

YEAR SEVEN SELF-EVALUATION REPORT

Prepared for the Northwest Commission on
Colleges and Universities for a Fall 2018 Visit

Submitted Sept. 4, 2018



South Puget Sound
COMMUNITY COLLEGE



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Colleges and Universities for
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Table of Contents

Institutional Overview.....	1
Basic Institutional Data Form	3
Preface	23
Standard 1: Mission, Core Themes, and Expectations.....	27
Executive Summary of Eligibility Requirements 1, 2, and 3.....	28
1.A: Mission	29
1.B: Core Themes.....	30
Standard 2: Resources and Capacity.....	41
Executive Summary of Eligibility Requirements 4 through 21.....	42
2.A: Governance.....	46
2.B: Human Resources	64
2.C: Education Resources	70
2.D: Student Support Resources.....	81
2.E: Library and Information Resources	92
2.F: Financial Resources	96
2.G: Physical and Technological Infrastructure.....	104
Standard 3.A: Institutional Planning	111
3.A: Institutional Planning	112
Standard 3.B, 4.A, and 4.B: Core Theme Planning, Assessment, and Improvement.....	117
Executive Summary of Eligibility Requirements 22 and 23.....	118
3.B: Core Theme Planning.....	118
4.A: Assessment	119
4.B: Improvement	119
Standard 5: Mission Fulfillment, Adaptation and Sustainability	137
Executive Summary of Eligibility Requirement 24	
5.A: Mission Fulfillment	138
5.B: Adaptation and Sustainability	141
Conclusion	144

INSTITUTIONAL OVERVIEW

South Puget Sound Community College (SPSCC), a public two-year institution of higher education, provides transfer, professional technical, pre-college, and transition studies curriculum to approximately 8,000 students annually. In addition, the college's corporate and continuing education program serves more than 7,500 students a year. In fall 2017, 47% of SPSCC students were enrolled in academic transfer programs, 31% in workforce programs, and 8% in basic skills programs. The college also served 1,200 Running Start (Washington State's dual high school/college program) students in 2017. The average student age was 28 and 22% were students of color.

SPSCC is one of thirty-four Washington State community and technical colleges. The college has been a vital component of its Olympia, Washington, community since its 1962 founding as Olympia Vocational Technical Institute (OVTI). OVTI subsequently merged with Centralia College in 1967, changed its name to Olympia Technical Community College in 1976, and adopted its current name of South Puget Sound Community College in 1984. Now in its fifty-fifth year, the college serves students on its main Mottman Road campus and a campus located in nearby Lacey, Washington.

SPSCC's mission is "to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region." The concept of student success underpins all aspects of the college's work as stated in and monitored through its strategic plan. The current strategic plan, adopted in 2014, is structured around five core themes:

- Core Theme 1: Expand Student Retention and Completion
- Core Theme 2: Inspire Teaching and Learning Excellence
- Core Theme 3: Advance Equity and Embrace Diversity
- Core Theme 4: Champion Innovation
- Core Theme 5: Build Community

The themes, which inform campus initiatives and projects, are supported by strategic objectives and measurable achievement indicators. With significant input from the college community, the college executive team develops an annual operational plan based on the themes, objectives, and indicators, and the executive team annually reports to the board of trustees on college success and challenges in reaching the indicators. Major recent accomplishments of the college in relation to the core themes include, but are not limited to, being awarded a five-year \$500,000 College Spark Grant to implement guided pathways (Expand Student Retention and Completion); opening the college's Center for Teaching and Online Learning and the college's Center for Transition Studies (Inspire Teaching and Learning Excellence); and achieving record-breaking fundraising in the past five years (Build Community).

While the college has been successful in fulfilling its mission, it has also encountered challenges, the two greatest of which have been adopting appropriate technology to support student success and adjusting to declining state funding. Meeting these challenges, however, has positioned the college well for continuous improvement and financial stability.

Student and college success is supported by various technology platforms. In recent years, the college has upgraded its campus information technology infrastructure. The college supports student needs by strategically adopting software such as Compass, which integrates advising, scheduling, and “nudges” to help students pursue and complete educational pathways; the Primo discovery system and statewide Alma platform adopted by the college library; Canvas, the college’s learning management system; institutional data dashboards; and NeoGov, a recruiting and hiring system. These systems contribute to student success by providing enhanced learning opportunities and building a diverse and qualified staff and faculty. In addition, the college replaces hardware, including computers, laptops, projectors, and other classroom tools, on a regular schedule. Students have dependable access to wireless systems, computer labs, and printers for use in completing course assignments.

In the past several years, Washington State has grappled with addressing the McCleary school-funding mandate, in which state courts have mandated that K-12 education be funded more robustly and fairly. Consequently, most new state education funding has been directed at K-12, resulting in reduced higher education budgets. SPSCC has responded to these cuts by building and expanding its revenue-earning programs, including corporate and continuing education, events management, and catering. Growth in the college’s Running Start program (Washington State’s dual high school/college program) has also helped offset declining state funding. In combination with careful fiscal management, these efforts have resulted in financial stability that enables the college to fulfill its mission.

The college also participates in a task-force of two- and four-year state higher education institutions to lobby for more legislative funding by highlighting how education benefits both students and their communities. SPSCC is able to contribute strong evidence for this lobbying effort. A 2017 analysis investigated the college’s economic impact on the business community and the benefits that the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The study shows that in the 2014-15 fiscal year, SPSCC made a \$316.1 million impact on Thurston County, and provided an annual rate of return on investment of 15.4% for students and 10.4% for taxpayers. In addition, the college directly lobbies the state legislature, emphasizing such achievements as SPSCC having been designated a 2017 top 50 community college by College Choice, a free online resource that helps students search for colleges. The college was also identified in 2016 and 2018 by the Aspen Institute College Excellence Program as one of the nation’s 150 best community colleges.

BASIC INSTITUTIONAL DATA FORM

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

Institutional Information

Name of Institutional: South Puget Sound Community College

Mailing Address: 2011 Mottman Drive SW
Address 2: _____
City: Olympia
State/Province: WA
Zip/Postal Code: 98512
Main Phone Number: 360-596-5200
Country: US

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Timothy
Last Name: Stokes
Position (President, etc.): President
Phone: 360-596-5498
Fax: 360-586-3570
Email: tstokes@spscc.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Michelle
Last Name: Andreas
Position (President, etc.): Vice President for Instruction
Phone: 360-596-5208
Fax: _____
Email: mandreas@spscc.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Albert
Last Name: Brown
Position (President, etc.): Vice President of Administrative Services
Phone: 360-596-5250
Fax: _____
Email: abrown@spscc.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
- Specialized
- Health-Centered

- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree Levels *(Choose all that apply)*

- Associate
- Baccalaureate
- Master

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

Calendar Plan *(Choose one that applies)*

- Semester
- Quarter

- 4-1-4
- Trimester
- Other (specify): _____

Institutional Control

- City
- County
- State
- Federal
- Tribal

- Public
 - Non-Profit
- OR
- Private/Independent
 - For-Profit

Students (all locations)

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

Official Fall: 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2017</u>	One Year Prior: <u>2016</u>	Two Years Prior: <u>2015</u>
Undergraduate	2837.1	2786.1	2684.9
Graduate			
Professional			
Unclassified	724.3	749	773.1
Total all levels	3561.4	3535.1	3458.0

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

Official Fall: 2017 (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2017</u>	One Year Prior: <u>2016</u>	Two Years Prior: <u>2015</u>
Undergraduate	2358	2349	2230
Graduate			
Professional			
Unclassified	501	516	530
Total all levels	2859	2865	2760

Faculty (all locations)

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

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

Total Number: 92 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	92	144		11	4	57	4	16
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

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

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$59,032	11.6
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

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

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

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

New Degree/Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2018 – 2019 (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

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

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites

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

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

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

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
South Puget Sound CC: Lacey Campus	4220 6 th Ave. SE	Lacey, WA. 98503	Associate in Arts - DTA	29	512	34
South Puget Sound CC: Lacey Campus	4220 6 th Ave. SE	Lacey, WA. 98503	AAS – Advanced Manufacturing	10	32	1

Distance Education

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

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

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
South Puget Sound CC – Main Campus	2011 Mottman Road SW, Olympia, WA 98512	Associate in Arts DTA	Associate in Arts DTA	3103	Yes	N/A

