square feet:
Present library = 314
New library   = 1,205

There will also be a total of 10 offices:
5 librarian offices
1 support person office
1 circulation office
3 offices in the eLearning/Media area

5.C.2 Co-Operative Arrangements

In March 2009, the library became part of a consortium of more than 60 libraries in Washington State that enables students access to live reference 24/7 ("Talk to a Librarian"). This resource, called "AskWa," is an online service providing access to a live librarian 24-hours-a-day, 7-days-a-week to our students and faculty. The library participates by dedicating a reference librarian to this service for two hours per week. Since there is a live chat and email service available during the hours the library is open, "AskWa" also offers assistance when the library is closed. In addition to providing live reference service, the librarian on duty has access to database passwords and basic information about the library which can be provided to students. Since March 2009, the library has responded to 62 requests for chats through "AskWa."

Strengths
- The library establishes hours of operation and a variety of physical and electronic means by which users can access the library's website, staff, and resources (5.C.1).
- The library belongs to a large consortium with other libraries in the state so that users have access to a large source of information (5.C.2.).

Challenges
- Not enough space, especially in the library classroom. Not enough quiet study areas. Not enough computers for student use.

Future Directions/Recommendations
- Planning for a new library in Building 22 is underway.

5.D   Personnel and Management

Analysis and Appraisal

5.D.1 Staffing Levels

The College employs a sufficient number of library and information resources staff to provide assistance to users of the library and to students at other learning resources sites. Evidence of the College having a sufficient number of library staff comes from a comparison with the number of the library staff from colleges of similar size (see Figure 5.A.3 for the data).

In addition, the 2010 student survey indicated that 87 percent of students found the "Ask Here" Desk usually or always accessible   (see Exhibit 5.A.8).

5.D.2 Qualified Staff

Library and information resources staff includes qualified professional and technical support staff, with required specific competencies whose responsibilities are clearly defined. The organization chart (Exhibit 5.D.1) outlines the services provided by library, media, and technical staff in each specific area, and the "Library/Media Services" website has a complete list of the staff (with job titles) and the services provided. The library staff is qualified, because the library dean, full-time faculty librarians, and adjunct librarians all have master's degrees in library science. Also, the duties and responsibilities of librarians are clearly defined in the 2009 College Handbook, Section 4.04, and library staff is hired in accordance with these qualifications and regularly evaluated (see Exhibit 5.D.2).

Additional support for the claim that library staff is qualified comes from the 2009 and 2010 faculty, student, and staff surveys. The competence of the staff is very highly rated by both faculty and students when librarians teach in their classes. Eighty-six (86) percent of students surveyed in the 2010 survey say that the librarians at the "Ask Here" desk are competent, and staff and administrators report that the library staff is "well qualified" in the 2010 survey.

The IT department has five staff members who provide services for student learning. Two of these staff members are qualified at IT Level IV, two are qualified at IT Level III, and one is qualified at IT Level I. Their responsibilities and tasks are defined by state human resources classifications, and these individuals are hired and evaluated according to the state standards for their classifications (see Exhibit 5.D.3 - http://dop.wa.gov/CompClass/Job-ClassesSalaries/Pages/ClassifiedJoblisting-I.aspx).

5.D.3 Opportunities for Professional Growth

The College provides opportunities for professional growth for library and information resources professional staff. Library professional staff regularly attends library and eLearning related events, and the College supports and encourages membership and attendance at such events. The Library budget includes a line item for adjunct librarians for coverage when attending professional workshops/seminars, etc., as well as an adequate travel budget. The professional groups that are supported include: Washington Library Association (WLA), College Librarians and Media Specialists (CLAMS), Library Media Directors Council, (LMDC), and eLearning Council (ELC). The College also supports classified staff attendance at technology and equipment training workshops, as well as other educational and professional development opportunities.

The College supports professional development opportunities for IT Services personnel as funds are available. There are limited funds available from the Classified Staff Training Fund ($350), Classified Staff Trustee Award (varies), and departmental funds ($500), but typical IT training averages $1,500-5,000 per course per person depending on technical depth and scope.

5.D.4 Organization Supports Mission and Goals

Library and information resources and services are organized to support the accomplishment of the College's mission and goals, and organizational arrangements recognize the need for service linkage among complementary resource bases. Faculty, staff, and students participate in planning groups that promote connections among information resources and services. These groups include the Administrative Systems Committee, the College IT Strategic Planning process, student wireless pilot planning, building construction planning, and the college digital signage project.

5.D.6 Sufficiency of Financial Support

The College provides sufficient financial support for library and information resources and services and for their maintenance and security. According to the 2008-2009 SBCTC Library Expenditures Report, the library spent $672,545. This places the College's library at 15th out of 34 community college libraries listed in the report (see Exhibit 5.D.4). Security and maintenance are provided through the College's administrative services funds and are not part of the library's budget.

Strengths

- Personnel are adequate in number to provide services in the library (5.D.1).
- Personnel are qualified and their responsibilities are clearly defined (5.D.2).
- The College provides opportunities for professional development for library and IT staff (5.D.3).
- The library and IT Services staffs are organized to provide the services that will help the College achieve its educational goals (5.D.4).
- Library and IT Services staffs are thoroughly involved in curriculum development (5.D.5).

Challenges

- The high cost of IT training and limited training resources preclude access to some IT training opportunities (5.D.3).

Future Directions/Recommendations

- None at this time.

5.E   Planning and Evaluation

Analysis and Appraisal

5.E.1 Planning Process

The library has a planning process that involves users and library and information resource staff, faculty, and administrators. The arenas in which conversations about the library's staff, holdings, equipment, services, and physical structure occur have been documented in sections 5.A.3, 5.B.4, 5.C.1, and 5.D.5. In particular, the Instructional Council and the Library Advisory Committee are arenas where the College's curricular planning issues are addressed, and evidence of the College's long-term planning for the physical structure of the library is detailed in section 5.C.1.

As part of the College's attempt to stay technologically relevant and up-to-date, the College president hired Woods Creek Consulting Company (an information technology consulting firm in Monroe, Washington) in fall 2009 to evaluate the efficiency and efficacy of all levels of IT services across campus. While IT Services has regularly sought input from faculty and staff regarding its processes and equipment, the consultant's surveys and subsequent recommendations establish a strategic plan for a service-oriented reorganization of the College's technology resources and support personnel that will enable the College to better accomplish its core mission - educating students by using the most current technology available (see Exhibits 5.A.3 and 5.E.1).

For the past three years, computer replacement requests were made as a part of the equipment prioritization process. Although new computers were replaced, there was not a coordinated campus-wide effort to identify when computers needed replacing and/or cascading to a new user. In December 2009, the president convened the Computer Replacement Workgroup (CRWG) to address the need to coordinate the replacement of outmoded computers. The Workgroup is chaired by the vice president for student services. One of the conclusions from members of the CRWG was that there was a lack of coordination at all levels of IT creating a problem for generating reliable and accurate data. This is not so much a system issue but one where over the years ad hoc procedures have been created resulting in unevenness and redundancies campus wide. The CRWG conducted extensive inventories of all desktop and laptop computers on campus. The inventories identified that 192 of the College's 1,213 computers are inadequate to run the current operating systems and productivity software needed by staff and faculty. The group is drafting a strategic plan to centralize the purchasing and repurposing of computers and has aligned this plan with the recommendations of Woods Creek Consulting Strategic Plan (see Exhibits 5.A.3 and 5.E.1).

5.E.2 Linked Resource Bases

The College, in its planning, recognizes the need for management and technical linkages among information resource bases. In the winter of 2009, the library and IT Services established a "one-stop point of contact" for technical support on campus. The "single support phone number" (360-596-5544) helps to provide coordinated services between the library and IT Services. The strategic plan drafted by Woods Creek Consulting presents a continuation of this coordination; it proposes a tiered support system that will be more efficient than what is currently in place.

5.E.3 Evaluation and Continuous Improvement

The College regularly and systematically evaluates the quality, adequacy, and utilization of its library and information resources and services. The College uses the results of the evaluations to improve the effectiveness of these resources.

1. The library has an assessment plan (see Exhibit 5.E.2).
2. The College has assessed its technology support infrastructure and the quality of its available equipment and, as a result, a strategic plan is in place (see Exhibit 5.E.1).
3. The library instituted three surveys in 2009 and again in 2010 (among faculty, students, and staff) to gather information about the quality of its holdings, equipment, and services (see 5.A.2 and Exhibits 5.A.2, 5.A.4, 5.A 5, 5.A.6, 5.A 7, 5.A.8, and 5.A.9). Specific examples of changes the library made in response to these surveys are:

   - **Lack of computers** - More PCs and laptops have been acquired for use in the library and more laptops are available for in-library use and for checkout.

   - **Uncomfortable furniture** - Several comfortable couches were purchased; adjustable chairs were purchased so that students can be more comfortable at the computer tables; and all the seating at tables in the library was replaced.

   - **Not enough books** - 21,000 electronic books were added to the collection, and the print collection grew by 2,000 titles.

   - **Noise** - Designated "No Talking" areas were identified and furniture rearranged to foster a quieter atmosphere; staff maintains supervision of areas as quiet zones.

   - **Slowness of wifi** - instruction and IT worked together to expand bandwidth availability and improve wifi reception.

4. Aside from these surveys, there is no regular, systematic, formalized process of evaluating the library's resources and services or implementing the results of these evaluations.
5. The Computer Replacement Workgroup (CWP) is in the process of finalizing its recommendations. When this process is complete and the recommendations are accepted, the strategic plan for IT Services will be reviewed, revised, and implemented in line with and supportive of the Strategic Plan for the College.

Strengths
- Library staff meetings and Advisory Committee meetings include planning to address the library needs of faculty, staff, and administration.
- The library and IT Services created a more convenient point of contact for technical support.
- The library instituted surveys in 2009 and 2010 in order to assess the quality of its equipment and services for faculty, students, and staff.
- The president and executive staff have responded to concerns and initiated an assessment and reorganization of all technological resources on campus.

Challenges
- The library will document more fully the ways in which it follows up on assessment results (5.E.3).
- Core elements of the library have never been evaluated.
- Technology support remains inefficient and confusing, with redundant services being provided by library and IT Services.

Future Directions/Recommendations
- The library will have regular, systematic assessments of its equipment and services.
- The library will evaluate all aspects of its services and weigh its results against statistically meaningful surveys conducted by the office of institutional research.
- The College will execute the strategic plans for the reorganization of IT Services and the purchasing and repurposing of computers.

STANDARD 5 – EXHIBITS

Exhibits Referenced in the Narrative

5.A.1   2009-10 College Catalog, page 2
5.A.2   2007-09 Library Statistics Chart
5.A.3   "A Study of the use of information Technology at South Puget Sound Community College," Woods Creek Consulting Co., Monroe, WA, November 2009
5.A.4   2009 Library Faculty Survey
5.A.5   2009 Library Student Survey
5.A.6   2009 Library Staff/Admin Survey
5.A.7   2010 Library Faculty Survey
5.A.8   2010 Library Student Survey
5.A.9   2010 Library Staff/Admin Survey
5.A.10   Statistics on evaluation of the library
5.A.11   Quantity of library database holdings
5.A.12   Data from SBCTC "2007-08 Academic Year Report"

5.B.1   Student assessment of librarian instruction
5.B.2   Library policy and procedures statement
5.B.3   Computer Resources Acceptable Use Policy

5.C.1   SPSCC Phase 3 Report
5.D.1   Library Organizational Chart

5.D.2   College Handbook, Section 4.04
5.D.3   State Classifications for IT Personnel
5.D.4   2008-09 Statewide Library Expenditures

5.E.1   Proposed IT Support Structure
5.E.2   Library Assessment Grid

Required Exhibits (not referenced in the narrative)

1. Printed materials that describe for students the hours and services of learning resources facilities .
2. Policies, regulations, and procedures for the development and management of library and information resources.
3. Statistics on use of library and other learning resources.
4. Statistics on library collection and inventory of other learning resources.
5. Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services.
6. Assessment measures to determine the adequacy of holdings, information resources, and services to support the educational programs both on and off campus.
7. Data regarding number and assignments of library staff.
8. Chart showing the organizational arrangements for managing libraries and other information resources.
9. Comprehensive budget for library and information resources.
10. Vitae of professional library staff.
11. Formal, written agreements with other libraries.
12. Computer usage statistics related to the retrieval of library resources.
13. Printed information describing user services provided by the computing facility.
14. Studies or documents describing the evaluation of library and information resources.

STANDARD 6

Governance and Administration

INTRODUCTION

South Puget Sound Community College (the College) has sustained a period of growth in programs, services, and infrastructure over the past ten years. In 2006, the board of trustees appointed a new president following the retirement after more than 26 years by the College's only other president, Kenneth J. Minneart. Since this appointment, the board of trustees has taken a leadership role in strengthening the College's presence and success in the community.

6.A   Governance System

Analysis and Appraisal

6.A.1 Governance Authority and Responsibility

The community and technical college system is defined in state statute. The Board Policy Manual describes the College's governance system. In January 2009, the board adopted a new governance model that more clearly aligns the process of decision making within the organization (see Exhibit 6.A.1 - Governance Model and Exhibit 6.A.2 - College Handbook, chapter 1, page 7). Clear descriptions of authority and responsibility throughout the College's structure are set out in the Board's By-Laws (see Exhibit 6.A.3 - Board Policy Manual, chapter 2, page 2-1).

6.A.2 Roles in Governance

Roles and responsibilities of the trustees are detailed in the Revised Code of Washington (RCW) 28B.50.140 and in the Community and Technical Colleges Policies and Procedures Manual. Under RCW 28B.10.528, the board reserves authority to organize, administer, and conduct its business, including establishing the College mission, goals, and objectives statements. The board assists in developing the Strategic Plan, advocates for the College with the general public and other levels of governments, establishes the College's legislative action program, and evaluates institutional, presidential, and board performance (see Exhibit 6.A.4 - Board Policy Manual, chapter. 2, page 1 and Exhibit 6.A.5 - College Handbook, chapter 1, page 4).