Programs and Academic Courses Offered at Sites Outside the United States

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

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

Programs and Academic Credit Offered at Sites outside the United States

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

Capital Budget Status FY 2015, FY 2016, and FY 2017

South Puget Sound Community College Capital Budget Status as of June 2015 - Final															
ORM Proj #	Appr #	SBCIC Proj #	Fund	Description	Appropriation	To Art Commission	Unallotted	Allocations	Balance carry forward Jun- 14 Final	GA1335 L6505	GA1335 L6510 & L6514 Adjustments	Manual Adjustments	Expenditures thru June 2015	6410 Encumbered as of June 2015	Uncommitted as of June 2015
				Prior Biennium Projects	8,193,018	98,000	-	8,095,018	1,231,815.27	337,121.01	894,694.26	-	1,231,815.27	-	0
20062698	K00	902-DFQA	K256	Learning Resource Center	40,383	-	-	40,383	-	-	-	-	-	-	0
30000461	K06	902-DFQB	K205	Minor Works: Preservation	39,777	-	-	39,777	39,777.00	20,987.00	-	-	39,777.00	-	0
30000504	K11	902-DFQE	K200	Site Repair - Elec. Vault	39,740	-	-	39,740	36,005.00	-	-	-	36,005.00	-	0
30000504	K11	902-DFQF	K201	Site Repair - Data Vault	34,161	-	-	34,161	34,161.00	30,499.61	-	-	34,161.00	-	0
30000504	K11	902-DFQG	K202	Site Repair - Roadway	99,476	-	-	99,476	85,109.07	38,123.87	-	-	85,109.07	-	0
30000505	K11	902-DFQH	K203	Site Repair - Drip Edges	258,952	-	-	258,952	194,383.75	(22,839.18)	-	-	194,383.75	-	0
30000505	K11	902-DFQI	K198	Fac Repair - Bldg 25 HVAC	427,407	-	-	427,407	386,453.86	(18,497.75)	-	-	386,453.86	-	0
30000505	K13	902-DFQD	K199	Fac Repair - Bldg 27 HVAC	174,682	-	-	174,682	143,746.74	2,896.80	-	-	146,643.54	-	0
30000505	R10	910-DFYH	BD9H	HP Wetland Consolidation	368,994	-	-	368,994	238,690.46	-	-	-	238,690.46	-	0
30000505	R10	910-DFYI	BD9I	Commerce-HVAC/Light	154,609	-	-	154,609	52,521.98	-	-	-	52,521.98	-	0
30000505	R10	902-DFQ1	K310	Ecology-Stormwater	155,101	-	-	155,101	17,040.53	-	-	-	17,040.53	-	0
30000505	R10	902-DFQ4	K310	Ecology-Stormwater 2	91,229	-	-	91,229	11,049.93	-	-	-	11,049.93	-	0
30000505	R10	902-DFQ3	K327	Stormwater Retrofit 2	8,164	-	-	8,164	8,164.09	-	-	-	8,164.09	-	0
30000505	R10	902-DFQP	K446	Rowe Six (Purchase Property)	218,456	-	-	218,456	-	-	-	-	-	-	0
30000505	R10	902-DFQP	K446	Rowe Six (Purchase Property)	2,460,421	98,000	-	10,206,149	-	-	-	-	2,325,343	-	135,078
30000807	S23	904-L028	L028	Emergency Repairs & Improvements	267,400	-	-	267,400	165,278.68	-	-	-	165,278.68	-	0
30000883	S06	904-L199	L199	Replace Flashings Tech Ed Center	44,000	-	-	44,000	44,000.00	34,515.20	9,484.80	-	44,000.00	-	0
30000917	S07	904-L148	L148	Repair - HVAC Systems in B31, 32 & 33	161,000	-	-	161,000	161,000.00	102,179.60	58,820.40	-	161,000.00	-	0
30000961	S09	904-L223	L223	Site Repair - Berm & Inlet Structure	219,000	-	-	219,000	216,601.00	169,438.32	47,162.68	-	216,601.00	-	0
30000961	S09	904-L224	L224	Site Repair - Root Pruning & Curb, Gutt	51,000	-	-	51,000	13,502.40	(377.60)	13,880.00	-	13,502.40	-	0
30000961	S09	904-L225	L225	Site Repair - Sump Pumps & Assoc Pow	66,000	-	-	66,000	66,000.00	-	-	-	66,000.00	-	0
30000961	S09	904-L226	L226	Site Repair - ADA Parking Redesign	87,000	-	-	87,000	87,000.00	2,350.87	84,649.13	-	87,000.00	-	0
30000961	S09	904-L227	L227	Site Repair - Road and Potholes	120,000	-	-	120,000	120,000.00	-	120,000.00	-	120,000.00	-	0
30000751	S21	904-L271	L271	Reconfigure Admin B25	291,162	-	-	291,162	291,162.00	60,181.45	230,980.55	-	291,162.00	-	0
30000751	S22	904-L336	L336	Reconfigure Admin B25	176,075	-	-	176,075	176,075.00	16,060.62	158,440.75	1,573.63	176,075.00	-	0
30000972	R10	904-L313	L313	Commerce Grant/Rebates/COP	907,000	-	-	907,000	757,277.83	28,200.00	729,077.83	-	757,277.83	-	0
30000972	R10	904-L313	L313	Renovate Lacey Campus (COP)	5,000,000	-	-	5,000,000	4,723,715.04	-	4,723,715.04	-	4,723,715.04	-	0
30000972	R10	904-L480	L480	Lacey Bond Issn Cost	-	-	-	65,012.77	-	-	-	-	65,012.77	-	0
30000972	R10	904-L409	L409	Renovation Lacey Campus	5,000,000	-	-	5,000,000	4,739,691.31	860,121.36	3,748,562.04	758.27	4,609,441.67	-	130,249.64
30000972	R10	904-L410	L410	SUB Remodel - Phase 2	730,000	-	-	730,000	730,000.00	-	631,092.17	-	631,092.17	-	98,907.83
30000461	K06	904-L488	L488	Bldg 31/34 Water Mgn	369,660	-	-	369,660	-	42,747.02	13,066.20	2,591.96	58,405.18	-	311,254.82
					13,489,297	-	-	13,554,310	12,291,303	-	-	-	12,185,563.74	-	540,412
91000043	S10	992-L305	L305	Preventative Facility M&O **	638,000	-	-	638,000	319,000	-	319,000.00	-	319,000.00	-	-
				** This is not a specific project. This is the amount transferred from operating funds to capital.											
				TOTAL CAPITAL PROJECTS	24,431,446	98,000	-	24,398,459	15,070,724	-	-	-	14,829,906.75	-	675,490.22

South Puget Sound Community College
Capital Budget Status
as of June 30, 2016

OFM Proj #	Appr #	SBTC Proj #	Fund	Description	Appropriation	To Art Commission	Unallotted	Allocations	GAI1335 L6505	GAI1335 L6510 & L6514	Manual Adjustments	Expenditures thru June 2016	Encumbered as of June 2016	Uncommitted as of June 2016	
				<u>Prior Biennium Projects</u>											
	R10	910-DPVB	BD9H	147 HP Wetland Consolidation	35,000	-	-	35,000	234,00	15,596.29	-	15,830.29	-	19,169.71	
	R10	904-L409	L409	147 Renovation Lacey Campus	130,248	-	-	130,248	-	130,249.00	-	130,249.00	-	0.00	
	R10	904-L410	L410	147 SUB Remodel - Phase 2	98,907	-	-	98,907	-	10,613.62	-	10,613.62	-	88,293.38	
	R10	905-M389	M389	147 Building 25 Renovation - Phase 2	100,000	-	-	100,000	-	99,999.99	-	99,999.99	-	(0.00)	
	R10	905-M391	M391	147 Lacey Campus Development	2,280,000	-	-	2,280,000	-	2,276,563.70	-	2,276,563.70	-	3,436.30	
	R10	905-M453	M453	147 Craft Brewing & Distilling Center program review	50,000	-	-	50,000	11,604.91	-	-	11,604.91	-	38,395.09	
					2,694,155	-	-	2,694,155	-	-	-	2,544,861.51	-	149,294.48	
				<u>15-17 Appropriations</u>											
30001106	T00	905-M057	M057	060 Repair - emergency & improvement (RMI)	307,900	-	-	307,900	110,628.52	28,825.85	-	139,454.37	-	168,445.63	
30001106	T00	905-M417	M417	060 Emergency funds-Repair roof leaks (16, 21, 28, 31 & 35)	41,439	-	-	41,439	33,630.92	7,474.30	-	41,105.22	-	333.78	
30001182	T02	905-M219	M219	060 Repair - high-bay mounted light fixtures, KIM Center	138,000	-	-	138,000	-	-	-	-	-	138,000.00	
30001182	T02	905-M220	M220	060 Replace smoke damper & actuators, Family Ed Center	-	-	-	-	-	-	-	-	-	0.00	
30001182	T02	905-M221	M221	060 Replace 12 heat pumps, Gymnasium	563,000	-	-	563,000	-	-	-	-	-	563,000.00	
30001182	T02	905-M222	M222	060 Replace 30 drinking fountains	-	-	-	-	-	-	-	-	-	0.00	
30001038	T34	905-M328	M328	057 Classroom & computer lab upgrades	594,000	-	-	594,000	116,117.48	14,367.80	-	130,485.28	-	463,514.72	
30001106	T00	905-M379	M379	060 Water intrusion proj continuation, Bldgs 20, 31, 32 & 34 (ref)	311,254	-	-	311,254	3,444.00	215,532.33	-	218,976.33	-	92,277.67	
	T02	905-M445	M445	060 Repair wall between Welding/Shipping/Receiving	34,000	-	-	34,000	-	33,528.46	-	33,528.46	-	471.54	
	T02	905-M447	M447	060 Replace door hardware at multiple building on campus	47,000	-	-	47,000	-	-	-	-	-	47,000.00	
					2,036,593	-	-	2,036,593	-	-	-	563,549.66	-	1,473,043.34	
30001286	T72	905-M024	M024	060 Repair - preventative maint & bldg system	638,000	-	-	638,000	-	239,250.00	-	239,250.00	-	398,750.00	
				** This is not a specific project. This is the amount transferred from operating funds to capital.											
				TOTAL CAPITAL PROJECTS	5,368,748	-	-	5,368,748	-	-	-	3,347,661.17	-	2,021,087.82	

South Puget Sound Community College														
Capital Budget Status														
as of June 30, 2017														
OFM Proj #	Apr #	SBCTC Proj #	Fund	Description	Appropriation	To Art Commission	Unallotted	All locations	GA1335 L6505	GA1335 L6510 & L6514	Manual Adjustments	Expenditures thru June 2017	6410 Encumbered as of June 2017	Uncommitted as of June 2017
				Local Fund Projects										
--	R10	910-DFH	BD9H	147 HP Wetland Consolidation	35,000	-	-	35,000	1,110.64	33,889.36	-	35,000.00	-	0.00
--	R10	904-1409	M409	147 Renovation Lacey Campus--CLOSED	130,249	-	-	130,249	-	130,249.00	-	130,249.00	-	0.00
--	R10	904-1410	M410	147 SUB Remodel - Phase 2--PROJECT COMPLETE; CLOSED	10,614	-	-	10,614	-	10,613.62	-	10,613.62	-	0.00
--	R10	906-M389	M389	147 Building 25 Renovation - Phase 2--CLOSED	100,000	-	-	100,000	-	99,999.99	-	99,999.99	-	0.00
--	R10	906-M391	M391	147 Lacey Campus Development	2,280,000	-	-	2,280,000	-	2,280,000.00	-	2,280,000.00	-	0.00
--	R10	906-M453	M453	147 Craft Brewing & Distilling Center program review-CLOSED	18,170	-	-	18,170	-	18,169.50	-	18,169.50	-	0.00
--	R10	906-M458	M458	147 Bldg 28 Renovations--Transitions Studies	400,000	-	50,000	350,000	195,717.14	154,282.86	-	350,000.00	-	0.00
--	R10	906-M487	M487	147 Percival Creek Footbridge Restoration	25,000	-	7,394	17,606	-	7,605.68	10,000.00	17,605.68	-	0.00
--	R10	906-M488	M488	147 Commerce grant Bldg 31 HVAC improvements-CLOSED	378,011	-	-	378,011	-	-	378,011.00	378,011.00	-	0.00
					3,377,043	-	57,394	3,319,649	196,827.78	2,734,810.01	388,011.00	3,319,648.79	-	0.00
				15-17 Appropriations										
30001106	T00	906-M057	M057	060 Repair - emergency & improvement (RMI)	307,900	-	-	307,900	15,252.08	292,647.92	-	307,900.00	-	0.00
30001106	T00	906-M417	M417	060 Emergency funds-Repair roof leaks - CLOSED	45,086	-	-	45,086	-	45,086.00	-	45,086.00	-	0.00
30001182	T02	906-M219	M219	060 Repair - high-bay mounted light fixtures, KJM Center	73,300	-	-	73,300	-	73,300.00	-	73,300.00	-	0.00
30001182	T02	906-M220	M220	060 Replace smoke damper & actuators - CLOSED	-	-	-	-	-	-	-	-	-	0.00
30001182	T02	906-M221	M221	060 Replace 12 heat pumps, Gymnasium	340,000	-	-	340,000	-	340,000.00	-	340,000.00	-	0.00
30001182	T02	906-M222	M222	060 Replace 30 drinking fountains - CLOSED	-	-	-	-	-	-	-	-	-	0.00
30001038	T34	906-M328	M328	057 Classroom & computer lab upgrades	-	-	-	-	-	-	-	-	-	0.00
30001106	T00	906-M379	M379	060 Water intrusion proj continuation, Bldgs 20, 31, 32 & 34 (re)	594,000	-	-	594,000	-	594,000.00	-	594,000.00	-	0.00
--	T02	906-M445	M445	060 Repair wall between Welding/Shipping/Receiving	311,254	-	-	311,254	-	311,254.00	-	311,254.00	-	0.00
--	T02	906-M447	M447	060 Replace door hardware at multiple building on campus	34,000	-	-	34,000	-	34,000.00	-	34,000.00	-	0.00
--	T02	906-M511	M511	060 Facility repair-sewer line replacement	52,613	-	-	52,613	-	52,613.00	-	52,613.00	-	0.00
	T00	906-M516	M516	060 ERF--Bldg 34 south entrance & elevator repair	64,700	-	-	64,700	-	64,700.00	-	64,700.00	-	0.00
30001182	T02	906-M560	M560	060 Replace HVAC system identified as deficiency.	14,510	-	-	14,510	-	14,510.00	-	14,510.00	-	0.00
	T00	906-M576	M576	060 HazMat-Building 27 sewer waste lines	223,000	-	-	223,000	-	223,000.00	-	223,000.00	-	0.00
	T00	906-M584	M584	060 Repair-emergency & improvement (RMI)	52,071	-	-	52,071	-	52,071.46	-	52,071.46	-	0.00
	T00	906-M592	M592	060 Building 22 Sewer Line replacement	16,000	-	-	16,000	16,000.00	-	-	16,000.00	-	0.00
					30,610	-	-	30,610	30,610.00	-	-	30,610.00	-	0.00
					2,159,044	-	-	2,159,044	61,862.08	-	-	2,159,044.46	-	0.00
30001286	T72	906-M024	M024	060 Repair - preventative maint & bldg system	638,000	-	-	638,000	-	638,000.00	-	638,000.00	-	0.00
				** This is not a specific project. This is the amount transferred from operating funds to capital.										
				TOTAL CAPITAL PROJECTS	6,174,088	-	57,394	6,116,693	6,116,693.25	-	-	6,116,693.25	-	0.00

Financial Documents FY 2015

South Puget Sound Community College
Statement of Net Position
June 30, 2015

Assets

Current assets

Cash and cash equivalents	7,049,937
Accounts Receivable	3,089,813
Inventories	502,838
Prepaid Expenses	196,876

Total current assets 10,839,464

Non-Current Assets

Capital assets, net of depreciation	137,127,940
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Total non-current assets 137,127,940

Total assets 147,967,404

Deferred Outflows of Resources

Deferred outflows of resources related to pensions	917,622
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Total deferred outflows of resources 917,622

Liabilities

Current Liabilities

Accounts Payable	1,844,775
Accrued Liabilities	1,426,285
Compensated absences	808
Deposits Payable	11,579
Unearned Revenue	1,264,136
Leases and Certificates of Participation Payable	430,000

Total current liabilities 4,977,583

Noncurrent Liabilities

Compensated Absences	2,105,010
Pension Liability	4,537,830
Long-term liabilities	5,625,000

Total non-current liabilities 12,267,840

Total liabilities 17,245,423

Deferred Inflows of Resources

Deferred inflows of resources related to pensions	1,842,407
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Total deferred inflows of resources 1,842,407

Net Position

Net Investment in Capital Assets	131,076,311
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Restricted for:

Institutional Financial Aid	657,481
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Unrestricted	(1,936,597)
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Total Net Position 129,797,196

Total Liabilities, deferred inflow, and Net Position 148,885,026

Total assets & deferred outflow 148,885,026

The notes to the financial statements are an integral part of this statement

South Puget Sound Community College
Statement of Cash Flows
For the Year Ended June 30, 2015

Cash flow from operating activities	
Student tuition and fees	13,793,910
Grants and contracts	9,741,096
Payments to vendors	(4,805,193)
Payments for utilities	(1,324,272)
Payments to employees	(21,264,791)
Payments for benefits	(6,628,061)
Auxiliary enterprise sales	1,532,953
Payments for scholarships and fellowships	(8,764,592)
Other receipts (payments)	(5,314,347)
Net cash used by operating activities	<u>(23,033,297)</u>
Cash flow from noncapital financing activities	
State appropriations	15,676,765
Pell grants	5,881,407
Building fee remittance	(1,362,289)
Innovation fund remittance	(347,900)
Net cash provided by noncapital financing activities	<u>19,847,983</u>
Cash flow from capital and related financing activities	
Proceeds of capital debt	5,001,150
Capital appropriations	2,360,458
Purchases of capital assets	(9,932,702)
Principal paid on capital debt	(410,000)
Interest paid	(234,767)
Net cash used by capital and related financing activities	<u>(3,215,861)</u>
Cash flow from investing activities	
Income of investments	<u>4,313</u>
Net cash provided by investing activities	<u>4,313</u>
Decrease in cash and cash equivalents	(6,396,862)
Cash and cash equivalents at the beginning of the year	<u>13,446,799</u>
Cash and cash equivalents at the end of the year	<u><u>7,049,937</u></u>

The notes to the financial statements are an integral part of this statement

South Puget Sound Community College
 2014-15 Operating Budget
 through June 30, 2015 - FINAL

	FY 13-14 FTD 6/30/14 (Actual)	FY 13-14 Year End (Actual)	FY 14-15 FTD 6/30/15 (Actual)	FY 14-15 Year End Forecast	FY 14-15 Revised Adopted Budget	Variance YTD
Operating Revenue						
<u>State Allocation:</u>						
Restricted	1,705,455	1,705,455	1,638,272	1,183,093	1,183,093	(67,183)
Unrestricted	13,723,482	13,723,482	13,246,332	13,246,332	13,246,332	(477,150)
Sub-Total State Allocation	\$ 15,428,937	\$ 15,428,937	\$ 14,884,604	\$14,429,425	\$ 14,429,425	\$ (544,333)
<u>Local Revenue</u>						
Tuition Operating Fees	11,063,320	11,063,320	10,898,355	10,599,000	10,599,000	(164,965)
Excess Enrollment (Bldg, S&A, Intl Aid)	94,288	94,288	55,447	25,000	25,000	(38,841)
Running Start Program	3,062,038	3,062,038	3,721,264	3,543,087	3,543,087	659,226
Matriculation Fee	-	-	48,027	60,000	60,000	48,027
Community Education	20,000	20,000	20,000	20,000	20,000	-
Sub-Total Local Revenue	\$ 14,239,646	\$ 14,239,646	\$ 14,743,093	\$14,247,087	\$ 14,247,087	\$ 503,447
Total Operating Revenues	\$ 29,668,583	\$ 29,668,583	\$ 29,627,697	\$28,676,512	\$ 28,676,512	\$ (40,886)
Operating Expense (by program)						
Instruction	\$ 13,458,889	\$ 13,458,889	\$ 12,626,265	12,493,378	\$ 12,493,378	(832,624)
Primary Academic Support	\$ 1,759,357	\$ 1,759,357	\$ 1,794,463	1,847,032	\$ 1,847,032	35,106
Library Services	\$ 751,576	\$ 751,576	\$ 693,066	694,677	\$ 694,677	(58,510)
Student Services	\$ 3,659,035	\$ 3,659,035	\$ 3,520,237	3,574,411	\$ 3,574,411	(138,798)
Institutional Support	\$ 5,562,466	\$ 5,562,466	\$ 5,339,969	5,605,716	\$ 5,605,716	(222,497)
Plant Operations	\$ 3,765,324	\$ 3,765,324	\$ 5,020,320	4,085,267	\$ 4,085,267	1,254,996
Equipment Pool	\$ 355,197	\$ 355,197	\$ 379,734	376,031	\$ 376,031	24,537
Total by Program Expense	\$ 29,311,844	\$ 29,311,844	\$ 29,374,054	\$28,676,512	\$ 28,676,512	\$ 62,210
Operating Surplus (Deficit)	\$ 356,739	\$ 356,739	\$ 253,643	\$ -		\$ (103,096)
Operating Expense (by category)						
	FY 13-14 FTD 6/30/14 (Actual)	FY 13-14 Year End (Actual)	FY 14-15 FTD 6/30/15 (Actual)	FY 14-15 Year End Forecast estimate^	FY 14-15 Revised Adopted Budget	Variance YTD
Salaries and Wages	\$ 18,296,383	\$ 18,296,383	\$ 17,940,499	17,728,372	\$ 17,728,372	(355,883)
Employee Benefits	\$ 6,130,000	\$ 6,130,000	\$ 5,582,454	5,711,997	\$ 5,711,997	(547,547)
Professional Service Contracts	\$ 126,025	\$ 126,025	\$ 247,502	104,118	\$ 104,118	121,477
Goods and Other Services	\$ 4,351,718	\$ 4,351,718	\$ 4,396,739	4,486,047	\$ 4,486,047	45,021
Travel	\$ 218,303	\$ 218,303	\$ 209,150	153,777	\$ 153,777	(9,153)
Equipment	\$ 720,693	\$ 720,693	\$ 1,142,811	678,691	\$ 678,691	422,118
Grants, Benefits, and Client Services	\$ 418,201	\$ 418,201	\$ 384,794	389,529	\$ 389,529	(33,407)
Debt Services	\$ -	\$ -	\$ 308,017	308,017	\$ 308,017	308,017
Transfer of Expenses - Budgeted	\$ (949,478)	\$ (949,478)	\$ (837,912)	(884,036)	\$ (884,036)	111,566
Total Operating Expense	\$ 29,311,844	\$ 29,311,844	\$ 29,374,054	\$28,676,512	\$ 28,676,512	\$ 62,210