There are agreements by and between the trustees and Community College District XXIV, Federation of Teachers local #4603 AFT/AFL-CIO; the State of Washington and the Washington Federation of State Employees –

Higher Education Agreement for 2009-2011 (classified staff); and the Constitution of the Associated Students of South Puget Sound Community College (ASSPSCC) (see Exhibit 6.A.6 - Faculty Master Agreement; Exhibit 6.A.7 - Classified Staff Bargaining Agreement; Exhibit 6.A.8 - Constitution of ASSPSCC). The board of trustees is responsible to the public and is legally vested with final policy decision making in all matters related to the College's policies, budget, and programming.

The board delegates authority to the president for the College's daily operations, for carrying out its policies, and for ensuring that administrators, faculty, staff, and students understand their respective roles. The board reviews management of the College on an exception basis and has yet to be surprised by issues not discussed previously with the president.

6.A.3 Campus Involvement in Governance

Board meetings are open except during designated executive sessions as set out in the Board Policy Manual (see Exhibit 6.A.9 - Board Policy Manual, chapter 1, V, pages 1-5). The College's constituencies are represented at board meetings and all of the College's stakeholders are encouraged to attend. The by-laws establish a standard meeting format. Study sessions are held during regular board meetings to provide opportunities for in-depth dialog and analysis of the College's programs, activities, and emerging issues. The president invites input from faculty and staff so that the board has a robust body of information on which to base its decisions as well as to promote shared governance. The board of trustees participated in the discussion and approval of restructuring the College Council and in adopting the new governance model (see Exhibit 6.A.1 - Governance Model). Now, College Council members represent a cross-section of the college community, including faculty and staff unions. Most policy and budget matters are reviewed by the Council, and then recommendations are made to the president.

The model provides a framework that more clearly defines the College's shared governance system, and includes a review of the College's ongoing committees and councils which perform a variety of functions for the College (see Exhibit 6.A.10 - List of Councils and Committees). Though still in its early implementation phase, this new model will allow the College to more fully develop authority, responsibility, and relationships among and between the board of trustees, administrators, faculty, and staff.

In an effort to respond to the current economic crisis, the College Council played an integral role in reviewing budget reduction scenarios for the 2009-2010 fiscal years, and by making difficult recommendations to the president. The process was inclusive and transparent.

The initial reaction to the new model is positive; however, there is still work to be done in more clearly defining the College Council's role and its relationship to the other institutional councils and committees. In June 2010, the College Council adopted a clear list of duties related to its role in recommending policy and budget allocations; its relationships to college work groups and president's staff; and its responsibility for assessing institutional effectiveness, including progress on the Strategic Plan, the SEM, the Campus Master Plan, the IT Plan, and Accreditation (see Exhibit 6.A.11).

6.A.4 System of Governance

The College is not a multi-unit governance unit.

Strengths
- Newly revised governance model approved by board in January 2009 is providing the College with a more clearly defined system of governance (6.A.3).
- The College has taken steps to clarify the roles and responsibilities of key college councils and committees.

Challenges
- None at this time.

Future Directions/Recommendations
- The role of College Council and its relationship to other college committees and councils should be communicated clearly to the college community.

6.B   Governing Board

Analysis and Appraisal

6.B.1 Governing Board Representation

Five trustees are appointed by the governor of Washington for staggered 5-year terms. The governor considers geographic, ethnic, socioeconomic, and gender diversity, and selects from the local communities served by the College. The chair and vice chair are elected annually for a term beginning on July 1st. The president, an ex-officio member of the board, is delegated authority by the trustees to employ administrators, faculty, and staff, and to conduct the daily operations of the College. The president serves as the secretary of the board (see Figure 6.B.1 - Current Members of the District 24 Board of Trustees).

Figure 6.B.1 - Current Members of the District 24 Board of Trustees

Member	Role	Appointed
Alberta Barbara Clarkson	Chair	2004
Judith Blinn	Vice Chair	2004
Leonor Fuller	Board Member	2002
Brian Vance	Board Member	2005
Richard Wadley	Board Member	1998
Gerald Pumphrey	College President, Secretary	2006

6.B.2 Board Action

The board of trustees do not have authority to act individually, but must govern the College as a body representing the College's constituencies. Decisions are made by a vote of the majority of the members (at least three) when a quorum is present (see Exhibit 6.A.9 - Board Policy Manual, chapter 1,V, pages1-5). The board strives for consensus in their policy-making role. They value the importance of clear communication with the College community.

6.B.3 Board Duties

The Revised Code of Washington (RCW) defines the authority, responsibility, and duty of the board of trustees to organize, administer, and conduct the business of the College (see Exhibit 6.B.1 - RCW 28B.50.140). The policy manual provides specific descriptions of the board's powers, duties, officers, organization, and elections of officers, committees, meetings, and procedures (see Exhibit 6.B.2 - Board Policy Manual, chapter 2, II, page 2).

6.B.4 Evaluation of the President

In perhaps its singular most important role in the past ten years, the board of trustees hired Dr. Gerald Pumphrey in August, 2006 following an extensive presidential search process. Approximately 50 applicants were reviewed by a representative council. College stakeholders were invited to open forums during which they could pose questions to the candidates. The process demonstrated the intent of shared governance. The president administers all College operations as defined in the chief administrative officer position description and

as delegated by the board of trustees (see Exhibit 6.B.3 - Board Policy Manual, chapter 2, IV, pages 2-2). The employment contract of the president requires an annual evaluation by the board of trustees in the spring of each academic year, followed by consideration of contract extension or notification of nonrenewal. The president has a three-year contract, renewable annually. The president's evaluation instrument was customized in 2002 to fit the College's specific needs. The evaluation includes review of the president's annual goals and professional development improvement plan. Each trustee as well as the president completes an independent review and together they evaluate performance. The evaluation and plan become part of the president's personnel file (see Exhibit 6.B.4 - President's Performance Review Instrument).

6.B.5 Board Approval

The board of trustees regularly reviews and approves the College's mission, values, and Strategic Plan. In 2007, the board actively oversaw a visioning process and in 2007 adopted a new mission statement and three-year Strategic Plan for the College. This process included a board liaison to the strategic planning group. The facilitated process included more than 60 committee participants drawn from across the College community. The process benefitted from survey results, community forums, and student input. The College entered into the next phase of strategic planning in early 2010 using a similar facilitated process which involved the College Council at the core, combined with additional stakeholders. The board also approves all major academic, professional, and technical programs, degrees, and certificates (see Exhibit 6.B.5 - Board Policy Manual, chapter 5).

6.B.6 Evaluation of Board

In the past, the board held occasional annual retreats. More recently the retreats have been held annually. In 2009, the board began discussions about the validity of holding retreats twice annually. The agenda typically focuses on board development, understanding and clarifying trustee roles and responsibilities, the relationship of the board to the president, ethics, strategic planning, professional development, formal self-assessment, and developing an annual activities program. The board self-evaluates on an annual basis using an instrument that addresses 25 criteria. The evaluation is an iterative

process based on the emerging issues of the board over the past year (see Exhibit 6.B.6 - Board of Trustees Self Assessment Instrument).

6.B.7 Organization

The president is delegated authority for the efficiency and effectiveness of the College and is responsible for the supporting structure (see Exhibit 6.B.2- Board Policy Manual, chapter 2, II, page 2-2). One of the first major organizational changes made in 2006 when the new president arrived was to restructure instruction. Divisions were combined and dean positions were reduced from ten to six. The president made an additional major staffing change when he reallocated the vice president of human resources position to human resources chief (see Exhibit 6.B.7 - Organization Chart).

Some progress in improving the college decision-making process has been made since the 2000 feedback survey of staff and faculty. The 2009 results showed that those surveyed believed the institutional decision-making process has improved, that problems and situations are evaluated more objectively and timely, and that the College is beginning to adapt more readily to changing situations (see Exhibit 6.B.8 - Standard 6 Governance and Administration Feedback Survey 2009). Specifically, improvements have been made in the College's purchasing and hiring processes. In addition, a consultant has been hired to review all college policies and procedures with the intent to clarify college policies and procedures and help streamline college processes. The president is committed to implementing these process improvement measures to improve the functionality of the College's operations and to ensure staff members are able to deliver high quality services to students especially in light of the current fiscal limitations.

6.B.8 Approval of Budget and Financial Plan

The board of trustees annually reviews and approves the operating budget and long-range financial plan. The board holds entrance and exit meetings with auditors to ensure fiscal integrity. The College is one of only eight state agencies that have never received an audit finding from the State Auditor. The College employs conservative fiscal management which proved valuable during recent statewide budget reductions.

6.B.9 Board Involvement in Accreditation

The board of trustees is knowledgeable of the College's accreditation status and is involved in the accreditation process. Following communication from the president at board meetings, the board of trustees also received briefings and presentations from the 2010 Accreditation Committee Chairs. The briefings provided them with significant information about each standard (see Exhibit 6.B.9 - Board Agendas and Meeting Minutes). Several accreditation committees were assigned a board liaison who provided valuable information and broader perspectives. The board is aware of the findings from the 2000 accreditation review, and is informed of the continued progress and success in meeting accreditation expectations.

Strengths
- The board of trustees is fully engaged in policy setting, advocacy, and effective community relations.

Challenges
- Some college processes may be cumbersome and require more steps than needed resulting in slower response times (6.B.7).

Future Directions/Recommendations
- Clarify college policies and procedures.
- Streamline appropriate college processes to promote responsiveness.

6.C   Leadership and Management

Analysis and Appraisal

6.C.1 President's Responsibilities

The president, Dr. Gerald Pumphrey, is full-time with no other employment commitment, and there is strong evidence throughout the College community that the faculty and staff support the full-time nature of the appointment (see Exhibit 6.B.8 - Standard 6 Governance and Administration Feedback Survey 2009). The president is highly visible on campus, represents the College at many community gatherings, is a member of multiple community organizations, and participates in professional organizations related to the Washington community and technical college system. He ably represents the College to the State Board for Community and Technical Colleges (SBCTC), the college system, and the legislature.

6.C.2 Administrative Responsibilities

The College publishes district personnel practices and standards that meet the requirements of Washington Administrative Code (WAC) 131-16-070 and WAC 131-16-09 (see Exhibit 6.C.1 - WAC 131-16-070-094). The duties, responsibilities, and ethical conduct requirements are clearly defined and published for easy access (see Exhibit 6.C.2 - Board Policy Manual, chapter 2, VI, pages 2-4; and Exhibit 6.C.3 - College Handbook, chapter 2, 2.05, page 28). Washington's ethics law is given to every new employee as an orientation, and it is also published in the College Handbook and Ethics Handbook for review at any time (see Exhibit 6.C.3 - College Handbook, chapter 2, 2.05, page 28 and Exhibit 6.C.4 - Ethics Handbook). All college employees are expected to know where the policies are located, to read them, to understand them, and to act in a manner consistent with them. Ethics violations are referred to the board of trustees by the president.

6.C.3 Qualified Administrators

The College's administrators are highly qualified and provide effective educational leadership and management. The human resource department reports that each administrator and exempt professional employee has a position description approved by the president outlining position duties and responsibilities. Copies are given to the employee upon hire. A copy is kept in the president's office and the human resources office (see Exhibit 6.C.5 - Administrative/Exempt Position Description Book). Position descriptions are reviewed when a position becomes vacant or as needed to determine whether the position remains vital to College operations and to ensure duties and responsibilities are commensurate with required professional qualifications.

Administrative and exempt professional evaluations are conducted annually and a comprehensive peer review 360 evaluation is conducted on a three-year cycle (see Exhibit 6.C.6 - College Handbook, chapter 2, 2.64). Written feedback containing performance expectations and measurable goals that align with the Strategic Plan are provided as part of the evaluation process. The overall process is comprehensive and includes college-wide participation in addition to the immediate supervisor or manager (see Exhibit 6.C.6 - College Handbook, chapter 2, 2.64). There is, however, evidence that employees do not agree that the administration ensures appropriate procedures to evaluate administrators effectively (see Exhibit 6.B.8 - Standard 6 Governance and Administration Feedback Survey).

6.C.4 College Relations and College Foundation

The office of college relations is responsible for publicly communicating the College's mission and goals. The office of college relations manages the College web site found at www.spscc.ctc.edu. It designs and publishes printed and electronic materials, including *Soundings* magazine, college catalogs, course schedules, and advertisements. In 2005, facing its first enrollment downturn, the College hired two marketing consultants. One conducted an in-depth internal and external survey. The second developed a long-range marketing plan. While the College maintains a good relationship with the local media, part of the marketing plan was to produce and go live with a new web site. The College's web presence has been an on-going challenge. A committee formed in 2008 was charged with reviewing the website design in an effort to streamline the content and make the site more user-friendly and attractive to the College's targeted student population. New designs have been developed by a cross section of the College with input from the marketing consultants Parker LePla. Redesigning an updated and more student-centered web site is a strategic goal and one that is important to future enrollment. The process has been slow and arduous; however, the College completed its first iteration of the web site and went live in November, 2009.

The South Puget Sound Community College foundation was established in 1982 as a private, not-for-profit organization with a 501(c) (3) tax-exempt designation. Its mission is to enhance educational quality and accessibility by soliciting financial and in-kind support. The foundation is governed by a board of directors comprised of 20 to 25 members drawn from the local community who each serve a three-year term. The College president is a voting member of the foundation board and the foundation executive committee, serves as secretary of the board, and is a member of the foundation finance committee.

The foundation is staffed by an executive director, development manager, and confidential secretary. The executive director and a representative of the board of trustees are ex-officio members (see Exhibit 6.C.7- Bylaws of the South Puget Sound Community College Foundation). The foundation prides itself on "friend-raising" and conducts several successful fund raising activities throughout the year. Proceeds from these activities support faculty, staff, students, and college programs. Planned giving, solicited donations, payroll deductions, and grants are part of the mix of funds generated by the foundation. The latest capital campaign was for the new Natural Science building on campus. The *Soundings* magazine, published twice a year by college relations, also informs donors, alumni, and the community about the College and its college-community partnership opportunities. The foundation endows awards to faculty, classified, and one general award that funds learning pursuits.