Financial Documents FY 2016

South Puget Sound Community College
Statement of Net Position
June 30, 2016

Assets

Current Assets

Cash and cash equivalents	7,711,047
Accounts receivable	2,768,124
Prepaid expenses	624,111
Total current assets	11,103,282

Non-current Assets

Capital assets, net of depreciation	134,992,691
Total non-current assets	134,992,691
Total assets	146,095,973

Deferred Outflows of Resources

Deferred outflows of resources related to pensions	1,331,788
Total deferred outflows of resources	1,331,788

Liabilities

Current Liabilities

Accounts payable	899,173
Accrued liabilities	2,988,460
Compensated absences	515
Deposits payable	15,597
Unearned revenue	1,660,523
Certificates of participation payable	445,000
Total current liabilities	6,009,268

Non-current Liabilities

Compensated absences	2,202,002
Pension liability	5,739,105
Certificates of participation payable	5,180,000
Total non-current liabilities	13,121,107
Total liabilities	19,130,375

Deferred Inflows of Resources

Deferred inflows of resources related to pensions	859,562
Total deferred inflows of resources	859,562

Net Position

Net Investment in Capital Assets	129,367,691
Restricted for:	
Institutional Financial Aid	634,018
Unrestricted	(2,563,885)
Total net position	127,437,824

The notes to the financial statements are an integral part of this statement

South Puget Sound Community College
Statement of Cash Flows
For the Year Ended June 30, 2016

Cash flow from operating activities	
Student tuition and fees	12,017,863
Grants and contracts	10,149,022
Payments to vendors	(3,981,796)
Payments for utilities	(777,558)
Payments to employees	(21,835,545)
Payments for benefits	(7,365,374)
Auxiliary enterprise sales	998,549
Payments for scholarships and fellowships	(7,803,248)
Other payments	(393,287)
Net cash used by operating activities	<u>(18,991,374)</u>
Cash flow from noncapital financing activities	
State appropriations	15,531,143
Pell grants	5,813,315
Building fee remittance	(1,324,222)
Innovation fund remittance	(313,745)
Net cash provided by noncapital financing activities	<u>19,706,491</u>
Cash flow from capital and related financing activities	
Capital appropriations	2,008,945
Capital funding - Foundation	16,123
Purchases of capital assets	(1,404,189)
Principal paid on capital debt	(430,000)
Interest paid	(247,800)
Net cash used by capital and related financing activities	<u>(56,921)</u>
Cash flow from investing activities	
Income of investments	2,914
Net cash provided by investing activities	<u>2,914</u>
Increase in cash and cash equivalents	661,110
Cash and cash equivalents at the beginning of the year	<u>7,049,937</u>
Cash and cash equivalents at the end of the year	<u><u>7,711,047</u></u>

The notes to the financial statements are an integral part of this statement

South Puget Sound Community College
 2015-16 Operating Budget
 through June 30, 2016 - FINAL

<u>REVENUE</u>	FY 15 Year End (Actual)	FY 16 Year End (Actual)	FY 16 Year End Forecast	FY 16 Adopted Budget	Variance FY15 to FY16 (Actual)	Variance FY16 Actual to Budget
State Allocation:						
Restricted	1,638,272	1,590,901	1,113,866	1,140,276	(47,371)	450,625
Unrestricted	13,246,332	14,588,873	14,588,873	14,456,944	1,342,541	131,929
5% Tuition Backfill	-	491,080	491,080	491,080	491,080	-
Sub-Total State Allocation	\$ 14,884,604	\$ 16,670,854	\$ 16,193,819	\$ 16,088,300	\$ 1,786,250	\$ 582,554
Local Revenue:						
Tuition Operating Fees	10,898,355	9,814,909	9,822,850	9,608,240	(1,083,446)	206,669
Running Start Program	3,721,264	4,842,200	5,147,000	4,639,829	1,120,936	202,371
Other	103,474	115,717	141,500	141,500	12,243	(25,783)
Sub-Total Local Revenue	\$ 14,723,093	\$ 14,772,826	\$ 15,111,350	\$ 14,389,569	\$ 49,733	\$ 383,257
Transfers In:						
from C&CE (Lacey 1 rent)	-	93,750	93,750	93,750	93,750	-
from C&CE (prior year income)	20,000	158,669	158,669	158,669	138,669	-
P-card rebate	-	50,000	50,000	50,000	50,000	-
Sub-Total Transfers In	\$ 20,000	\$ 302,419	\$ 302,419	\$ 302,419	\$ 282,419	\$ -
Total Operating Revenues	\$ 29,627,697	\$ 31,746,099	\$ 31,607,588	\$ 30,780,288	\$ 2,118,402	\$ 965,811
EXPENSE (by program)						
Instruction	12,626,265	13,929,959	13,591,019	13,220,664	1,303,694	709,295
Primary Academic Support	1,794,463	1,799,108	1,907,067	1,907,067	4,645	(107,959)
Library Services	693,066	731,961	757,127	757,127	38,895	(25,166)
Student Services	3,520,237	3,808,278	3,794,944	3,794,944	288,041	13,334
Institutional Support	5,339,969	6,313,831	6,404,046	6,404,046	973,862	(90,215)
Plant Operations	5,020,320	4,305,751	4,316,409	4,316,409	(714,568)	(10,658)
Equipment Pool	379,734	303,882	380,031	380,031	(75,852)	(76,149)
Total by Program Expense	\$ 29,374,054	\$ 31,192,771	\$ 31,150,643	\$ 30,780,288	\$ 1,818,717	\$ 412,483
Operating Surplus (Deficit)	\$ 253,643	\$ 553,328	\$ 456,945	\$ -	\$ 299,685	\$ 553,328
EXPENSE (by category)						
Salaries and Wages	17,940,499	18,756,125	18,650,551	\$ 18,306,196	815,625	449,929
Employee Benefits	5,582,454	6,629,013	6,534,395	\$ 6,508,395	1,046,560	120,618
Professional Service Contracts	247,502	163,434	106,146	\$ 106,146	(84,067)	57,288
Goods and Other Services	4,396,739	4,627,717	5,129,933	\$ 5,129,933	230,978	(502,216)
Travel	209,150	201,904	185,531	\$ 185,531	(7,246)	16,373
Equipment	1,142,811	766,269	542,531	\$ 542,531	(376,542)	223,738
Grants, Benefits, and Client Services	384,794	392,670	345,850	\$ 345,850	7,875	46,820
Debt Services	308,017	342,800	342,800	\$ 342,800	34,783	-
Transfer of Expenses - Budgeted	(837,912)	(687,162)	(687,094)	\$ (687,094)	150,751	(68)
Total Operating Expense	\$ 29,374,054	\$ 31,192,771	\$ 31,150,643	\$ 30,780,288	\$ 1,818,717	\$ 412,483

Financial Documents FY 2017

South Puget Sound Community College
Statement of Net Position
June 30, 2017

Assets

Current Assets

Cash and cash equivalents	15,567,467
Accounts Receivable	2,847,321
Prepaid Expenses	86,402
Total current assets	18,501,190

Non-Current Assets

Capital assets, net of depreciation	126,018,417
Total non-current assets	126,018,417
Total Assets	144,519,607

Deferred Outflows of Resources

Deferred Outflows of Resources related to Pensions	1,793,885
Total Deferred Outflows of Resources	1,793,885

Liabilities

Current Liabilities

Accounts Payable	757,741
Accrued Liabilities	1,150,716
Compensated absences	319
Deposits Payable	2,023
Unearned Revenue	1,372,729
Certificates of Participation Payable	470,000
Total current liabilities	3,753,528

Noncurrent Liabilities

Compensated Absences	2,212,015
Pension Liability	8,902,024
Certificates of Participation Payable	4,710,000
Total non-current liabilities	15,824,039
Total Liabilities	19,577,567

Deferred Inflows of Resources

Deferred Inflows of Resources related to Pensions	714,869
Total Deferred Inflows of Resources	714,869

Net Position

Net Investment in Capital Assets	120,838,417
Restricted for:	
Institutional Financial Aid	634,000
Unrestricted	4,548,638
Total Net Position	126,021,056

The notes to the financial statements are an integral part of this statement

South Puget Sound Community College
Statement of Cash Flows
For the Year Ended June 30, 2017

Cash flow from operating activities	
Student tuition and fees	9,915,449
Grants and contracts	12,658,044
Payments to vendors	(5,477,930)
Payments for utilities	(980,863)
Payments to employees	(22,887,536)
Payments for benefits	(7,777,371)
Auxiliary enterprise sales	323,668
Payments for scholarships and fellowships	(7,646,527)
Other payments	(1,468,989)
Net cash used by operating activities	(23,342,055)
Cash flow from noncapital financing activities	
State appropriations	21,074,660
Pell grants	6,278,208
Building fee remittance	(1,354,109)
Innovation fund remittance	(310,470)
Net cash provided by noncapital financing activities	25,688,289
Cash flow from capital and related financing activities	
Capital appropriations	1,753,807
Purchases of capital assets	(1,290,314)
Proceeds from sale of capital asset	5,717,546
Principal paid on capital debt	(445,000)
Interest paid	(229,050)
Net cash used by capital and related financing activities	5,506,989
Cash flow from investing activities	
Income of investments	3,197
Net cash provided by investing activities	3,197
Increase in cash and cash equivalents	7,856,420
Cash and cash equivalents at the beginning of the year	7,711,047
Cash and cash equivalents at the end of the year	15,567,467