Recently, the Collins Group was hired to conduct an in-depth Development Advancement Study of the foundation to measure seven core competencies of a sustainable fundraising program. This study was timely because the foundation's valued, long-time director retired in September 2009. The College was fortunate to have a replacement hired in time to benefit from an overlap period with the retiring director. In addition, the study will serve as a guide for future planning and action.

6.C.5 Decision-Making Process

The College community believes that the administration makes timely decisions. Survey results also indicate that staff believes that problems and situations are evaluated appropriately, and if there are decisions impacting a specific area of the College, that area receives clear communication from the administration. The College's quarterly "Open Forums" provide opportunities for questions to president's staff (see Exhibit 6.B.8 Standard 6 Governance and Administration Feedback Survey 2009).

6.C.6 Cooperative Working Relationships

The College promotes cooperative working relations by including a cross-section of the College in the overall decision-making and planning processes. Budget reductions have placed the College in the position of searching for more efficient and effective work processes to meet established goals. Staff indicates that the College administration shows sensitivity to the needs and abilities of the employees and that staff's opinions and contributions are valued (Exhibit 6.B.8 - Standard 6 Governance and Administration Feedback Survey 2009).

Quarterly union management communication meetings ensure effective working relationships between the administration, faculty, and classified staff. Student participation throughout the College's councils and committees and Town Hall sessions ensure their input is solicited and considered.

6.C.7 Institutional Research

In early 2007, the College re-established the position of director of institutional research. This position started under the direction of the vice president for administrative services and is now supervised by the vice president for instruction. The position is responsible for research activities in support of administrative and faculty requests. Since the position was established, the director of institutional research has been instrumental in the creation of assessment reports and publishing the College Fact Book. The College Fact Book is a comprehensive record of enrollment statistics, demographics, student progress and success, financial data, and general campus information. To produce this information, the institutional researcher has had to create benchmarks for statistical data. The College Fact Book is published in hard copy for managers, and is available to all employees on the College's Intranet site (see Exhibit 6.C.8 - College Fact Book). College constituencies may request assistance from the institutional research office by using the Data and Research Request Form. Data requests include items as project dashboards, surveys, program evaluations, resource book, and core measures. In addition, the board of trustees is provided with dashboard indicators relative to the College's performance. These data contribute significantly to trustee decision making.

6.C.8 Administrative Personnel Policies

Policies and procedures for appointing administrators and exempt, professional personnel have been adopted and are reviewed by the board when a change of law necessitates (see Exhibit 6.C.9 - Board Policy Manual, chapter 3). College policies and procedures and associated criteria for retention, evaluation, promotion, and/or termination of personnel are summarized and published for easy access (see Exhibit 6.C.10 - College Handbook, chapter 2, 2.61).

In 2007, a hiring task force was created to ensure consistency across all hiring processes. Recommendations for improvement were adopted by the president's staff and implemented by the human resource office. Those recommendations are posted on the president's intranet site and are available to all staff in the human resources office and on its intranet site (see Exhibit 6.C.11 - Screening Committee Handbook). The College follows the Washington Administrative Code (WAC) and the Washington Personnel Resources Board (copies are available in the College library and on the Washington Department of Personnel website).

The rules and regulations that govern classified employees are given to and reviewed by each new classified employee upon hire (see Exhibit 6.C.12 - College Handbook, chapter 2, 2.81). All classified employees receive a copy of the current collective bargaining agreement. The vice presidents are the designated appointing authorities for classified staff in their areas. The chief human resources officer represents the College to the Personnel Resources Board and to the Higher Education Unit of the Department of Personnel.

6.C.9 Administrative Salaries

Administrative and exempt professional employees are compensated on an equitable basis with comparable positions in the Washington State community and technical college system and commensurate with the job responsibility as determined by the president. The State Board for Community and Technical Colleges publishes an annual Administrative and Mid-Level Salary Survey Report of the 34 community and technical colleges. All new positions or significant changes in job responsibility are aligned with the survey data and comparable positions at other colleges in the system (see Exhibit 6.C.13 - Administrative and Mid-Level Salary Survey Report). Classified salaries are set according to the Department of Personnel salary schedule and in accordance with the collective bargaining agreement (see Exhibit 6.A.7 - Classified Staff Collective Bargaining Agreement).

Strengths
- The president is a visible and supported leader who is strengthening the shared governance model as well as internal and external relationships.
- The foundation is strongly connected to the College and its "friend-raising" focus has increased the College's visibility in the community.

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

6.D   Faculty Role in Governance

Analysis and Appraisal

The faculty are clearly engaged and supported in the governance of the College. Faculty members are included in the College's councils and major committees, including the College Council, Instructional Council, and the Academic Standards Council (see Exhibit 6.A.6 - Faculty Master Agreement and Exhibit 6.A.10 - List of Councils and Committees). The expertise faculty bring to Instructional Council in particular is of primary importance. The knowledge directly benefits the policies regarding instructional and curricular programs. Members of the faculty served on the presidential search committee. They participated in the College's most recent strategic planning process, including the two-day retreat and multiple feedback forums. They are involved in all aspects of College planning, budgeting, and policy development. Faculty members participate in planning for new capital facilities when their programmatic areas will be remodeled, renovated, or new construction is planned. Faculty members are involved in serving on the committees that select Exceptional Faculty Awards, Faculty Sabbatical Leave, and Professional Improvement Credit and Summer Extended Studies recipients.

6.E   Student Role in Governance

Analysis and Appraisal

Students enrolled at the College automatically become members of the Associated Student Body (ASB). The ASB student senate is governed by its constitution and bylaws, and the Code of Student Rights and Responsibility (see Exhibit 6.E.1 - Code of Student Rights and Responsibility).

The student senate consists of the associated student body president, vice presidents for administration and finance, vice president for clubs and organizations, senator for legislative affairs, senator for public relations, senator for diversity and equity affairs, and senator for administrative affairs. The senate sets policy at the student level. A selection committee hires the student senate in the spring to serve the following year. Student Services and Activity (S&A) fees are allocated according to the S&A Financial Code (see Exhibit 6.E.2 - Student Financial Code). Senate members who serve on the student Budget Committee determine how S&A funds will be disbursed to support various student organizations. The

ASB president is the liaison between the students and the College's board of trustees, and has time on each board agenda to report on student activities. The student senate holds open meetings and the public may request to be on the agenda. Meeting times, locations, and minutes are posted on the student senate's public posting board, the College's website under the student life/student senate link, and are distributed to the president's staff. Senate members maintain office hours and have phone extensions and e-mail addresses for easy access by students, faculty, and staff. In 2007, Town Hall meetings were implemented to provide an open forum for students to dialog with the president and his staff. The president and his staff also meet quarterly with the student senate in order to maintain strong communication.

Students are appointed to one-year terms by the ASB president to serve on a variety of college councils and committees so the student perspective is fully represented in policy-making and planning activities (see Exhibit 6.A.10 - List of College Councils and Committees). Students influence courses and programs offered at the College. However, the rapid turnover of student membership creates some information discontinuity and transition problems, therefore potentially diminishing the long-term effectiveness of student contributions. Because of the constant student turnover, information continuity can potentially lessen the effectiveness of student contributions.

Strengths
- The College has a strong associated student body organization and active participation by its student leaders.

Challenges
- Because of the transient nature of student representation on the College's councils and committees, it may be difficult for the students to acquire the necessary information to be fully prepared to participate effectively (6.E).

Future Directions/Recommendations
- Develop an orientation or transition plan that includes students, faculty, staff, and administrators.

Policy 6.1   Affirmative Action and Nondiscrimination

Analysis and Appraisal

The Affirmative Action Plan is published every three years, and includes any updates that have occurred. The plan is approved by the Department of Personnel and the governor's Affirmative Action Policy committee. Copies are available in the human resources and president's offices (see Exhibit 6.1.1 - College Handbook, chapter 2, 2.01). The 2005 plan is the last one approved. The report was not updated on the three-year cycle because the state is updating the reporting process. The Affirmative Action Plans have been presented to the board of trustees as informative reports only, with no board action required. The plan includes review and revisions that address the College's goals regarding recruitment, hiring, training, and promoting and improving opportunities for employees.

The College has a comprehensive nondiscrimination policy and discrimination complaint procedure and an ADA Procedures and Appeals Process for Accommodating Students with Disabilities and Disability Discrimination Complaints. Both discrimination policies are located on the College's website and also the intranet site (see Exhibit 6.1.2 Nondiscrimination Policy and Discrimination Complaint/Grievance Procedures and Exhibit 6.1.3 - ADA Procedures and Appeals Process for Accommodating Students with Disabilities and Disability Discrimination Complaints). The nondiscrimination statement can be found in both the faculty and classified staff bargaining agreements, on the College's website, all College job announcements, in all College printed materials, and physically in the College's disability support services office, Hawk's Prairie Center front desk, and every building on the Olympia campus.

The office of diversity and equity provides direction to the College community regarding the academic success of students from historically underserved groups, including but not limited to students of color, gay, lesbian, bisexual, transgender, questioning, and intersex (GLBTQI) students, students with disabilities, and veterans. The office of diversity and equity contributes to student leadership development and engagement and campus climate in a variety of ways (see Figure 2.1).

Figure 6.1 – Contributions of the Office of Diversity and Equity

Leadership Development and Academic support:	• Diversity Leadership Institute: cultural competency, awareness, and advocacy education for all college students. • Student Success Mentoring program: Provides opportunities to link students with campus and community mentors for regular check-ins, job and career advice, and coaching for their educational journey.
Student Engagement:	• Diversity and Equity Center (DEC): The Center is a gathering place for students, and it maintains vibrant and rotating displays intended to reflect and educate the college community about multiple groups of students. • Community events: the Office of Diversity and Equity works closely with the Campus Activities Board and the Student Senate to provide a wide variety of student events and programs that reflect and educate the campus about the many diverse groups on campus. Some events include: Day of the Dead celebration, Disabilities Awareness Fair, National Coming Out Day, Native American jewelry-making, Martin Luther King Jr. Day service fair and community celebration, and various speaker and performers.
Campus Climate:	• Plans professional development opportunities for SPSCC faculty and staff to increase cultural competency in working with various student groups. • Diversity and Equity Advisory Committee: Identifies priorities on campus regarding diverse student population and develops work plan for addressing these priorities. • Bias Incident Response Team: Works in conjunction with various departments around campus to address bias incidents reported by students. • Safe Zones: Provides staff training on how to become identified as a "Safe Zone" or a place on campus that can provide support and resources to students in crisis.

Strengths
• The policies are clearly defined and widely available to the campus community.
• Diversity has seen much growth (both on the College campus and within the College's structure since the 2000 study).

Challenges
• None at this time.

Future Directions/Recommendations
• None at this time.

Policy 6.2   Collective Bargaining

Analysis and Appraisal

The faculty bargaining agreement, "Agreement by and between the Board of Trustees of South Puget Sound Community College and Community College District No. XXIV (Federation of Teachers Local Number 4603, AFT/AFL-CIO)," includes full-time and part-time faculty, specially contracted faculty members, and community service faculty members (see Exhibit 6.A.6 - Faculty Master Agreement).

Classified staff members are covered under the collective bargaining agreement by and between the State of Washington and the Washington Federation of State Employees, AFL-CIO for 2007-2009; and by and between the State of Washington and the Washington Federation of State Employees – Higher Education Agreement for 2009-2011 (see Exhibit 6.A.7 - Classified Staff Bargaining Agreement). Both agreements encourage a positive and fair campus environment by addressing issues important to staff, such as rights and responsibilities, due process, grievance procedures, and benefits.

STANDARD 6 – EXHIBITS

Exhibits Referenced in the Narrative

6.A.1	Governance Model
6.A.2	College Handbook, Chapter 1, Page 7
6.A.3	Board Policy Manual, Chapter 2, Page 2-1
6.A.4	Board Policy Manual, Chapter 2, Page 1
6.A.5	College Handbook, Chapter 1, Page 4
6.A.6	Faculty Master Agreement
6.A.7	Classified Staff Bargaining Agreement
6.A.8	Constitution of Associated Student Body
6.A.9	Board Policy Manual, Chapter 1, V, Pages 1-5
6.A.10	List of Councils and Committees
6.A.11	Action taken by College Council on June 16, 2010
6.B.1	RCW 28B.50.140, Board of Trustees Authority
6.B.2	Board Policy Manual, Chapter 2, II, Page 2
6.B.3	Board Policy Manual, Chapter 2, IV, Pages 2-2
6.B.4	President's Evaluation Instrument
6.B.5	Board Policy Manual, Chapter 5
6.B.6	Board of Trustees Evaluation Instrument
6.B.7	Organization Chart
6.B.8	Standard 6 Governance and Administration Feedback Survey 2009
6.B.9	Board of Trustees Agendas and Meeting Minutes
6.C.1	WAC 131-16-070; .094
6.C.2	Board Policy Manual, Chapter 2, VI, Pages 2-4
6.C.3	College Handbook, chapter 2, 2.05, Page 28
6.C.4	Ethics Handbook
6.C.5	Admin/Exempt Position Descriptions Book
6.C.6	College Handbook, Chapter 2, 2.64
6.C.7	Foundation Policy Handbook
6.C.8	College Fact Book
6.C.9	Board Policy Manual Chapter 3
6.C.10	College Handbook, Chapter 2, 2.61
6.C.11	Screening Committee Handbook
6.C.12	College Handbook, Chapter 2, 2.81
6.C.13	Administrative and Mid-Level Salary Survey Report
6.E.1	Code of Student Rights and Responsibilities
6.E. 2	Student Financial Code
6.I.1	College Handbook, Chapter 2, 2.01
6.I.2	Nondiscrimination Policy and Discrimination Complaint/Grievance Procedures
6.I.3	ADA Procedures and Appeals Process for Accommodating Students with Disabilities and Disability Discrimination Complaints

List of Documentation and Exhibits

1. State Board for Community & Technical Colleges
2. Strategic Plan 2007 - 2010
3. Board of Trustees Self-Assessment
4. President Performance Review
5. Bylaws of the Associated Student Body of South Puget Sound Community College

STANDARD 7

Finance

INTRODUCTION

Standard 7 addresses the College's financial processes and the relationship of its business doctrine to the College's Strategic Plan, mission, vision, goals, and objectives. Responsible stewardship of public funds is sustained with minimal risk and volatility through a variety of conventional, evolving, and conservative business practices. The fact that neither the College nor the foundation has had any audit exceptions for the past ten years is evidence of the success of the business practices of the College.