The notes to the financial statements are an integral part of this statement

South Puget Sound Community College
 2015-16 Operating Budget
 through June 30, 2017 - FINAL

<u>REVENUE</u>	FY 16 Year End (Actual)	FY 17 FYTD 6/30/17 (Actual)	FY 17 Adopted Budget	Variance Actual to Prior Year	Variance Actual to Budget
State Allocation:					
Restricted	1,590,901	3,735,812	851,772	2,144,911	2,884,040
Unrestricted	14,588,873	13,458,342	15,326,999	(1,130,531)	(1,868,657)
5% Tuition Backfill	491,080	498,709	491,080	7,629	7,629
Sub-Total State Allocation	\$ 16,670,854	\$ 17,692,863	\$ 16,669,851	\$ 1,022,009	\$ 1,023,012
Local Revenue:					
Tuition Operating Fees	9,814,909	9,486,212	9,620,123	(328,698)	(133,912)
Running Start Program	4,842,200	5,859,665	5,131,240	1,017,465	728,425
International Students (contract)	-	230,702	706,000	230,702	(475,298)
Other	115,717	132,745	135,000	17,028	(2,255)
Sub-Total Local Revenue	\$ 14,772,826	\$ 15,709,324	\$ 15,592,363	\$ 936,498	\$ 116,961
Transfers In:					
from C&CE (Lacey 1 rent)	93,750	125,000	125,000	31,250	-
from C&CE (prior year income)	158,669	476,491	250,000	317,822	226,491
from Barnes & Noble (% of sales)	-	50,000	100,000	50,000	(50,000)
P-card rebate	50,000	50,000	50,000	-	-
Sub-Total Transfers In	\$ 302,419	\$ 701,491	\$ 525,000	\$ 399,072	\$ 176,491
Total Operating Revenues	\$ 31,746,099	\$ 34,103,678	\$ 32,787,214	\$ 2,357,579	\$ 1,316,464
EXPENSE (by program)					
Instruction	13,929,959	14,217,622	13,977,622	287,663	240,000
Primary Academic Support	1,799,108	2,059,403	1,942,359	260,295	117,044
Library Services	731,961	685,678	765,024	(46,283)	(79,346)
Student Services	3,808,278	4,344,436	4,331,361	536,158	13,075
Institutional Support	6,313,831	7,293,060	7,351,502	979,229	(58,442)
Plant Operations	4,305,751	4,211,474	4,082,346	(94,277)	129,128
Equipment Pool	303,882	344,634	337,000	40,752	7,634
Total by Program Expense	\$ 31,192,771	\$ 33,156,307	\$ 32,787,214	\$ 1,963,536	\$ 369,093
Operating Surplus (Deficit)	\$ 553,328	\$ 947,371	\$ -	\$ 394,042	\$ 947,371
EXPENSE (by category)					
	FY 16 Year End (Actual)	FY 17 FYTD 6/30/17 (Actual)	FY 17 Adopted Budget	Variance Actual to Prior Year	Variance Actual to Budget
Salaries and Wages	18,756,125	19,616,795	19,299,681	860,670	317,114
Employee Benefits	6,629,013	7,039,349	7,008,989	410,336	30,360
Professional Service Contracts	163,434	119,048	105,996	(44,386)	13,052
Goods and Other Services	4,627,717	5,114,320	5,400,660	486,603	(286,340)
Travel	201,904	300,251	184,781	98,347	115,470
Equipment	766,269	832,381	685,225	66,112	147,156
Grants, Benefits, and Client Services	392,670	441,296	409,015	48,626	32,281
Debt Services	342,800	340,050	340,050	(2,750)	-
Transfer of Expenses - Budgeted	(687,162)	(647,183)	(647,183)	39,979	-
Total Operating Expense	\$ 31,192,771	\$ 33,156,307	\$ 32,787,214	\$ 1,963,536	\$ 369,093

PREFACE

South Puget Sound Community College submitted its last report to the Northwest Commission on Colleges and Universities in fall 2014. The college has subsequently added the programs and facilities, achieved milestones, and embarked on the student access and success initiatives identified below.

Planning, assessment and improvement

SPSCC has refined its planning, assessment, and improvement processes over the past three years. This work is guided by the college's strategic plan, which defines mission fulfillment through five core themes: Expand student retention and completion; Inspire teaching and learning excellence; Advance equity and embrace diversity; Champion innovation; and Build community. The core themes are supported by strategic objectives and measured by achievement indicators. An operational plan is developed biennially with input from the college community, which identifies strategies to accomplish the achievement indicators and reach mission fulfillment. Annual work unit plans are developed to support the biennial operational plan. The college community annually reviews progress towards mission fulfillment.

Curriculum

Brewing and Distilling

SPSCC has collaborated with the community and a board of industry advisors to develop a degree program for Craft Brewing and Distilling, being implemented in fall 2018 to prepare students to enter the industry with a solid understanding of the science, technology, business, and creative elements essential for successful employment. Along with business skills and legal components of the craft beverage industry, students will learn about production processes, including the sourcing of raw materials, essential safety and maintenance skills, and the fundamentals of flavor and product analysis.

Enhancing Student Success

The college has revised the outcomes for its Human Development 101: Enhancing Student Success course. The new college success course focuses on effective study skills, campus resources, career and pathway options, personal growth, and lifelong learning and success. The college's instructional council has approved a gradual scale-up of the course, which will be required for all students by the 2019-20 academic year.

Facilities

Lacey Campus

In September 2015, SPSCC opened a new campus in nearby Lacey, Washington. The Lacey campus provides general education classrooms and computer labs; houses the college's corporate and continuing education program; and provides space for the South Puget Sound Business Resource Center, a partnership between the college and the Thurston County Economic Development Council. Students at the Lacey campus have access to the program of studies required for the college's Associate of Arts (AA) degree and the same support services available to students on the main SPSCC campus.

Transition Studies

SPSCC opened a spacious new Center for Transition Studies in December 2017. Programs located in the center are dedicated to the success of adult learners and include adult basic education; English as a second language; High School 21+ and GED; integrated basic education and skills training; integrated English language and civics education; and intensive English for international students. The center includes four general classrooms, two computer labs, conference rooms, study rooms, and faculty offices.

Initiatives

Compass

The adoption of Compass, a web-based advising tool, has improved the college's student support services. Compass engages students by keeping them informed and prompting them to act when necessary. Students, faculty, and staff can provide digital alerts or flags to identify and address student needs. Faculty can nurture students by providing kudos to recognize performance improvements and outstanding contributions. The tool allows students to receive various forms of appropriate support and encouragement at different points in their educational experience.

Guided Pathways

In 2015, College Spark Washington and the Washington State Board for Community and Technical Colleges awarded the college a five-year, \$500,000 grant to develop a guided pathways program. Guided pathways supports low-income students and students of color by helping community colleges develop clear paths to certificates, transfer degrees, or careers; streamlining advising and enrollment; simplifying course selection; and providing consistent academic support to students throughout their time at the college.

IGNITE

In fall 2018, the college's Diversity, Equity, and Inclusion Center will implement the IGNITE program to help historically underrepresented students reach their academic goals. IGNITE will facilitate early registration, personalized advising services, financial advising, and a textbook lending program to first generation and low income students, and students with disabilities.

Institutional Effectiveness Data Dashboards

In 2015, SPSCC implemented data dashboards, providing the college community transparent access to college statistics and eliminating waiting periods for college employees and departments to generate reports and analysis. The college's institutional research (IR) department has created some fifty dashboards, some twenty-five of which are available to the college community to assist with program and departmental analysis and ad-hoc research. The dashboards make student success data, including data leading to identification of barriers to student success, visible to college faculty, staff, and administrators.

Successes

Culinary Accreditation

The college's culinary arts program received a perfect score from the American Culinary Federation (ACF) accreditation visit conducted in April 2018. ACF evaluators noted zero areas of non-compliance with ACF policies and procedures. They also noted the program's culture of camaraderie, professionalism, alignment with current industry trends, and industry impact. The program was granted a five-year certification, the longest offered by the ACF.

National Nursing Accreditation

SPSCC's nursing program was granted initial candidacy status from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) in July 2017, the first step for the nursing program to achieve national accreditation. The program, which is currently fully approved by Washington State's Nursing Care Quality Assurance Commission, will submit a self-study report to the NLN CNEA and schedule an on-site evaluation for fall 2019.

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STANDARD 1:
**MISSION, CORE THEMES,
AND EXPECTATIONS**

Executive Summary of Eligibility Requirements 1, 2, and 3

- ER 1. OPERATIONAL STATUS: The institution has completed at least one year of its principal educational programs and operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration of Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

In September 1962, the Olympia School District founded the college, which was at that time named Olympia Vocational Technical Institute (OVTI). As a result of Washington State's Community College Act of 1967, OVTI merged with Centralia College to form District 12. Accreditation, originally granted to the college by the Northwest Association of Schools and Colleges Commission on Colleges (now the Northwest Commission on Colleges and Universities) in 1975, has been maintained since that time. OVTI changed its name to Olympia Technical Community College (OTCC) in 1976, and was then the only Washington community college in the state devoted exclusively to technical education. In 1980, the college board of trustees voted to expand its mission to include transfer education, and in 1984 the college again changed its name, this time to South Puget Sound Community College, in recognition of its growth and broader mission. In 1988, as a result of Washington State House Bill 1361, SPSCC separated from Centralia College, forming an autonomous district. The new District 24 encompasses all of Thurston County, with the exception of the Rochester and Tenino School Districts and the Thurston County portion of the Centralia School District. In 2014, the college opened a second campus in Lacey, Washington. In 2016-17, the college enrolled an average of 5,900 students per quarter and awarded degrees, certificates, and high school completions to 1,300 students.

- ER 2. AUTHORITY: The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

South Puget Sound Community College operates under the Washington State Board for Community and Technical Colleges and awards certificates and degrees through legislative authority set forth in the Revised Code of Washington ([RCW 28B.50](#)) by providing thorough and comprehensive education, training and service programs in academic transfer, occupational education, community service courses and programs, and adult education. The board of trustees is given the authority to grant certificates and degrees by [RCW 28B.50.140](#).

- ER 3. MISSION AND CORE THEMES: The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

SPSCC's current mission was approved by the college board of trustees in 2010. The college's core themes were reviewed, modified and adopted by the board in 2014. The mission and core themes are clearly defined, and SPSCC's education, training, and services meet the educational goals of its students and the interests of its communities. The college devotes its human, capital, and financial resources to fulfilling its educational mission and core themes.

1.A: Mission

Institution Mission Statement 1.A.1 and 1.A.2:

- 1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.
- 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

South Puget Sound Community College’s mission and supporting vision are as follows:

MISSION

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

VISION

South Puget Sound Community College supports student success and builds prosperity by collaborating with leaders in industry, education, and our community to offer innovative, accessible, and affordable learning experiences. We employ devoted people who mirror the diversity of our community and contribute to an inclusive, welcoming environment. By investing in the creativity of our staff and faculty, we construct clear and compelling pathways that lead our students to successful outcomes on their educational journeys. We are fiscally strong and our mindful use of technology embedded in purposeful instruction helps students persist and achieve their academic goals. Our graduating class reflects the community we serve, and our students successfully transition from higher learning into the leaders and innovators of tomorrow.

In 2013-14, the SPSCC engaged in a process to review its mission and vision, identify core themes to support the mission, and develop a new strategic plan. The [year-long process](#) was carried out by a taskforce composed of faculty, staff, and administrators who solicited wider input from [students, college partners, community members, and college employees](#). The college concluded its work in June 2014, reaffirming the original 2010 mission and adopting a new vision statement, five core themes, and a [strategic plan](#).

The mission statement is published on the [college website](#) and in the annual [fact book](#) and institutional effectiveness [annual report](#). The core themes are widely displayed on campus on posters and banners, on the college website, and in various SPSCC [marketing materials](#).

Each core theme is supported by two or more strategic objectives, which are supported by meaningful and measureable achievement indicators. Mission and core theme fulfillment is defined as successful attainment of the measureable achievement indicators. The indicators are color coded by actual achievement rate in relation to target achievement rate, allowing readers to easily determine the fulfillment status of each indicator: green indicating the target has been met or exceeded; yellow indicating a positive trend with the target still unmet; and red indicating a negative trend with the target unmet.

Mission fulfillment status, articulated in terms of progress as well as identification of areas needing improvement, is communicated in the contexts of SPSCC's [fall kickoff](#) activities, the college's [operational planning](#) continuous improvement process, various college committees, and unit work plans, and is made generally available through [dashboards](#), [reports](#), and [presentations](#).

The status of the achievement indicators can be viewed on the core theme [dashboard](#) by all college employees in real time. It is also published in the college's annual [Institutional Effectiveness \(IE\) report](#). The IE report summarizes strategic plan success in relation to core themes, strategic objectives, achievement indicators, mission fulfillment status, measurable data sources, and comparison with national, state, or local benchmarks. The report also provides a visual chart, a data table, the rationale for each achievement indicator, annual analysis, the basis for baseline and mission fulfillment selection, and stretch goal (to ensure that college strives to improve even if targets have been reached) achievement.

SPSCC defines an overall acceptable threshold of mission fulfillment as achievement of 80% of all core theme indicators. The college's 2017-18 mission fulfillment scorecard was 90.9%. The three indicators falling short of mission fulfillment were: Indicator 1.B.2 -percent of students transitioning from 45 college level credits to completion; 3.B.1- fall-to-fall retention rate of underrepresented students; and 3.B.2 - three year completion rate of underrepresented students.

1.B: Core Themes

Institution Core Themes 1.B.1 and 1.B.2:

- 1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.
- 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

As described above, as part of its 2014-19 strategic planning process, SPSCC identified five core themes, strategic objectives supporting each core theme, and measurable achievement indicators for each objective. The college's institutional effectiveness (IE) committee reviewed the measurable achievement indicators, aligning them with their respective core themes and strategic objectives, and identifying fulfillment targets for each indicator. Each indicator references a verifiable data source and the comparison group (national, state, or local) used to establish the fulfillment target. The IE committee documented the logic used to establish baseline data points and mission fulfillment targets. The committee also identified a "stretch goal" for each indicator to encourage ongoing improvement. The indicators and related targets were then reviewed by the college's executive committee, which forwarded the complete strategic plan (mission, vision, core themes, strategic objectives and measurable achievement indicators) to the board of trustees for review and approval. The 2014-2017 strategic plan, approved by the board at its June 2014 meeting, is presented below:

Core Theme One: Expand Student Retention and Completion

We are committed to increasing student achievement by constructing clear degree and certificate pathways supported by measurable outcomes.	
Objective 1.A: Increase Student Retention	
<i>Indicator</i>	<i>Metrics</i>
1.A.1.a: Full-time Retention	The percentage of an annual cohort of full-time, first-time-in-college, degree-seeking students who begin in Fall quarter and return the following Fall quarter will meet or exceed 59%.
1.A.1.b: Part-time Retention	The percentage of an annual cohort of part-time, first-time-in-college, degree-seeking students who begin in Fall quarter and return the following Fall quarter will meet or exceed 44%.
1.A.2: Retention Point	The percentage of returning students who earn SAI retention points will meet or exceed 63.4%. The retention point identifies returning students from the previous year who earned momentum points in the reporting year.
1.A.3: Points per Student	SAI points per student (PPS) will meet or exceed 1.71. PPS is the sum of all momentum points divided by the number of students.
Objective 1.B: Support Student Completion	
1.B.1: 3 Year Graduation Rate & Transfer Out Rate	The percentage of an annual cohort of full-time, first-time-in-college, degree-seeking students who begin in Fall quarter and earn degrees within 3 years plus the percentage of students who transfer out will meet or exceed 46.7%.
1.B.2: 45 [Credits] to Completion	The percentage of students who begin the academic year with 45 college level credits and earn an SAI completion point within the reporting year will meet or exceed 45%.
Objective 1.C: Engaging Students	
1.C.1: Funding Points	SPSCC will receive at least 2.94% of the funding pool distributed to Washington community and technical colleges designated for the statewide total point funding metric.
1.C.2.a: Student Effort	The benchmark category score from the student effort category of the Community College Survey of Student Engagement (CCSSE) will meet or exceed a benchmark score of 45.
1.C.2.b: Support for Learners	The benchmark category score from the support for learners category of the Community College Survey of Student Engagement (CCSSE) will meet or exceed a benchmark score of 45.

Rationale for Indicators of Achievement as Assessable, Meaningful, and Verifiable:

Objective 1.A: Increase Student Retention

Indicator(s) 1.A.1.a, 1.A.1.b: First year student retention is a significant indicator of student progress toward realizing of educational goals. The Integrated Postsecondary Educational Data System (IPEDS) provides statistics on first year full- and part-time student fall-to-fall retention. SPSCC's mission fulfillment target for this indicator is 59% for full-time students and 44% for part time students, which is the three-year (2009-10 through 2011-12) average retention rate for Washington State community colleges.

Indicator 1.A.2: The Washington State Board for Community and Technical Colleges (SBCTC) creates goals and key initiatives that drive the work of its colleges. In 2006, the SBCTC introduced its [Student Achievement Initiative](#) (SAI), a performance funding framework based on key academic benchmarks that measure students' progress toward successful degree and certificate completion. The SAI benchmarks and the college's related achievement indicators allow the college to quantify and monitor student progression, milestone transitions, and completions.

The SAI retention point identifies students who enroll in the college, and return and make academic progress, as defined by SAI milestones, in the following year. Use of this system enables the college to identify and support students who return but fail to progress. This measure also supports the college's investigation of retention issues for students not traditionally included in the IPEDS reporting cohort, including those enrolled in pre-college and adult basic education courses and those who transfer to SPSCC from other colleges. The college's mission fulfillment target for this indicator is 63.4%.

Indicator 1.A.3: The SAI points-per-student indicator measures progress achieved by the student body as a whole. This metric measures college efficiency in supporting students in reaching their educational goals. SPSCC's mission fulfillment target for this indicator is 1.71, the three year average (2009-10 through 2011-12) of the points per student of all Washington State community colleges.

Objective 1.B: Support Student Completion

Indicator 1.B.1: The combined three-year graduation rate (150% of the conventional time for a full-time student to earn an associate degree) /transfer-out rate is a widely accepted metric for successful academic goal completion. SPSCC uses the IPEDS data system to compare its graduation and transfer out efficiency with that of other Washington community colleges. SPSCC's mission fulfillment target for this indicator is 46.7%, the three year average (2007-2009) of the combined graduation and transfer-out rate for Washington community colleges.

Indicator 1.B.2: The accumulation of credit toward satisfying degree requirements is a significant indicator of student academic progress. The SAI forty-five college level credits to completion point identifies students who have earned forty-five credits in transfer or professional technical pathways prior to the beginning of an academic year and complete the pathway by the end of the same year. Identification of students entering the year with forty-five applicable credits allows the college to engage, encourage, and assist students in reaching their academic goals. The college's mission fulfillment target for this indicator is 45%.

Objective 1.C: Engage Students

Indicator 1.C.1: The SAI statewide funding points metric is based on a comparison of the percentage of SAI funding points earned by qualified SPSCC students with the percentage of SAI funding points earned by qualified students at all Washington State community and technical colleges. This indicator allows SPSCC to monitor student success and progression in relation to that of students at other Washington community and technical colleges and encourages the college to engage in discussions and identify intervention strategies to increase student retention, progression and completion. The college's mission fulfillment target for this indicator is 2.94%. If Washington State's thirty-four community and technical colleges received equal SAI funding, each would be allocated 2.94%. As college student success initiatives affect the college's SAI allocation, this mission fulfillment target assesses whether the college meets or exceeds the statewide average in supporting student success and progression.

Indicator(s) 1.C.2.a, 1.C.2.b: The Community College Survey of Student Engagement (CCSEE) surveys students in relation to institutional practices and behaviors correlated with student learning and retention. SPSCC has administered the CCSSE every three years since 2005, and most recently administered the survey in spring 2017. The two CCSSE benchmark categories selected as indicators for Core Theme 1 are Student Effort (Indicator 1.C.2a) and Support for Learners (Indicator 1.C.2b). The college's mission fulfillment target for both indicators is 45, based on the CCSSE national mean of 50. CCSSE documentation defines differences in excess of +/- five points from the national mean of 50 to be meaningful.