7.A   Financial Planning

Analysis and Appraisal

7. A.1 Autonomy in Financial Planning and Budgeting

The College is part of a state-supported system that operates on a biennial budget basis. The state legislature appropriates the budget to the State Board for Community and Technical Colleges (SBCTC) which in turn allocates funding to the 34 community and technical colleges that comprise the system. The College develops an operating budget based on that allocation which the board of trustees must approve according to the Revised Code of Washington (RCW) 28B.50.140 and Board Policy Manual, Chapter 2, II.G. Board Policy Chapter 2, II.H states the board must approve any revision or reductions of $75,000 or more to the adopted budget (see Exhibit 7.1.A - Board Policy Manual).

In 2009, the College developed a new governance model in which proposed budgets (beginning with the 2010-11 budget) will be reviewed by the College Council before going to the president. This will provide more inclusive participation in the budget process, as the College Council is made up of staff, faculty, students, and administrators. Once approved, the budget is monitored by the board of trustees on a quarterly basis with reports provided by the administrative services division.

7.A.2 Strategically Guide Financial Planning

To better align the budgetary and planning processes, the College utilizes a carry-forward base budget model. Funds in excess of the base budget are used to address institutional priorities that are driven by its business doctrine. The equipment prioritization process, implemented in 2007, requires a direct correlation to the Strategic Plan for one-time equipment purchases that are over $2,000. Replacement of major equipment and physical facilities are captured in the Information Technology (IT) Strategic Plan (see Exhibit 7.A.2) and the Ten-Year Capital Project Master Plan Summary (see Exhibit 7.A.3). As a result, optimum learning and working environments are developed, maintained, and upgraded in accordance with strategically guided processes and plans.

7.A.3 Budget Development and Communication

The administrative services division prepares an annual budget proposal for approval by the board of trustees. Once approved, it is distributed throughout the college community. In the past, this was done in paper copy, but currently it is communicated via the College's intranet site. Due to the dynamic nature of the budget process, revisions and adjustments are continuously made and included on the monthly budget reports available to all departments and on the quarterly reports shared with the board.

The budget process is inclusive. The president's staff begins the process by identifying institutional priorities and setting initial divisional budget allocations. The vice presidents then meet with their division's administrative staff to identify departmental and division needs. Once developed, information about the budget is presented to the College Council and the board of trustees in public forums.

7.A.4 Debt for Capital Outlay

At the beginning of fiscal year 2010, the College had three long-term debt items acquired through the state's Certificate of Participation (COP) program: a 1995 land purchase, the 1999 construction of the Student Union Building (SUB), and the 2004 construction of a parking lot. Short- and long-term debts are met with non-operating funds according to the debt service schedule (see Exhibit 7.A.4), thus preventing a drain on instructional programs.

Strengths
- Budget planning is tied to the College's Strategic Plan.
- Budget planning follows the recommendations of the Budget Advisory Committee's equipment prioritization process.
- Budget planning is aligned with the IT Strategic Plan and the Ten-Year Capital Project Master Plan Summary.

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

7.B   Adequacy of Financial Resources

Analysis and Appraisal

7.B.1 Diversity of Funding Sources

The College relies on a variety of funding sources including: a share of state-allocated funds based on student full-time equivalent (FTE) students, tuition, College foundation fundraising, grants, contracts, earmarks (i.e., WorkFirst, worker retraining, federal stimulus, Perkins), and various fees.

From 2007-2009, tuition revenue increased commensurate to enrollment and a legislative mandate to increase the cost of tuition. However, state worker retraining funds were reduced from 2008 to 2009. Increasingly, the state is relying on local tuition funds to replace state funding (see Figure 7.B.1 below).

Figure 7.B.1 Percent of Operating Budget – State General Fund to Local Tuition Five-Year Chart
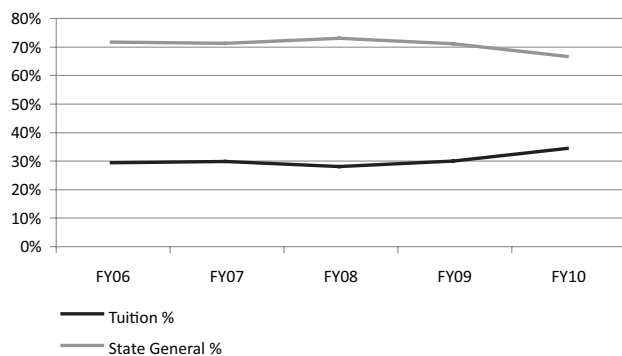
High demand FTE's increased 7 percent as a result of federal stimulus funds, as reflected in the 2009-2010 SBCTC Enrollment Monitoring Report (see Exhibit 7.B.1). Another source of revenue is an expansion contract with Capital and Providence St. Peter Hospitals that began in 2006 and supports the College's Nursing program expenses. Other revenue sources include the Adult Basic Education Master and English Language Civics grants that the College has received for over 20 years. In winter 2009, the College foundation completed a special fundraiser to purchase essential equipment for the new Science building.

The following processes are examples of how the College's Strategic Plan informs budget decisions: the equipment budget prioritization process, the faculty position prioritization process, the College Council's budget reduction recommendation process, and the College's sustainability initiatives. The sustainability initiatives include the installation of solar panels on the Science building (funded by the Office of Financial Management (OFM)), a Puget Sound Energy conservation grant, and in-kind donations for the recycling and composting program.

7.B.2 Debt Service

The quality of educational programs is not impacted by college indebtedness because no operating funds are used to pay the SUB and parking lot construction debts referenced in section 7.A.4. Special service fees are the source of funds that support the parking lot construction and the SUB construction COPs. Parking fees are the source of funds for the parking lots (which will be paid off in December, 2013). A per credit surcharge and an annual bookstore payment are the source of funds for the SUB COP (which will be paid by June, 2020). Local funds were used to pay for the 1995 land purchase COP. This debt was paid off in March, 2010 as shown in the debt service schedule (see Exhibit 7.A.4).

7.B.3 Financial Stability

The College's financial stability is reflected in the SBCTC's annual reports to the state Office of Financial Management (OFM). The College financial data are reported to the board of trustees and the SBCTC annually. The SBCTC captures and combines financial data from all 34 community and technical colleges in the system and reports that information to OFM. As a public institution, the College must balance each fiscal year's budget with no deficit.

7.B.4 Fund Transfers

Fund transfers among major fund categories adhere to College policies (see Exhibit 7.A.1 - Board Policy Manual, Chapter 2). Transfers are made to cover negative fund balances at the end of a biennium so the College's accounting records can be closed, but are reversed as part of the opening of a new biennium. Inter-fund borrowing is not endorsed.

7.B.5 Adequacy of Resources

Program budgets are maintained by the director of budgeting services, the instructional budget and database manager, deans, directors, and others assigned the responsibility for their program area.

The fulfillment of nearly all equipment requests during the annual equipment budget prioritization process and the absence of waitlists reflect the adequacy of funding instructional programs. As local tuition increases, additional amounts are allocated to support program needs (see Exhibit 7.B.2 - Current Operating Budget).

7.B.6 Student Financial Aid

Sources of financial aid include federal, state, institutional, and private funding. With the exception of Pell Grants, federal funds are allocated by the U.S. Department of Education based on applicant data from prior years.

Although the College has applied for increases to meet projected enrollment needs, the amount received is typically less, due to the federal government's "fair share" formula for fund distribution. Federal Family Education Loan programs are funded in partnership with lenders, insured by the federal government, and processed by the College.

State financial aid programs are based on anticipated applicant pools derived from historical data, with latitude for adjustments in response to student population shifts during the year. The dean of student financial services reports applicant data quarterly to ensure that the College will benefit from additional funds. Other state programs are student-specific and follow the individual student regardless of the institution.

The College grant program for underprivileged students is funded through a 3.5 percent set aside from tuition. This program is tied to current and future enrollment. Grants, work assignments, and loans are based on

expected enrollment and adjusted as needed. College grant aid is awarded on a first-come, first-served basis.

As financial aid becomes depleted, the dean of student financial services provides information to the College foundation regarding students who have unmet financial need. This information is used as a basis for the foundation to increase scholarship fund-raising activities. Scholarship funding has increased dramatically over the past seven years.

7.B.7 Reserves

The College practices conservative fiscal management, and over the last 20 years has maintained sufficient reserves. Access to reserves is controlled by the Board Policy Manual. It is board policy to maintain at least 12.5 percent of the operating budget in reserves (see Exhibit 7.A.1 - Board Policy Manual Chapter 2, section IX).

7.B.8 Relationship of College Operations to Auxiliary Enterprises

General operations and auxiliary enterprises complement each other and operate to the mutual benefit of the College. Auxiliary services include the bookstore, parking services, and food services. All but food services are self-supporting. Operating funds have been utilized in the past to support the food services program. However, in 2009 the College reviewed the program and made changes in its focus (at that time, the decision was made to discontinue catering services). These changes are expected to result in the food services program becoming self-supporting as early as fiscal year 2010.

The College is not dependent upon auxiliary services revenue to support educational or operational needs.

Strengths
• The College has achieved success in obtaining funds from a variety of sources which has resulted in additional support for all programs (7.B.1).
• The College has maintained a clear audit record (7.B.3).
• The College has accumulated adequate financial reserves (7.B.7).

Challenges
• None at this time.

Future Directions/Recommendations
• None at this time.

7.C   Financial Management

Analysis and Appraisal

7.C.1 Budget Reporting

The president, vice president for administrative services, and the director of budgeting services present financial summaries to the board of trustees throughout the year. Each June, the board approves the College's operating, capital construction, and student government budgets. Subsequently, the board receives quarterly reports on operating budget expenditures, tuition collections, status of the capital budget, and briefings on potential issues. In the fall, the board receives a year-end financial report for the previous fiscal year.

7.C.2 Financial Management

Financial management is the responsibility of the vice president for administrative services who reports directly to the president. Day-to-day financial transactions and budget oversight are under the direction of the dean of financial services. The director of budgeting services coordinates budget development, monitoring, and reporting. Each area is adequately staffed according to its assigned functions. Departmental staff workloads and processes are periodically reviewed for "right-sizing." Administrative services employees are committed to the students and the financial integrity of the College. Sustained, favorable audit reports reflect financial services' effective organization and performance.

7.C.3 Fiscal Responsibility and Controls

Financial transactions are governed by the state Office of Financial Management's (OFM) financial processes, standards, and policies. Financial and budget information is reported via the Financial Management System (FMS), a computerized process used by all state community and technical colleges. This system interfaces with the state government system and complies with conventional accounting and auditing guidelines.

Information contained in the financial system is used in the College's planning, budgeting, accounting, and auditing processes. Departmental codes track and monitor financial activity. Monthly budget and fiscal reports are placed in a cold storage system (halFILES) for departments to access, review, and reconcile.

The College tracks financial aid requirements through the Financial Aid Management System (FAM), a computerized application system developed by a private vendor and approved by federal and state authorities for use by community and technical colleges. It encompasses needs analyses, application tracking, award management, student loans, student employment monitoring, external reporting, and disbursement. The dean of student financial services administers the College's financial aid programs.

7.C.4 Cash Management and Investments

OFM establishes the standards and guidelines for cash management and investments. The dean of financial services monitors the College's pooled investment account. Investment vehicles are in accordance with state law resulting in a conservative investment strategy. The dean considers investments based on current market conditions, interest rates, and the College's short-term and long-term cash needs. Final approval for all investments is the delegated responsibility of the vice president for administrative services.

7.C.5 Accounting

The College's accounting system follows Generally Accepted Accounting Principles (GAAP) as required by OFM. GAAP meets the requirements of the State Auditor, is used by all public two-year colleges in Washington, and is closely monitored by the SBCTC. The College's accounting records are on the accrual basis.

7.C.9 and 7.C.10 State Audits

State law (RCW 43.090.020) requires the College to be audited by the Office of the State Auditor on a two-year audit cycle. Audits are comprehensive and include all college activities except the foundation, which is audited by a private, independent CPA firm. Each audit is a "single audit process" covering both federal and state funds. Two separate audit reports are issued for the state as a whole, the Comprehensive Annual Financial Report (see Exhibit 7.C.1) reporting on the state's financial condition, and the State of Washington Single Audit Report (see Exhibit 7.C.2) reporting on federal awards including financial aid.

7.C.11 Internal Controls

Internal control and risk assessment processes are maintained by the dean of financial services. Periodically, an internal control risk assessment is performed on high-risk programs, with special controls, checks and balances, or separation of duties implemented to reduce the risk factor. The College's internal control risk assessment is also subject to review by the State Auditor's Office, which may make recommendations. Additional internal controls conducted by the financial services staff include monthly and annual balancing of accounting records with state records, and reviewing budget reconciliation reports for accuracy of expenditures and coding.

The State Auditor's Office also reviews internal controls as part of the biennial audit of the College.

7.C.12 College Response to Audits

The president, a member of the board, the vice president for administrative services, and the dean of financial services meet with the representatives from the State Auditor's Office at the conclusion of each bi-annual audit to review results. During the review, they address audit exceptions and the College's proposed responses to the auditor's recommendations. Recommendations are forwarded to the appropriate area(s) for action. The College has not received an audit finding or management letter item recommendation for the past ten years.

7.C.13 Availability of Audit Reports

Federal, state, and internal audit reports are made available for examination as part of any evaluation conducted by the Northwest Commission on Colleges and Universities.

Strengths
- The president and board of trustees are well-informed regarding the College's finances (7.C.1).
- The College has not had a management letter item or audit finding in the past 10 years (7.C.12).

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

7.D   Fundraising and Development

Analysis and Appraisal

7.D.1 College Fundraising

College foundation fundraising activities are governed by institutional policies as described in the College Handbook (see Exhibit 7.D.1, Section 3.10).

Fundraising activities comply with governmental requirements. The College foundation maintains IRS 501(c)(3) documentation, files 990 forms with the Internal Revenue Service (IRS) annually, and is registered with the Washington Secretary of State as a charitable organization.

7.D.2 Organization of the College Foundation

The foundation finance committee operates under approved endowment objectives and an investment policy adopted by the foundation board of directors. The foundation maintains policies for maintenance of fund records and compliance with applicable legal requirements (see Exhibit 7.D.2 - Foundation Financial Policy for Endowed Funds - Approved 06.17).

The College's business office maintains accounting records for the foundation and presents financial information to the treasurer of the foundation finance committee on a quarterly basis.

The foundation voluntarily contracts with an independent CPA firm to conduct audits on a two-year cycle. The foundation has received no audit recommendations for the past ten years.

7.D.3 College and Foundation Relationship

The College and the foundation have a signed contractual agreement clearly defining their relationship, which in turn was approved to form by the state of Washington Attorney General's Office. The contract was updated and reapproved in June 2010 (see Exhibit 7.D.3 - College Foundation Agreement).

Foundation board membership includes a trustee liaison and the college president, who serves as secretary. The College foundation executive director is also a member of the college president's staff.

Strengths
• There is a high degree of integration between the College and the foundation (7.D.3).

Challenges
• None at this time.

Future Directions/Recommendations
• None at this time.

STANDARD 7 – EXHIBITS

Exhibits Referenced in Narrative

7.A.1	Board Policy Manual – Chapter 2
7.A.2	IT Strategic Plan
7.A.3	Ten-Year Capital Project Master Plan Summary
7.A.4	Debt Service Schedule Fiscal Year 2007 to Fiscal Year 2014
7.B.1	2009-10 SBCTC Enrollment Monitoring Reports
7.B.2	2009-2010 Operations Budget
7.C.1	2009 Comprehensive Annual Financial Report
7.C.2	2009 Single Audit Report
7.D.1	College Handbook
7.D.2	Foundation Financial Policy for Endowment Funds
7.D.3	College Foundation Agreement

Required Documentation (not referenced in narrative)

1. Table 1 Current Funds Revenues
2. Table 2 Current Funds Expenditures and Mandatory Transfers
3. Table 4 Sources of Financial Aid
4. Table 10 Capital Investments
5. 2007- 2009 Endowment and Life Income Fund Report
6. A List and Description of Financial and Management Reports Regularly Provided to the Board of Trustees
7. Year-End Accruals

Required Exhibits (not referenced in narrative)

1. Financial Section of the IPEDS Report for 2007, 2008, and 2009
2. Accountability Audit Report
3. Default Rate for 2005, 2006 and 2007 as Provided by the U.S. Department of Education

Other Exhibit/Documentation (not referenced in narrative):

Bylaws of South Puget Sound Community College Foundation

STANDARD 8

Physical Resources

INTRODUCTION

The College's physical resources play a key role in achieving its mission of "engaging our community in learning ... for life." The College is located on 104-acres at its Mottman Road campus comprised of 20 buildings and the Hawks Prairie Center which is comprised of over 21,000 square feet of leased space. As a result of increased demand at the Hawks Prairie Center site and projected enrollment growth potential, the College is planning for a second campus to be located on Marvin Road in Lacey.

Engagement in the college experience begins at the front door. The physical environment supports teaching and learning and should help students, staff, and community members safely navigate the grounds and facilities. This interaction and engagement with the College's physical environment require having buildings that are accessible, adequately sized for learning, and well maintained for comfort, safety, and efficiency. This engagement manifests itself in every piece of equipment that either directly supports classroom learning or facilitates staff interaction with students. Through the College's master planning process and its collaborative approach to resource allocation and data-based, decision-making processes, the College provides an environment that successfully engages students in learning.

8.A   Instructural and Support Facilities

Analysis and Appraisal

8.A.1 and 8.A.2 Adequacy of Instructional Facilities in Meeting Mission and Goals

As a result of increasing enrollments and sufficient state funds for capital projects in the early years of this last ten-year period, the College's capital project requests have ranked highly in the two-year college capital budget process and have received state funding through the legislature. The College has fared well in this process and has been able to add significant new instructional and student support facilities on a regular basis since the College's 2000 accreditation visit. The new additions or modifications are listed below:

Building 27, The Student Union Building (SUB), dedicated in 2001, contains the office of student life, campus bookstore, cafeteria, Percival dining room, office of diversity and equity, staff lounge, TV room, computer room for social networking, wireless internet, stages and common area.

Building 34a, Technical Education Addition, dedicated in 2001, houses the following instructional programs: Dental Assisting, Nursing, Accounting, Business Communications, Computer Information Systems, and Paralegal. The technical education building also contains thirty-five faculty offices.

Building 20, Family Education and Childcare Center, dedicated in 2004, on the north east side of the campus houses the Early Childhood Education instructional program, and general education classrooms. The building houses a high-quality, low-cost daytime childcare center for staff, students, and the public which the College offers through a contract with the local YMCA. In addition, the building contains faculty offices.

Building 21, Kenneth J. Minnaert Center for the Arts, dedicated in 2005, is the College's signature building. It is the physical symbol of the College's two-decade evolution into a comprehensive community college. The classrooms, labs, and practice rooms provide much needed facilities for the humanities and communication division staff, faculty, and students.

The Center's more than 500-seat main stage theatre and 100-seat black box theatre provide home stages for the College's theatre program. Classrooms are provided for music students in choir, instrumental, and electronic music, as well as practice rooms and a secure place to store instruments. The building houses a general art lab, a ceramics lab, a lab for drawing and printmaking, and an exhibition gallery for the public to view student and public works.

The Minnaert Center provides an important point of contact for the College and the community. It serves as a community resource and asset, and offers an additional choice for spectators and patrons of the arts.

Building 35, Natural Sciences Complex, was dedicated in 2009. The three-story complex is clustered around a storm water detention pond where the site's water management has become an educational amenity for the Botany and Biology departments. The new Natural Sciences Building provides specialized instruction for Geology, Physics, Anatomy, Chemistry, and Microbiology. All laboratory functions are housed in one three-story wing, connected to a three-story classroom and office wing by the building's main entry, a large monumental staircase, and open study areas for students. The building is

Leadership in Energy and Environmental Design (LEED) gold certified.

Building 36/36A, New Greenhouse and Hoophouse, was dedicated in 2009. The state-of-the-art 1,050 square feet greenhouse provides a learning lab for students in the organic production of vegetable and herb plants. The building includes a retractable roof, energy curtain, and recaptured water cistern for lowering the carbon footprint of plant production.

Building 16, Automotive, Welding, and Central Services, opened in spring, 2010, is an example of the College's efforts to house its technical programs in facilities that meet industry standards for training.

Building 23, CAD, Anthropology, and Geomatics, to be dedicated in October, 2010, continues the trend of updating training facilities for technical and hands-on academic programs. This building provides a lab and storage room for the Anthropology program, an amenity that did not exist on campus prior to this building. This building also houses general education classrooms and instruction offices.

In spite of all the above new facilities, the College is still deficient in total square footage of classroom space relative to full-time equivalent students (FTEs) according to the state-wide formula (140 gross quare feet/FTE). See Figure 8.A.1 below which shows the space gap at the College.

Figure 8.A.1 Building Space/FTE

Year	State Funded FTE's w/1.02% Growth/ Year	GSF Owned + Leased including Committed Changes	SBCTC Standard of 140 GSF/ FTE's	Shortage of Space (GSF)
FY2005	3212	352115	449680	(97,565)
FY2010	3691	404764	516740	(111,976)
FY2011	3777	424764	528780	(104,016)
FY2012	3865	494373	541100	(46,727)
FY2013	3955	494373	553700	(59,327)
FY2014	4047	494373	566580	(72,207)
FY2015	4142	494373	579880	(85,507)

The reasons for this shortfall are addressed in 8.C.2. Even though the College falls below the state-wide formula target for classroom space, students reported high levels of satisfaction with classroom size (see Figure 8.A.2).

Figure 8.A.2 Student Satisfaction with Size of Classrooms
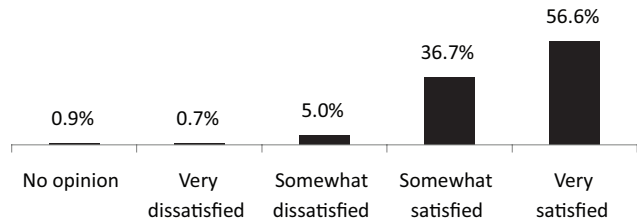
A listing of the College's complete building inventory on the Mottman campus and at the Hawks Prairie Center can be found in Exhibit 8.A.1.

8.A.3   Furnishing of Facilities

The College ensures that facilities are furnished adequately for work, study, and research by students, faculty, and staff.

The 2009 Physical Resources and Commuting Survey completed by 978 students yielded the following findings (complete survey data in Exhibit 8.A.2):

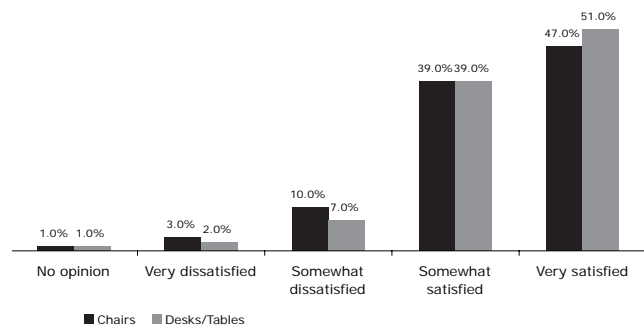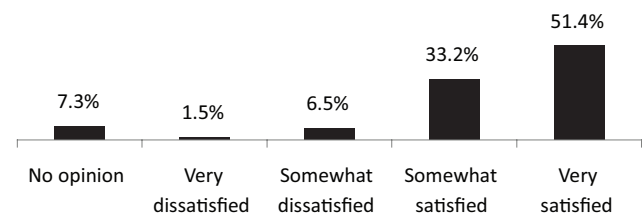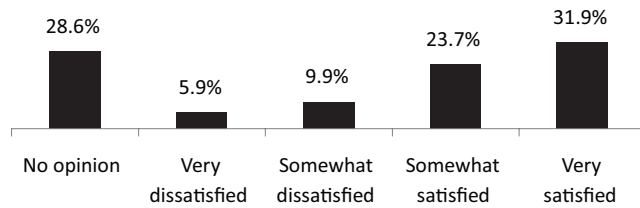Figure 8.A.3 Student Satisfaction with Classroom Desk,Tables, and Chairs

Figure 8.A.4 Student Satisfaction with Multi-Media Equipment

Figure 8.A.5 Student Satisfaction with Access to Wireless Internet

No opinion	28.6%
Very dissatisfied	5.9%
Somewhat dissatisfied	9.9%
Somewhat satisfied	23.7%
Very satisfied	31.9%

8.A.4 Facility Management, Maintenance and Operation

A proactive approach is taken in the management, maintenance, and operations of instructional facilities to ensure that educational programs and support services function in a safe manner and at a high level of quality.

One approach taken to help achieve the above stated goal was to have a No-Fault Effectiveness Assessment (NFEA) of the College's maintenance and custodial operations. This assessment was conducted by the Division of Facilities within the state's Department of General Administration (GA). The findings of this assessment were presented to the College in a report dated October 31, 2006. Bob D. MacKenzie, the author of the report, stated that "such an effort (to undertake a NFEA) speaks highly of your willingness to conduct periodic, in-depth reviews of your quality maintenance, operations and support functions." He also stated that the General Administration office has found a striking relationship between well-respected public organizations and requests for such assessments. The NFEA report stated the following:

- that all buildings appear to be in overall good condition,
- grounds are clean and welcoming,
- parking lots are in good proximity to buildings,
- building entrances are well-maintained,
- foyers and halls are uncluttered and floors have been recently swept/vacuumed,
- main corridors were painted,
- overhead lights were working properly,
- furnishings and fixtures were in good condition, and
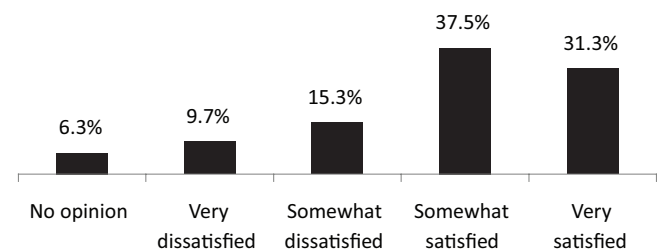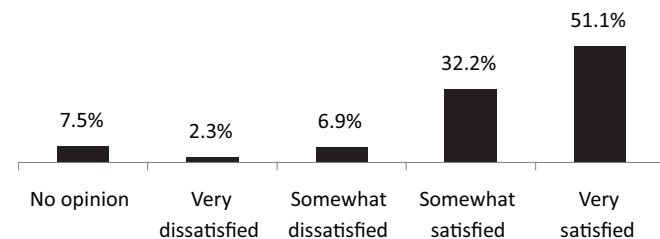- there were no signs of obvious maintenance needs.

The report further stated that one of the most impressive findings was the lack of student abuse of facilities. This is a sign that students are respectful of their learning environment, which is indicative of an effective maintenance program that inspires respect and appropriate use of facilities.

The report concluded that the buildings and facilities at the College present a very nice first impression and serve as evidence to the visiting public of good stewardship of resources.

One item that the NFEA report suggested for improvement was to partner with the state-wide Operations and Facilities Council's initiative to provide a system-wide Computerized Maintenance Management System. The state-wide system used by colleges to track and manage campus facilities was reported to be less and less satisfactory over the past several years. In fall 2008, a new system was developed and introduced. This new management system, Megamation, has many modules. The College has adopted this new system and is making use of the work-order tracking module and the preventative maintenance scheduling module.