Core Theme Two: Inspire Teaching and Learning Excellence

Our faculty are inspired to continually grow as teachers and to lead instructional change that increases student engagement, achievement, and completion. Our students acquire the educational and professional skills they need to thrive in a world beyond the classroom.	
Objective 2.A: Support Faculty Growth	
<i>Indicator</i>	<i>Metrics</i>
2.A.1: Amount invested for faculty development & training	The amount of funding available for faculty professional development will meet or exceed \$90,000.
2.A.2: Participation Rate	The percentage of full-time faculty who engage in professional development activities from select funding sources will meet or exceed 32.5%.
Objective 2.B: Increase Learning	
2.B.1: CCSSE CWA	The percentage of students who respond positively to the Community College Survey of Student Engagement (CCSSE) question on the student experience contributing to the college-wide abilities will meet or exceed 53.3%.
2.B.2.a: Active and Collaborative Learning	The benchmark category score from the active and collaborative learning category of the Community College Survey of Student Engagement (CCSSE) will meet or exceed a benchmark score of 45.

2.B.2.b: Academic Challenge	The benchmark category score from the academic challenge category of the Community College Survey of Student Engagement (CCSSE) will meet or exceed a benchmark score of 45.
2.B.2.c: Student-Faculty Interaction	The benchmark category score from the student-faculty interaction category of the Community College Survey of Student Engagement (CCSSE) will meet or exceed a benchmark score of 45.

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

Support Faculty Growth

Indicator 2.A.1: Faculty are of central importance to the provision of quality education. SPSCC supports and encourages faculty to pursue professional growth and development opportunities so they can engage students with innovative learning methods that promote academic success. College commitment to faculty development is demonstrated by funding dedicated to the improvement of faculty teaching and learning skills. Administrative policies in relation to the college’s faculty professional development fund ([article 7.3](#)) and the exceptional faculty award ([article 7.1](#)) are outlined in the 2018-2021 [faculty contract](#). Additional resources supporting faculty development include a federal Title III grant, federal Carl Perkins funds, Washington State Worker Retraining funds, and a College Spark Washington Pathways grant. The mission fulfillment target for this indicator is \$90,000 annually in faculty development funds.

Indicator 2.A.2: The college believes that engaging faculty in maintaining and increasing knowledge and skills related to their disciplines and acquiring new teaching and learning strategies is critical to increasing student success. The mission fulfillment target for this indicator is that 32.5% of full-time faculty participate annually in professional development funded by sources identified in indicator 2.A.1. This is the average participation rate of full-time faculty over the three year period of 2011-12 through 2013-14.

Objective 2.B: Increase Learning

Indicator 2.B.1: SPSCC is dedicated to ensuring that students participate in courses incorporating the college’s five identified college-wide abilities: communicate effectively; think logically and critically; evaluate and process quantitative data; understand self in relation to others in a multicultural world; and understand ethical responsibilities and consequences. The abilities, selected to provide students with the intellectual knowledge, skills, and abilities necessary for pursuing lifelong learning and prospering in a global economy, were adopted in 2007 and are viewed as essential general education learning in all SPSCC degree programs. One or more college-wide ability is identified in every SPSCC course outline. The CCSSE survey includes the question, “How has your experience at this college contributed to your knowledge, skills and personal development in the following areas?: writing clearly and effectively; speaking clearly and effectively; thinking critically and analytically; solving numerical problems; understanding people of other racial and ethnic backgrounds; and developing a personal code of values and ethics.” SPSCC’s mission fulfillment target for student responses to this question is 53.3% responding “quite a bit” or “very much,” which is the CCSSE average for medium size college percentages over three survey administrations (2005 through 2011).

Indicator 2.B.2.a: Active and collaborative learning provides opportunities for students to think about and apply what they learn to experiences in their workplaces, communities, and personal lives. Mission fulfillment for this indicator is a benchmark of 45, based on the CCSSE national mean of 50. CCSSE documentation defines a difference in excess of +/- five points from the national mean of 50 to be meaningful.

Indicator 2.B.2.b: Academic challenge addresses the nature of course work, the amount and complexity of assignments, and the standards faculty use to evaluate student performance. Mission fulfillment for this indicator is a benchmark of 45, based on the CCSSE national mean of 50. CCSSE documentation defines a difference in excess of +/- five points from the national mean of 50 to be meaningful.

Indicator 2.B.2.c: Student-faculty interaction addresses the amount and nature of contact and interaction students have with instructors outside their courses. Students are asked twenty-three CCSSE questions in relation to the three benchmark areas. Mission fulfillment for this indicator is a benchmark of 45, based on the CCSSE national mean of 50. CCSSE documentation defines a difference in excess of +/- five points from the national mean of 50 to be meaningful.

Core Theme Three: Advance Equity and Embrace Diversity

We embrace the diversity of our changing community and strive to reflect that diversity in our staff, faculty, and student body. We cultivate an inclusive environment on campus while ensuring respect for all.	
Objective 3.A: Reflect our Community Diversity	
<i>Indicator</i>	<i>Metrics</i>
3.A.1.a: Graduates mirror community demographics	The annual percentage of SPSCC African American graduates will meet or exceed 2.5%, the average 2010 census percentage of African Americans in Thurston County.
3.A.1.b: Graduates mirror community demographics	The annual percentage of SPSCC Native Americans/Alaskan Native graduates will meet or exceed 1.2%, the average 2010 census percentage of Native Americans/Alaskan Natives in Thurston County.
3.A.1.c: Graduates mirror community demographics	The annual percentage of SPSCC Asian/Pacific Islander graduates will meet or exceed 5.8%, the average 2010 census percentage of Asian/Pacific Islanders in Thurston County.
3.A.1.d: Graduates mirror community demographics	The annual percentage of SPSCC Multiracial graduates will meet or exceed 4.5%, the average 2010 census percentage of Multiracial people in Thurston County.
3.A.1.e: Graduates mirror community demographics	The annual percentage of SPSCC Latinx graduates will meet or exceed 7.1%, the average 2010 census percentage of Latinx people in Thurston County.

Objective 3.B: Cultivate and Inclusive Environment	
3.B.1.a: Fall-to-Fall retention – underrepresented students	The percentage difference between full-time, first-time-in-college, degree-seeking Caucasian students who begin in Fall quarter and return the following fall quarter compared to underrepresented students will not exceed 3.6 percentage points (close the achievement gap).
3.B.1.b: Fall-to-Fall retention – Asian	The percentage difference between full-time, first-time-in-college, degree-seeking Caucasian students who begin in Fall quarter and return the following fall quarter compared to Asian students will not exceed 3.6 percentage points (close the achievement gap).
3.B.2.a: Three year completion – underrepresented students	The percentage difference between full-time, first-time-in-college, degree-seeking Caucasian students who begin in fall quarter and earn a degree or certificate within three years compared to underrepresented students will not exceed a 4.9 percentage points (close the achievement gap).
3.B.2.b: Three year completion – Asian	The percentage difference between full-time, first-time-in-college, degree-seeking Caucasian students who begin in Fall quarter and earn a degree or certificate within three years compared to Asian students will not exceed 4.9 percentage points (close the achievement gap).
3.B.3.a: 30 – 45 SAI – underrepresented students	The percentage difference between Caucasian students who begin the academic year with 30 college level credits and earn a 45 college-level credits within the reporting year, compared to underrepresented students will not exceed 3.0 percentage points (close the achievement gap).
3.B.3.b: 30 – 45 SAI – Asian	The percentage difference between Caucasian students who begin the academic year with 30 college level credits and earn a SAI 45 college-level credits within the reporting year, compared to Asian students will not exceed 3.0 percentage points (close the achievement gap).
3.B.4: Diversity of faculty and staff	The number of college employees identifying as non-Caucasian will meet or exceed 11%.

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

Objective 3.A: Reflect Our Community Diversity

Indicators 3.A.1.a-e: SPSCC’s mission is to serve the South Sound region. The college is committed to furthering the educational attainment of all demographic segments of the community it serves. Beginning with the 1970 census, Thurston County has become increasingly more ethnically and racially diverse. The college is committed to closing academic achievement gaps and ensuring education success for its traditionally underrepresented student populations and increased prosperity for all students. To this end, the college strives for the ethnic and racial diversity of its graduates to reflect that of its larger community. The mission fulfillment target for this indicator is

for the percentage of graduates from each identified underrepresented category to meet or exceed that identified in the 2010 Thurston County census.

Objective 3.B: Cultivate an Inclusive Environment

Indicator(s) 3.B.1, 3.B.2, 3.B.3: SPSCC aims to close retention, completion, and progression gaps of its underrepresented student groups, including African American, Native American, Pacific Islander, Multiracial, and Latinx students in relation to Caucasian students. Asian students are measured separately because their success has been equal to or greater than that of Caucasian students and, therefore, tends to mask the achievement gaps of historically underrepresented Students of Color. A rolling three year calculation total is used to compensate for the fluctuating annual numbers and low headcount for some populations.

- Indicator 3.B.1.a: the mission fulfillment target is to achieve a percentage point gap of less than 3.6 between the retention rate of Caucasian students and that of underrepresented students.
- Indicator 3.B.2: the mission fulfillment target is achieve a percentage point gap of less than 4.9 between the completion rate of Caucasian students and that of underrepresented students.
- Indicator 3.B.3: the mission fulfillment target is to achieve a percentage point gap of less than 3.0 between the transition rate of Caucasian students and that of underrepresented students.

Indicator 3.B.4: SPSCC has identified a need to increase the ethnic and racial diversity of its faculty and staff to more closely reflect that of the college student body and the community. The mission fulfillment target for this indicator is for 11% of college faculty and staff to self-identify as non-Caucasian.

Core Theme Four: Champion Innovation

We promote a culture of creativity among staff and faculty by encouraging innovation leading to student success. Teamwork and collaboration across disciplines and work areas are essential aspects of the innovation we seek.	
Objective 4.A: Establish a Culture of Creativity	
<i>Indicator</i>	<i>Metrics</i>
4.A.1: Number of emerging, promising, and excellent practices implemented collaboratively	The number of excellent practices implemented collaboratively each year meets or exceeds 7 initiatives.
4.A.2: Number of emerging, promising, and excellent practices implemented by single source/unit	The number of excellent practices implemented by departments working independently each year meets or exceeds 5 initiatives.
Objective 4.B: Reward Innovation	
4.B.1: Number of faculty and staff recognized for innovation	The number of employees recognized with employee of the year prizes at the college's annual end-of-year celebration meets or exceeds 6 employees.