In the 2009 Physical Resources and Commuting Survey, 176 faculty and staff reported the results portrayed in Figures 8.A.6 and 8.A.7:

Figure 8.A.6 Response Time to Work Requests

No opinion	6.3%
Very dissatisfied	9.7%
Somewhat dissatisfied	15.3%
Somewhat satisfied	37.5%
Very satisfied	31.3%

Figure 8.A.7 Quality of Maintenance Work Completed

No opinion	7.5%
Very dissatisfied	2.3%
Somewhat dissatisfied	6.9%
Somewhat satisfied	32.2%
Very satisfied	51.1%

The preventative maintenance module has assisted the College in providing higher quality service on HVAC systems, resulting in more comfortable study and work space across campus (see Figure 8.A.8 below).

Figure 8.A.8 Satisfaction with Classroom Temperature
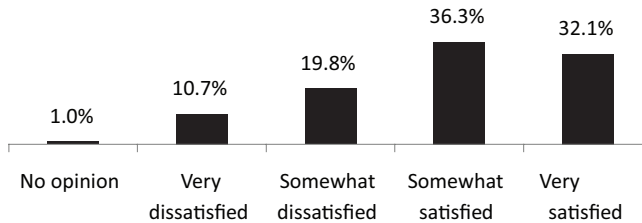
Because there are many temperature microclimates within buildings and because there is a wide range of human comfort zones in regards to an ideal temperature, it would be virtually impossible for every person to be completely satisfied with the temperature in every space all the time. This was reflected in the results from the survey where approximately 10 percent of respondents were very dissatisfied with the classroom temperature while about 32 percent were very satisfied (combined student and faculty/staff data).

A proactive approach is also taken to preventative maintenance of campus buildings. For example, there is a revolving carpet replacement plan, a revolving plan for washing and sealing building surfaces, and a twice-a-year schedule for cleaning roofs, gutters, and downspouts. Painting occurs on an as-needed basis.

8.A.5 Health, Safety, and Accessibility

The College emphasizes safety in all operations and areas of campus. According to the 2009 Physical Resources and Commuting Survey, 93 percent of student respondents reported feeling safe on campus. Eighty-one (81) percent of student respondents were either somewhat satisfied or very satisfied with the lighting in parking lots. Sixty-nine (69) percent of students responding were either somewhat satisfied or very satisfied with the number of emergency phones available on campus. These figures can be used as benchmarks to track changes in these areas when future surveys are conducted.

In addition to an active Safety Committee that meets once a month to make safety recommendations, the College tracks indoor air quality, conducts an annual

tree hazard assessment, employs an in-house electrician for faster response times, requires new outdoor lighting fixtures to shine downward (which increases visibility in general while reducing light pollution), and actively clears paths, sidewalks, and parking lots of debris, ice, and snow.

The governor has directed that all new state buildings meet a minimum level of silver certification for Leadership in Energy and Environmental Design (LEED). The College's new Science building is the first gold certified LEED science building in the Washington state community and technical college system.

The College's custodial department recently adopted a green cleaning policy. The policy was developed to minimize exposure to hazardous chemicals and solutions impacting air quality on building occupants and custodial and maintenance staff. The majority of cleaning products currently in use are certified by the Green Seal standard GS-37 or by authority of the Environmental Protection Agency (EPA) as safe to use in the presence of humans and for the ecosystem. These products have been rigorously tested to ensure that they are "safe" and are certified by the above authorities.

The College maintains access for physically disabled people. Old power assist doors have been identified for replacement. Few accessibility complaints have been reported by the College's office of disability support services. Students with disabilities are given priority scheduling of classes so that they can select courses and classroom locations that are the most accessible for them. Even though the College provides the minimum number of handicapped parking stalls throughout campus as required by the Americans with Disabilities Act, the 2009 Physical Resources and Commuting Survey suggested that more handicap parking stalls would be beneficial near Building 34.

An example of the College responding to the need to improve accessibility was the retrofitting of all bathroom doors in Building 20 with motorized doors to improve handicap access.

8.A.6 Off-Campus Sites

The College leases 21,211 square feet of office and classroom space in Lacey, Washington, along with 300 on-site parking spaces. This site is referred to as the Hawks Prairie Center which houses 14 classrooms. The facilities are appropriate for the programs offered, most of which are

lecture and/or computer-lab based. When the College decided to offer its complete associate of arts degree at this Center, a lecture room was converted into a science lab. This lab contains similar equipment and features as the science labs on the Mottman Campus.

The College plans to increase square footage through new construction at the Marvin Road site. The state capital funding process requires buildings be designed and constructed over a six-year period. The lease for the existing space at the Hawks Prairie shopping center ends in 2015. The earliest the College can expect to have new buildings at the Marvin Road site is 2017, and that assumes a successful bid in the capital budget request cycle in 2010. A back-up option is to extend the current lease. The complete Campus Master Plan schedule for the Mottman and Marvin campuses can be found in Exhibit 8.A.3.

8.A.7 Use of Other Facilities

When the Chehalis Tribe contracted with the College to provide training in 2008, the training facilities that were owned and operated by the Tribe were remodeled to include a computer classroom. The Tribe purchased appropriate tables and chairs and a projection system so that the professor could demonstrate during the lecture. The space was sufficient to carry out the training. The Tribe's conference room was used for a lecture/discussion format. The College provided college-owned equipment, including 12 laptop computers, a server, and a printer. The Culinary module/portion of the training was conducted in one of the Tribe's kitchens.

Perhaps the most complex physical resource challenge the College faces is the issue of parking at the Mottman Road campus. The 2009 Physical Resources and Commuting Survey of students revealed the following results:

Figure 8.A.9 Satisfaction with Parking Availability
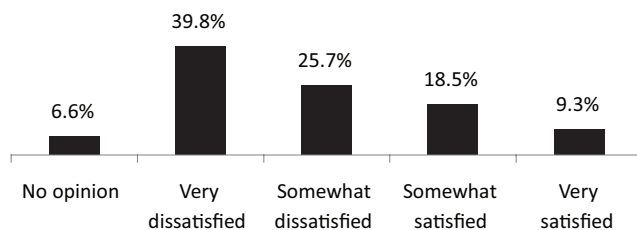
The key phrase in this survey question is "anywhere on campus." The expectation of most students is to be able to find a parking spot adjacent to the building where their class is offered. This is not possible on the Mottman campus. Finding a parking space on campus can sometimes be difficult, especially at the beginning of the quarter, and between 9:00 a.m. and noon. In anticipation of this problem and recognizing record enrollment, the College sought out and found alternative parking areas off campus so that students, faculty, and staff could use the alternative parking and then ride the bus free of charge to campus. The location of these lots as well as bus route numbers and schedules were emailed to students, faculty, and staff and made available on the College's main site.

The College's Environmental and Sustainability Committee undertook a commuting survey (see Exhibit 8.A.2) in an effort to determine what the barriers might be for students, faculty, and staff to carpool, ride the city bus, and/or ride a bicycle to campus. The long-range goal, after identifying barriers to the above options, is to work to reduce some of these barriers so that the Mottman campus can serve more students without having to rely on more parking spots. An added benefit to having fewer people drive to campus would be a reduction in the College's carbon footprint.

Strengths
- The College has an effective system in place for identifying new building needs, obtaining resources, and bringing the structures on-line in a timely manner.
- New procedures and practices are in place for becoming a "greener" campus, both in building construction and in building and grounds maintenance.
- Students report high levels of satisfaction with classrooms and their furnishings.
- Faculty and staff report high levels of satisfaction with both the response time and the quality of maintenance across campus.

Challenges
- Parking on the Mottman campus is limited requiring creative ways to increase carpooling, reliance on bus service, and alternative parking sites as well as increasing online options for students.

Future Directions/Recommendations
- The College plans to continue its work on implementing the 10-year Capital Project Master Plan for both

Mottman Road and Marvin Road campuses (see Exhibit 8.A.3).

- The College is planning on increasing the number of online students which will help ease the demands for physical classroom, support space, and parking.

8.B   Equipment and Materials

Analysis and Appraisal

8.B.1 Suitable Equipment

Starting in fiscal year 2007-2008, each College department has made equipment upgrade, replacement, and addition requests through the Equipment Prioritization Committee (which addresses equipment replacement). This committee was formed and the equipment allocation process was created to increase involvement in the College's resource allocation decisions. It was also designed to tie instructional assessment more closely to budgetary decisions (see Exhibit 8.B.1 for a copy of the equipment request form).

Members of the committee were selected by the president from a list of names forwarded to him by president's staff members. The committee represents classified staff, faculty, exempt staff, and students as well as departmental representatives from administrative services, instruction, student services, college relations, human resources, and the Hawks Prairie Center.

After reviewing all the proposals, the committee created a prioritized list of equipment needs based on the following criteria: budget priority, enhancement of program services, and the consequences of not funding or delaying the purchase of equipment. This list was forwarded to the president who accepted the list as presented. In 2008-2009, over $600,000 (which included Carl Perkins Grants) was budgeted for the purchase of equipment, primarily for instructional programs.

The College spent almost $600,000 in fiscal year 2004-2005 and over $600,000 in each fiscal year from 2005-2006 to 2007-2008 for the purchase of equipment, primarily for instruction.

A new Science building was completed in the fall of 2008. At that time, each department submitted requests for lab materials. Figure 8.B.1 shows the level of funding for each department.

Figure 8.B.1 Science Building Lab Equipment Purchases

| Money Spent on Lab Equipment by Department in 2007 – 2008 for the New Science Building	
Anatomy and Physiology	$30,918
Biology	$72,444
Botany	$39,451
Chemistry	$70,603
Geology	$17,746
Physics	$ 5,754
Total	$236,916

Grant requests or additional funding requests through the high-demand program, worker retraining, and the Work First program have resulted in additional funds for equipment.

In addition, the College has made more computers available to students and staff. Figure 8.B.2 outlines the increase in the number of computers available in each building on the Mottman Road campus and the total for the Hawks Prairie Center.

Figure 8.B.2 Computers Available by Building

Building	No of computers per Year			
	2006	2007	2008	2009
20	6	6	6	6
21	n/a	26	41	46
22	30	28	125	125
25	105	105	105	105
26	5	5	5	5
27	2	1	1	4
28	75	80	85	118
31	9	9	9	9
32	4	4	4	11
33	23	24	25	27
34	368	427	422	430
35	n/a	n/a	n/a	43
Subtotal	627	715	828	929
Hawks Prairie Center	145	145	145	145
Other Off-Campus	13	2	2	2
Grand Total	785	862	975	1076

In the 2009 Physical Resources and Commuting Survey, students reported high satisfaction levels with lab equipment and computer labs as reflected in Figure 8.B.3.

Figure 8.B.3 Student Satisfaction with Lab Equipment and Computer Labs
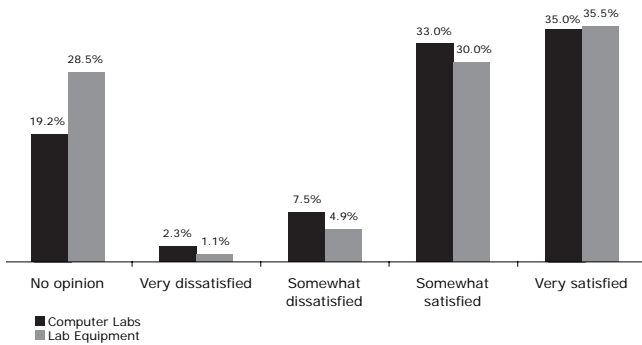
In a survey conducted by the library in winter 2009, 54 percent of the students surveyed rated the library as "fair" or "poor" on availability of computers.

Sixty (60) percent of the students provided written comments in the survey indicating they had to wait to use a computer in the library.

In response to this survey, the library was able to obtain funding from the Equipment Prioritization Committee to purchase 20 new laptop computers for training purposes in the library. In addition, another 25 refurbished laptops have been added to the library's inventory for students to check out.

The College has made significant progress in the acquisition of technology for student, instructional, and administrative uses in the last few years. For example, interactive audio and video conferencing classrooms are now available on campus and are used for a variety of academic functions such as online courses and administrative teleconferences.

The information technology services department has installed a series of new equipment to enhance information infrastructures on campus, including increasing the speed and capacity of the College's data network, standardizing hardware, and software configurations for faculty and staff, upgrading the campus intranet, and adding wireless internet access options and capabilities for student services

8.B.2 Equipment Management

The business office tracks and maintains up-to-date and accurate records of all inventoried items (sample record can be found in Exhibit 8.B.2). Items costing $5,000 or more are inventoried as well as those defined as "small and attractive" items (items that cost $300 - $4,999 and

are vulnerable to theft) which include micro-computer systems, laptop and notebook computers, other IT accessories, office equipment, DVD, VCR, TV, communication equipment, audio and video equipment, and cameras.

Capital assets costing $5,000 or greater are tracked by physical location through the state Fixed Assets and Equipment Inventory System (FAE) by the business office.

Small and attractive assets costing $300 - $4,999 are tracked by physical location through the business office Access database maintained by the inventory control officer.

When an inventorial item is purchased, a tag number is attached to the item. The item's tag number, model, serial number, and its location are entered into the Access database if it is small and attractive and into FAE if it is considered a capital asset.

A physical inventory is taken every two years (during summer quarter) and is conducted across the College. While overall coordination for the physical inventory rests with the inventory control officer, each department head is responsible for conducting the inventory in his or her area. It is the responsibility of the department head to ensure that capital assets assigned to the department are maintained and safeguarded in accordance with the College policies and procedures. All moveable capital assets remain in their assigned physical locations. Capital assets may only be removed from the College in the course of conducting college-related business (i.e., equipment used at home or on business travel) with the approval of the department head. Upon completion of the project or travel, all capital assets are to be returned to the College. Should it be necessary to move a capital asset off campus to use at a location outside the College, it is the responsibility of the department head to follow the appropriate procedures set by the College. It is the responsibility of the department head to report any stolen or damaged property to the inventory control officer as well as to the security department in accordance with the procedures set by the College. The security department subsequently reports stolen property to the State Auditor's Office.

The responsibility for maintaining college-owned equipment resides with the department using or controlling the equipment. Instructional departments employ technicians to maintain equipment in vocational, computer,

and science labs. Information technology services and facilities install and maintain computing and telecommunication equipment for the entire college. A work order process has been established to respond to information technology services and support requests from the College computer users. The Library Media Center is responsible for audio-visual equipment. The maintenance office (with contracted vendors when appropriate) maintain physical plant system equipment. When College employees are unable to service, maintain, or repair the equipment, specialists are hired to perform the work.

The computer information systems department has a goal to upgrade instructional computers on a three-year rotating basis. Other computers on campus are upgraded on a cascading schedule. When instructional computers are upgraded, the replaced ones are reused in other programs based on the needs of each program as assessed by the computer information systems department, the administration, and faculty. The second level computers that have been replaced will cascade down to the third level, and so on, until the replaced computers are obsolete, and are forwarded to the state surplus property program as surplus.

Unexpected emergency equipment replacements are typically covered from each departmental budget or from a contingency fund established by the Equipment Prioritization Committee.

At the end of an asset's useful life, the department head that has custodial responsibility of the asset follows the appropriate procedures for asset disposal as outlined in the College guidelines and surplus property regulations of the state's Office of Financial Management and the Office of State Procurement. These guidelines are housed in the College's business office.

8.B.3 Hazardous Materials

Section 6.05 (Environmental Safety) of the College Handbook outlines specific guidelines for handling hazardous waste on campus. The primary users of hazardous waste on campus (facilities and maintenance, Biology, Chemistry, Health Sciences, Horticulture, Automotive, and Welding) all report their handling of hazardous waste. This information is compared to the above guidelines to determine gaps in procedures. In the last cycle of reporting, a few gaps were identified and corrected. For example, the Material Safety Data Sheet (MSDA) for all hazardous products or chemicals should be forwarded to the security office by the supervisor of receiving and

shipping. This practice has been reconfigured so that the lead person in each area on campus that receives hazardous materials is responsible for sending the MSDA sheet to the security office.

A subcommittee was formed to review Section 6.05 of the College Handbook to recommend updates to the president's staff. These updates have been approved. For example, the location of the College's chemical hygiene plan was updated in the College Handbook to reflect its new location in the new Science building.

In addition to Section 6.05, the Chemistry lab technician reported using <u>Prudent Practices in the Laboratory: Handling and Disposal of Chemicals</u> as a reference. The Biology technician reported that procedures have been updated to match the new sterilization equipment received in the new Science building.

Strengths
- The collaborative budgetary process for purchasing equipment has proven to be a very effective process and recognizes the connection between the instructional assessment of need and budget decisions.
- Significant investment in equipment and technology has had positive impacts. Survey results from students, faculty, and staff indicate positive levels of satisfaction in these areas.
- A college-wide computer replacement program has been implemented according to the Information Technology Strategic Plan.

Challenges
- None at this time.

Future Directions/Recommendations
- None at this time.

8.C   Physical Resource Planning

Analysis and Appraisal

8.C.1 Campus Facility Master Plan

The intent of the Campus Master Plan is to describe a comprehensive plan for growth and development of campus facilities in supporting the fundamental mission of the College in a manner that is consistent and coordinated with the strategic and academic planning goals. The master plan outlines a pattern of continued renewal and development at the Mottman campus concurrent with development of a new campus in Lacey to support

a complementary range of programs and instructional objectives.

The College applies consistent standards of development to both the Mottman and Marvin Road campuses, with allowances for circumstances related to physical site or local government jurisdiction. The goal is to establish, develop, and maintain a responsive, innovative, and sustainable physical environment that engages our community in learning for life.

From the Campus Master Plan
Mottman Campus Recommendations:

- Respect the forested campus setting and celebrate the experiences of Percival Creek.
- Celebrate entry and arrival points to campus to create welcoming front door experiences.
- Organize new and replacement building sites around well-defined open space nodes.
- Define simple way-finding with clear pedestrian connections between open space nodes.
- Reorganize programs in Building 22 to provide a student and community-centered core of student services, library, and information services that are the physical and intellectual heart of campus.
- Relocate Automotive and Welding programs for more pedestrian-friendly uses at the campus core and provide up-to-date new instructional spaces for these programs.
- Relocate shipping and receiving to new space at the perimeter of campus to improve safety and minimize pedestrian conflicts with automobiles and service vehicles.
- Redefine Crosby entry loop to reduce vehicular penetration of the campus core.
- Alter the main campus access road at play fields to create a perimeter automobile loop.
- Expand parking in a manner sensitive to the natural setting of the campus.
- Improve infrastructure and technology pathways to provide better service and long-term flexibility.

Marvin Road Campus Recommendations:

- Take advantage of the potential for dramatic views of Mount Rainer to the southeast.
- Create an identifiable presence from Marvin Road and clearly identify entry and arrival points.
- Consolidate small wetlands and create a single enhanced wetland to the south that will maximize buildable site area, become a natural foreground to

the campus and create a landscape feature and natural recreation area that is a community amenity.
- Locate buildings in relationship to the Mount Rainer view axis as well as in sub-groupings around defined open space nodes to create a sense of community in both short-term and long-term development.
- Site shorter buildings to the south, taller buildings to the north.
- Develop most buildings with a long, narrow footprint generally oriented along an east-west axis to maximize day lighting and natural ventilation possibilities.
- Locate campus access roads to the outermost perimeter.
- Consolidate parking on the north side of the campus and use integrated landscaping treatments throughout parking areas.
- Use surface treatment strategies to convey stormwater to existing detention pond, such as landscape areas and rain gardens that create a visibly sustainable campus environment.

According to the December, 2007, implementation of the recommendations of the Campus Master Plan for both campuses will be phased over a 20-50 year period, with close coordination of proposed projects and program shifts between the two sites. Because of the various constraints and site goals outlined earlier, a limited amount of unobstructed new development sites are possible on the Mottman campus. The College will focus its next projects for new facility growth at the Marvin Road Campus, once the new projects already underway at the Mottman campus have been completed. The long-term master plan for the Marvin Road Campus is designed to support an eventual enrollment of approximately 3,500 FTE students. The College's master plan outlines continued strong facilities support for programs on the Mottman Campus, as well as significant needed renovation and replacement of the existing buildings. A long-range implementation matrix summarizing anticipated projects grouped by campus and project type is provided (see Exhibit 8.A.3). The projects are listed in order of planned implementation.

8.C.2 Financing the Facility Plans

Comprehensive site analysis, collaborative campus charrettes, and detailed design studies have led to the development of specific master plan recommendations for each campus. These are intended as a flexible framework

for development that will accommodate shifts in funding opportunities or program emphases over time.

Based on enrollment growth, program needs, community needs, and the College's vision and Strategic Plan, a request for resource funding, both capital as well as maintenance and operations, is submitted to the State Board of Community and Technical Colleges, which in turn submits a system budget to the Office of Financial Management, the governor, and the legislature. For new facilities or major renovations the following process is followed (see Exhibit 8.C.1 for flow chart):

- In the master planning process, new facilities/major renovations are based upon: enrollment growth, program needs, and community needs and are informed by the College's Strategic Plan and vision.
- The proposed request can derive from various factions: students, faculty, staff, community members, and authorities having jurisdiction (AHJ).
- After review by the president's staff, the proposal is submitted to the board of trustees for approval.
- A request for funding is presented to the State Board for Community and Technical Colleges. The project is evaluated along with requests submitted by the other 33 community and technical colleges in the Washington State system. The two-year college system has a rigorous evaluation and scoring process which results in a state-wide prioritized list of capital projects submitted by the State Board biennially to the governor and legislature. The governor and each chamber of the legislature develop capital budgets, which are ultimately reconciled into a final budget approved by the legislature and submitted to the governor for approval and signature.
- Once funded, major stakeholders engage in the beginning phase of planning.

For minor remodels and repairs, the following process is followed:

- A request for minor remodeling or repair to present facilities is initiated through the facilities condition survey, program request, college or student requests, or an AHJ.
- The request is submitted to the president's staff, which reviews and approves/disapproves the request.
- Upon approval, the request is submitted to the SBCTC and reviewed and evaluated along with requests from the other 33 state community and technical colleges. A system-wide prioritized list is

then submitted to the governor and the legislature. If the request is approved, the minor repairs category is included in the final budget signed into law.
- The project is then implemented.

Funding is generally provided based on today's prices, which often change by the time buildings are finished. Project costs have to be estimated years before construction begins. Since these figures cannot be updated, if project costs go up, colleges may need to adjust the scope of the project to reflect the allocation provided by the state. In addition, the State Board of Community and Technical Colleges (STCTC) has limited new buildings to 70,000 square feet, regardless of the size or needs of the college. With these constraints, adequate funding for future growth and expansion, especially at the Marvin Road campus, will need to be addressed as the College moves forward.

8.C.3 Access and Security

As required by the Americans with Disabilities Act (ADA) passed in 1990, scoping and technical requirements are to be applied during the design, construction, and alteration of buildings and facilities covered by Titles II and III of the ADA to the extent required by regulations issued by federal agencies. The Office of Civil Rights mandates that these requirements are included in the design process. Regularly scheduled inspections take these standards into account. In addition to the College adhering to federal facility accessibility standards, the College's core values of diversity and accessibility provide the conceptual framework for its focused efforts to reduce environmental barriers to learning. An ADA hearing is scheduled prior to construction to ensure compliance. The entire document is reviewed for accessibility.

8.C.4 Involvement in Planning

Prior to the development of the College's 2007 master plan, a consultant was hired to evaluate the direction the College community wanted to pursue. Concurrent with the development of the master plan, the College also updated its academic and strategic planning documents to establish a comprehensive planning framework for the College. A master plan committee was formed that was comprised of a cross-section of the College community. When a consensus was achieved, a master plan was developed. A member of the board of trustees represented the board during the capital facility master planning process. Once the master plan and its implementation

schedule were crafted, a series of meetings were held with the board of trustees for their input and final approval. A recent example that demonstrates how the College's governing board and affected constituent groups are involved in the planning of physical resources is the planning for the remodel of Building 22 to become the new Campus Center. A consultant was hired. The consultant used the "New Designs for Learning" approach to building design which incorporates insights from research and development and professional practice; variations in organizational structures and settings; imaginative ideas by current educators; and collaborations among innovative teachers, policy makers, and community representatives. Planning for the remodel of Building 22 began in January 2007. The ten-month process was conducted in several phases: physical analysis, exploration of planning alternatives, concept plan development, and documentation. The planning team worked closely with College representatives throughout the process and solicited input in several multi-day, campus-wide planning charrettes. In addition, discussions were held with city staff from both Lacey and Olympia.

Strengths

- The Campus Master Plan is updated annually to respond to growth and program requirements. Newer facilities have reduced the consumption of utilities, reduced the backlog of deferred maintenance, and reduced the number of capital repairs.
- Planning and development of facility and site repairs, remodels, and improvements are a team effort. Representatives from instruction, administrative services, student services and the president's office are all involved in every phase of each project. Operating funds are based on the number of new square footage on the campus.

Challenges

- None at this time.

Future Directions/Recommendations

- None at this time.

STANDARD 8 – EXHIBITS

Exhibits Referenced in Narrative

8.A.1   Building Inventory for Mottman Campus and Hawks Prairie Center

8.A. 2   2009 Physical Resources and Commuting Survey (measures utilized to determine adequacy of facilities for the institution's programs and services

8.A. 3   Capital Project Master Plan Schedule for Mottman and Marvin Campuses

8.B.1   Sample Equipment Request Form

8.B.2   Sample Inventory Sheet (examples of inventories which are maintained)

8.C.1   New Facilities and Major Renovation Process (annual and long-term plans for remodeling, renovation, and major maintenance/major property additions or capital improvements during the past three years and those planned for the next three years)

Required Documentation (not referenced in narrative)

Campus maps

Required Exhibits (not referenced in narrative):

1. Policy statements concerning access to campus for various constituencies, visitor information, security, and public safety
2. Schedules for replacement of instructional equipment
3. Campus Campus Master Plan (hard copy notebook available in resource room)

Suggested Materials (not referenced in narrative)

Space utilization studies including unit-by-unit assignments

Exhibit 1   Building Inventory for Mottman and Hawks Prairie Center.

Exhibit 2   2009 Physical Resources and Commuting Survey (measures utilized to determine adequacy of facilities for the institution's programs and services.

Exhibit 3   Capital Project Master Plan Schedule for Mottman and Marvin Campuses

Exhibit 4   Sample Equipment Request Form

Exhibit 5   Sample Inventory Sheet (examples of inventories which are maintained)

Exhibit 6   New Facilities and Major Renovation Process (annual and long-term plans for remodeling, renovation, and major maintenance/major property additions or capital improvements during the past three years and those planned for the next three years)

Exhibit 7   Campus maps

Exhibit 8   Policy statements concerning access to campus for various constituencies, visitor information, security, and public safety

Exhibit 9   Schedules for replacement of instructional equipment

Exhibit 10   Campus Campus Master Plan (hard copy notebook available in resource room)

Exhibit 11   Space utilization studies including unit-by-unit assignments

STANDARD 9

Institutional Integrity

INTRODUCTION

In the previous sections, the College examined its work at an operational level. Standard 9 requires a broader look at the institution.

9.A   Institutional Integrity

Analysis and Appraisal

9.A.1 Institutional Ethics

The College strives to maintain high ethical standards. Since the 2000 accreditation report was written, there has been an increase in the amount of communication between senior leaders and employees of the College. As discussed in Standard 6 on Governance, an increasing number of employees are involved in discussions of critical College issues and decision making at the College has become more transparent. A result of these efforts may be seen in the April 2009 all-campus survey. Complete survey data can be found in Exhibit 9.A.1.

Three of the questions posed in the April survey were taken from an April 2008 Baldridge survey. Those questions show a positive improvement in constituent's beliefs about standards and values. The fourth question is specific to the Institutional Integrity Standard and it, too, shows that there is a strong belief in the institution's ethical standards. The scale used was 1–5 (highest). These four questions and the scores in 2008 and 2009 are depicted in Table 9.A.1.

Table 9.A.1 Constituents' Beliefs about Institutional Integrity

	Source: Washington State Baldridge	Benchmark: April 2008 score	Results of April 2009 survey
Senior leaders consistently communicate clear vision, mission, and values for the college	3.a.	2.7	3.5
Senior leaders actively foster a work environment that supports experimentation and innovation, positive work relations, motivation, and productivity	3.c.	2.5	3.3
Senior leaders make sure that all levels of employees follow and are held to the highest standards of legal and ethical behavior	3.d.	3.0	3.4
The institution subscribes to, exemplifies, and advocates high ethical standards in all of its dealings with students, the public, organizations, and external agencies	N/A	N/A	4.0

9.A.2 Policies and Procedures

Policy is established by the legislature, the governor, the federal government, or the College's board of trustees. The College response to these policies is the development of processes, procedures, or "best practices" which operationalize the directives. College responses are designed to be more fluid and responsive as conditions change over time. Policies and the resulting college actions are documented in a variety of college publications.

The college has five documents considered to be official policy sources: the College Handbook, the Board Policy Manual, the faculty and classified staff union contracts, and the Code of Student Rights and Responsibilities. The College Handbook is updated annually. Table 9.A.2 depicts the review cycle for these documents.

Table 9.A.2 College Policy Documents

	Review cycle	Processor	Last update
College Handbook	Annual	President's office	2008
Code of Student Rights and Responsibilities	As needed	VP Student Services	2003
Faculty contract	Per agreement	HR/Union	2008
Staff contract	Per agreement	State negotiation	2009
Board Policy Manual	As needed	Board of Trustees	2009 - 2010

The College Handbook (see Exhibit 9.A.2) contains six sections:

1. History, Mission, and Organization
2. Human Resources Policies and Procedures
3. Administrative Services Policies and Procedures
4. Instructional Organization and Procedures
5. Student Information and Classroom Procedures for Faculty
6. Safety-Accident Prevention Program

The College Handbook summarizes legislation, college policies, procedures, and programs. Because college staff members function at a wide range of implementation levels regarding policy, it would be helpful to develop and post best practice manuals electronically to provide support and clarity for staff responsible for implementation.

The Code of Student Rights and Responsibilities is available to the college community on the College's intranet site and the main web page.

The Faculty Master Agreement (see Exhibit 9.A.3) and Classified Union Contract (see Exhibit 9.A.4) are updated upon completion of negotiations and are posted to the College's intranet page. A survey conducted by the College's office of institutional research indicated that, overall, a significant number of covered employees knew what was in their contract and how to access it. However, when the survey results were disaggregated by employee type, there was a statistically significant difference between the awareness of full-time faculty and part-time faculty members (see Table 9.A.3 - Note: the Scale is 1-5 with 5 as highest).

Table 9.A.3 Knowledge of Faculty Contract by Faculty Type

	All respondents	Full-time faculty	Part-time faculty
I know the contents of my union contract and where to find it.	3.2	3.3	2.5

The Board Policy Manual (see Exhibit 9.A.5) sets forth the College's principles to guide the development of specific College practices. During the 2008 – 2009 academic year, subcommittees of the Board began reviewing the handbook and making changes. The intent was to assure that the board sets high–level college policy and the Board Policy Manual reflects these actions.

The College has grown during the past decade. It has added staff, students, and buildings. When it was a smaller institution, the College's policymaking was less formal. There were fewer distinctions between policy and process. The College has grown into a large, more sophisticated institution and as a result is working to align its governance structure with actions at the appropriate level. A consultant was hired this year to assist the College review the College's policy framework and make recommendations for future work. The consultant reviewed all published policy documents and all college procedures, in printed and electronic forms, with a specific emphasis on the Board Policy Manual and the College Handbook. The consultant's findings were reported to the College on June 15, 2010 (see Exhibit 9.A.6). The consultant advised the College to create tools that are coherent, accurate, and accessible for both the board of trustees and College employees. Specifically, the consultant recommended the following:

- the Board Policy Manual should contain all of the board's policies with college procedures communicated elsewhere, and
- the College Handbook should be simple to use and a clear statement of college procedures that is easily updated.

The College has a culture of localized problem-solving. This action-oriented culture may have unintentionally resulted in multiple responses to the same problem and potentially confusion about whether the response is a policy, procedure, process, or best practice. Whether the "terms" are applied appropriately, members of the college community believe that they are included in the decision-making process that directly affects their work. The April, 2009 survey asked if stakeholders believe they have

input on changes at work that they then follow. Even as the College experiences rapid growth, the employee response is moving in a positive direction (see Table 9.A.4 - note: Scale is 1–5 with 5 as highest).

Table 9.A.4 Involvement in Institutional Decision-Making

	Benchmark: April 2008 score	Results of April 2009 survey
We involve the employees who actually do the work in the process of improving and redesigning the organization.	2.5	3.1

9.A.3 Institutional Representation

The College utilizes a variety of tools to communicate information about its programs and activities. The main sources are the printed version of the annual College Catalog, the printed quarterly schedule, and the College's webpage. There are also secondary sources which include promotional materials created by the Hawks Prairie Center and flyers produced by various departments and divisions within the College.

Both internal and external audiences rely on an organization's webpage to obtain timely, accurate, and complete information. The College currently has five web-based information sites, each administered separately. There are some instances where information is inconsistent and contradictory. Table 9.A.5 provides a list of these sites.

Table 9.A.5 Websites Affiliated with the College

Site	Administrator
www.spscc.ctc.edu	College Relations
http://inside.spscc.ctc.edu	IT Services
www.hawksprairie.org	Hawks Prairie
www.library.spscc.ctc.edu	Library staff
http://saw.spscc.ctc.edu	Student Life

The College's intranet page is administered by Information Technology (IT) Services. The intranet is not accessible from off campus nor is it completely accessible to College employees who work at sites other than Hawks Prairie or the Mottman campus. Within the structure of the intranet, there are department pages for each major work unit: the president's office, human resources, student services, administrative services, instruction, College foundation, and college relations. In addition to these department pages, documents can be found on the Links page of the intranet. The Links page includes

a mixture of reports, forms, handbooks, and lists. This is also the location for minutes of Faculty Senate meetings.

Although IT Services hosts the intranet page, the department does not manage content. IT Services will provide limited permissions to a person (or persons) in each department or organization. The designee is allowed to post documents only to a limited section of the site. Although IT does not manage content, some departments call on IT to post materials to their page.

It is possible to find multiple versions of a policy in separate places on the Intranet. The College may need to implement a document control process or another solution to deal with this issue. Additionally, there is no standard template for creating or revising documents or central style sheet or convention that dictates how original and revised policies should be designated. With multiple copies of the same document, it is not always clear which electronic version is current.

To deal with this issue in instruction, in spring 2009 a new template was developed to serve as a single source document for each instructional program at the College. Data are being collected from the multiple sources now in existence in order to ensure that the College is consistent in communicating the requirements for its various instructional programs. The task of migrating the information from the previous forms to the new template is nearly complete. The instruction office has been diligent in its efforts to collect and update instructional program information in a consistent and organized manner.

The College has recently updated its main webpage. The upgrade changed the webpage from a static document to a more dynamic one. The College has chosen a content management system which should, in the long term, make it simpler to update content. Some current challenges remain, in part because of past investment and technology decisions.

The main College webpage is currently administered by college relations and contains basic information about the College, designed for the outside user. The College may need to be strategic about the management of website information to ensure the dual goals of accuracy and flexibility.

Administrators of the student life, library, and Hawks Prairie Center pages have purchased their own servers and create their own content. In the case of the Hawks Prairie Center, where contract training dominates the offerings, the Center for Continuous Learning (CCL)

received a large training grant and needed to speak to an audience with a different focus than the traditional student. In order to meet the "just-in-time" nature of their operations, CCL chose to use part of that grant funding to set up an independent website. The unit continues to maintain a separate presence with a link to the main page. The issues that need to be reconciled before the two webpages are combined include:

- Language to match a different audience;
- Flexibility in updating dynamic content;
- Access to technical support; and
- Controlling the image of the business unit.

The library established its own webpage in approximately 1999 and has a separate server. Content on the page is managed by library staff. The appearance of the page was updated in spring 2009 to better reflect the look of the main College webpage. With the recent changes to the College webpage, library staff is currently working to create a page that is compatible with the institution's main page.

The web address for the student programs page was set by the College's IT department. However, the dean of student life is the designated administrator for the site. A student coordinator creates content which the dean approves and uploads. Athletic updates are the responsibility of the College's athletic director. College relations staff is not responsible for managing the content for these pages.

The existence of multiple webpages, managed by multiple work units, with no centralized coordination, points out some underlying issues:

1. Some information on the College's website is not updated in a timely fashion.
2. Because the College is simultaneously publishing information that originates from several sources, there may be a risk to data integrity. The College could face some legal issues as a result of contradictory information on its websites

In November, 2009, links from the College's main website were established for faculty members who requested them. Institutional support has been offered to faculty members who have been assigned a web address but do not have the technological skills to create a webpage. Those who do create webpages are not currently bound by specific institutional guidelines or style sheets to create their webpages. It is possible that the individual pages will contribute to the dissemination of conflicting or outdated information

Efforts are underway to create a more accurate, consistent, and comprehensive College website. The content management system that was recently installed allows a document to be changed once but linked to many pages within the College webpage. Because the system does not require knowledge of computer coding and programming, college relations has delegated responsibility for content management on pages belonging to human resources and instruction. In the long-term, more content managers could be allowed. This would shift some of the responsibility from college relations to the functional areas.

At the time of the last self-study, all of the College's promotional materials originated from the office of college relations. As the College has grown, operational units have produced flyers, pamphlets, and other promotional materials independently causing, in some instances, the inadvertent omission of required elements. These operational units would benefit from guidance from college relations.

9.A.4 Conflict of Interest

The Board Policy Manual contains a Code of Ethics in Section 2, VI. Although it does not explicitly define conflict of interest, it lists the values that should guide board members. There is no separate, published Conflict of Interest statement that relates specifically to members of the board of trustees.

The College Handbook contains a Conflict of Interest statement. In addition to the formal policies, the College's values, posted on the internet page, state the College's commitment to responsibility and wise stewardship of its resources.

There is also a South Puget Sound Community College Ethics Handbook which describes the Washington State Ethics Law RCW Chapter 42.52 and how it applies to college employees and trustees. The College Ethics Handbook is Exhibit 9.A.7.

9.A.5 Free Pursuit of Knowledge

Both the Board Policy Manual and the College Handbook describe academic freedom in the following manner:

Academic Freedom

"Freedom for faculty and students to carry on a discourse of ideas within the classroom without interference from others will not be abridged as long as no civil or criminal law violations have occurred. Faculty members are obligated, however, to conduct courses scheduled so as to achieve the objectives stated in the course outline. No college employee or student shall interfere with the open and free expression of ideas in the classroom if the above conditions are met."

The 2007 - 2010 Faculty Master Agreement contract contains the following language concerning academic freedom:

"Academic Freedom: Each faculty member is entitled to freedom in the classroom in the discussion of the subject he/she teaches. Each faculty member is a citizen and as such has the same rights as other citizens."

In a survey conducted in April 2009, all campus employees were asked about academic freedom and the free pursuit of knowledge. The survey was constructed with the exact language found in Standard 9. The survey had a total response rate of 182. There were 141 respondents who answered both questions about academic freedom. The results, based on a five point scale, are reproduced below in Table 9.A.6.

Table 9.A.6 Beliefs about Academic Freedom - All Respondents

	Mean
The institution provides appropriate autonomy and freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows	4.0
The board of trustees and administration protect faculty and students from inappropriate pressures or destructive harassments	3.7

Based on the results of the survey data, College constituents in general seem comfortable that the College protects the free pursuit of learning and teaching.

However, although the overall perceptions are positive, there are statistically significant differences of opinions between employee groups. Standard 9 states that institutional integrity can be expressed both positively

("the freedom to examine data ...") and negatively ("the freedom from unwarranted harassment ..."). When stated positively, faculty responses fall within the mean. However, when stated negatively, full-time faculty responses showed a statistically significant difference from those of administrative/exempt respondents as portrayed in Table 9.A.7 below.

Table 9.A.7 Beliefs about Academic Freedom by Employee Type

	Mean	Admin/ Exempt	Full-time Faculty
The institution provides appropriate autonomy and freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows	4.0	4.3	4.0
The board of trustees and administration protect faculty and students from inappropriate pressures or destructive harassments	3.7	4.2	3.4

Although there has not been a documented grievance regarding academic freedom within the past five years, the issue of academic freedom was a concern to the faculty negotiators during the 2007 – 2008 contract negotiations.

Strengths

- There is a problem-solving mentality at the College. College employees see a situation and pitch in to fix it.
- There is a commitment to and movement toward aligning policy, procedure, and practice documents.
- Instruction has begun the process of correcting differences between program planning guides, the catalog content, and material that is posted to the web. A new Program Planning Guide template has been created that will serve as the single document from which State Board information, student information handouts, and marketing materials can be accessed.

Challenges

- The existence of multiple websites with independent webmasters/system administrators has led to the publication of some inconsistent information.
- Data integrity could be compromised by the number of conflicting documents that exist and are made public.
- The origin and history of official documents is unclear leading to the potential use of outdated information.

Future Directions/Recommendations

- Revise the Board of Trustees Manual and College Handbook to create coherent, accurate, and accessible tools for the College.
- Create a method for determining when source documents were created, reviewed, and revised.
- Establish a mechanism for assuring that web-based content is accurate and timely.
- Clearly communicate what elements are required for each type of published material and make those elements easily accessible to authorized users.

STANDARD 9 – EXHIBITS

Exhibits Referenced in Narrative

9.A.1   Survey Results, Standards 5, 6 and 9
9.A.2   College Handbook
9.A.3   Faculty Master Agreement
9.A.4   Classified Union Contract
9.A.5   Board Policy Manual
9.A.6   Report from Susan Kostick, dated June 15, 2010
9.A.7   South Puget Sound Community College Ethics Handbook

Required Documentation (not referenced in narrative)

N/A

Required Exhibits (not referenced in narrative):

1. College Catalog 2009 – 2010
2. Winter, Spring, and Summer Catalog of offerings: Hawks Prairie Center
3. Links to College websites

Suggested Materials (not referenced in narrative)

N/A

SOUTH
PUGET
SOUND
COMMUNITY
COLLEGE

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