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

Objective 4.A: Establish a Culture of Creativity

At the time of the 2014-2017 strategic planning process, the college community expressed a strong interest in promoting innovation in response to national trends leading colleges to embrace new student success concepts, structures, processes, and learning and assessment strategies. In the context of this objective, SPSCC defines innovation as a practice or project that fits one of the three categories: emerging, promising or excellent practices, identified in the Excellent Practices Rubric developed by the Washington State Community and Technical College Research and Planning Commission (RPC) ([Appendix A: Institutional Effectiveness Report](#)) and supported by the Washington Association for Community and Technical Colleges (WACTC). Applying the Excellent Practices Rubric in relation to indicators 4.A.1 and 4.A.2 allows the college to meaningfully support, categorize, and measure innovation.

Indicator 4.A.1: SPSCC defines collaboration for this indicator as a practice or project involving the work of two or more units of the college at any point from project initiation through implementation and review. The mission fulfillment target is to implement seven emerging, promising, and excellent practices per year, with the ultimate goal of developing innovations that lead to “excellent practices.”

Indicator 4.A.2: SPSCC defines single source/unit for this indicator as a practice or project implemented by a single unit or department. The mission fulfillment target for this indicator is five innovations per year with the ultimate goal of developing emerging, promising, and excellent practices that lead to “excellent practices.”

Objective 4.B: Reward Innovation

Indicator 4.B.1: Faculty and staff are rewarded for implementing ideas that promote innovation. Beginning in spring 2014, the college annually recognizes faculty and staff at its annual employee appreciation event with gift certificates and monetary awards for innovations and other positive contributions to the college. Faculty and staff who receive awards are identified through a nomination process, with final selection by the executive team. Individuals are rewarded for innovation, and groups are recognized for exceptional project management. The mission fulfillment target for this indicator is six recognitions, which reflects the college’s annual monetary commitment to this initiative.

Core Theme Five: Build Community

We engage our community of students and stakeholders by enhancing campus culture, increasing access to college services, and growing economic development.	
Objective 5.A: Deepen Engagement	
<i>Indicator</i>	<i>Metrics</i>
5.A.1: External partnership experience survey	The average rating of their partnership experience with the college, on a scale of 1 (very negative) to 5 (very positive), will meet or exceed 4.5.
5.A.2: Campus Giving Campaign	The percentage of full-time faculty and staff participating in the annual campus giving campaign will meet or exceed 41.8%
Objective 5.B: Foster Economic Development	
5. B.1: Amount of funding (grants, foundation growth, etc.)	The annual combined total of foundation revenue and annual grants disbursement will meet or exceed \$1.5 million.

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

Objective 5.A: Deepen Engagement

Engaging SPSCC's internal and external constituents ensures effective outreach and planning for continued college growth and financial support. Community engagement enables the college to provide grants and scholarships to financially support student success.

Indicator 5.A.1: The college's vision statement calls for collaboration with community partners to offer innovative, accessible, and affordable learning experiences. The college defines partnership for this indicator as a cooperative and collaborative relationship between SPSCC and an external organization on one or more projects to advance mutual goals. To measure the indicator, community partners are surveyed annually to rate their overall SPSCC partnering experience in three areas: formation of positive relationships; awareness of the value of SPSCC to the community; and potential to recommend partnering with SPSCC to other community organizations. The mission fulfillment target for this indicator is an average rating of 4.5 on a 5-point scale, ranging from very negative to very positive.

Indicator 5.A.2: The college believes that one measure of internal engagement is the percentage of full-time employees who contribute to the college foundation to support student success. The mission fulfillment target for this indicator is 41.8%.

Objective 5.B: Foster Economic Development

Indicator 5.B.1: Because state funded financial support to the college is diminishing, SPSCC develops other revenue sources, including external grants and funds developed by the college foundation, to provide resources to support its core themes and related objectives. The mission fulfillment target for this indicator is \$1.5 million annually in competitive grants and foundation revenue.

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STANDARD 2:
RESOURCES AND CAPACITY

Executive summary of eligibility requirements 4 through 21

- ER 4. OPERATIONAL FOCUS AND INDEPENDENCE: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

South Puget Sound Community College (SPSCC) is a higher education institution with full authority and independence to provide comprehensive community college programs and services to its community. The college operates with a governance and organizational structure that provides responsible accountability to the Northwest Commission's accreditation standards and eligibility requirements. (Standard 2.A 1-3.)

- ER 5. NON-DISCRIMINATION: The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

SPSCC has a Nondiscrimination and Discrimination Complaints/Grievances Policy, ([policy hmrs108](#)), that is supported by a [non-discrimination statement](#) published on the college website. The website also identifies the chief human resource officer as the official responsible for overseeing grievances related to discrimination allegations.

- ER 6. INSTITUTIONAL INTEGRITY: The institution establishes and adheres to ethical standards in all of its operations and relationships.

All SPSCC employees are bound by the [Washington State Ethics Act](#). Additionally, college faculty and staff are required to follow ethical standards outlined in the [faculty contract](#) and the classified [collective bargaining agreement](#), and the college board of trustees is bound by the Code of Ethics and Conflict of Interest: Board of Trustees Policies (policy [bord113](#) and [bord114](#)). (Standard 2.A. 22-23)

- ER 7. GOVERNING BOARD: The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

SPSCC has a five member governing board of trustees appointed by the governor. Board members have no contractual, employment or other financial relationships with or interests in the college, as outlined in the Conflict of Interest: Board of Trustee Policy (policy [bord114](#)). (Standard 2.A 4-8)

- ER 8. CHIEF EXECUTIVE OFFICER: The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

SPSCC's president is appointed by and serves at the will of the college board of trustees. The board of trustees selects the board chair. The college president serves as a non-voting member of the board. (Standard 2.A. 9-10)

- ER 9. ADMINISTRATION: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

SPSCC employs qualified administrators to lead all major college units. The president's executive leadership team comprises a vice president of instruction, vice president of student services, vice-president of administrative services, chief information officer, chief human resource officer, chief communications and legislative affairs officer, and executive director of the college foundation. The executive leadership team meets weekly and works collaboratively to provide leadership to all college units, overseeing processes and procedures that fulfill the college's mission, core themes, and objectives. (Standard 2.A.11)

- ER 10. FACULTY: Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

SPSCC employs a sufficient number of qualified full-time and part-time faculty to achieve its educational objectives, establish and oversee academic policies, and ensure integrity and continuity of college programs. Faculty responsibilities, workloads, and evaluation processes are outlined in the [faculty contract](#). (Standard 2.B.4-6)

- ER 11. EDUCATIONAL PROGRAM: The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

SPSCC offers associate degrees and certificates that provide the content and rigor to prepare students for transfer to baccalaureate and other institutions and/or immediate employment in the workforce. Program outcomes and information specific to degrees and certificates is available in the [college catalog, \(p.21\)](#) and on the [college website](#). (Standard 2.C.1-4).

ER 12. GENERAL EDUCATION AND RELATED INSTRUCTION: The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

SPSCC's transfer degrees conform with policies developed by the Washington State [Intercollege Relations Commission](#) and the [Washington State Joint Transfer Council](#), ensuring that the college's transfer associate degree programs have appropriate general education breadth and depth. Degrees and one year professional technical certificates (45 credits or more) conform with NWCCU accreditation standards as well as Washington State Board for Community and Technical Colleges (SBCTC) policies addressing [instructional program and course development](#). (Standard 2.C.9)

ER 13. LIBRARY AND INFORMATION RESOURCES: Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

SPSCC's library provides access to physical and electronic information resources that address the learning and teaching needs of students, faculty, and staff. Library faculty and staff ensure that materials are current and have appropriate depth and breadth to support the college's programs. Library information and resource accessibility is available on the [college website](#). (Standard 2.E. 1-4)

ER 14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE: The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

SPSCC maintains safe and secure physical facilities sufficient to achieve its mission and core themes. SPSCC's technology infrastructure continuously adapts to the growing and changing needs of the college community. (Standard 2.G. 1-8)

ER 15. ACADEMIC FREEDOM: The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

SPSCC provides an atmosphere that promotes intellectual freedom and independence for students and faculty. Faculty academic freedom is defined in the [faculty contract](#). Student's rights of expression are outlined in the Code of Student Rights and Responsibilities ([CSRR](#)). (Standard 2.A. 27-29)

ER 16. ADMISSIONS: The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

SPSCC is an open access higher education institution available to individuals seeking to further their educational and career goals. General admission processes are outlined in the [college catalog, \(p.5\)](#). Two programs, [dental assisting technology](#) and [nursing](#), have special admissions criteria administered by the college admissions office to ensure objectivity. Admission criteria for these programs are also published in the [college catalog \(pg. 28 and pg. 51\)](#) and on the college website.

ER 17. PUBLIC INFORMATION: The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

SPSCC's [college catalog](#) is available on the college website and in print and provides public information related to its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and full-time faculty; rules and regulations concerning student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; financial aid requirements and opportunities; and the academic calendar. (Standard 2.D.5)

ER 18. FINANCIAL RESOURCES: The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

SPSCC's Financial Stability and Solvency Policy (policy [bord117](#)) ensures the college's financial stability, providing for sufficient cash flow and reserves to support programs and services. The college has in place a comprehensive annual financial planning process that relies on conservative revenue projections and risk management practices to ensure long-term financial sustainability. (Standard 2.F. 1-4)

ER 19. FINANCIAL ACCOUNTABILITY: For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

The college undergoes annual financial statement audits conducted by the Washington State Auditor's Office. Upon receipt of audit reports, state auditors and college staff meet to discuss audit recommendations and appropriate action if needed. Audit outcomes and related action plans are shared with the board of trustees. (Standard 2.F.7)

ER 20. DISCLOSURE: The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

SPSCC accurately discloses all information to the Commission so that the Commission may carry out its evaluation and accreditation processes and functions.

ER 21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION: The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

As a member institution of the Northwest Commission on Colleges and Universities, SPSCC fully accepts and agrees to comply with NWCCU standards and policies. SPSCC agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public who may request such information.

2.A: Governance

Decision-making processes 2.A.1:

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

SPSCC's Governance Model Policy (policy [bord118](#)) establishes an effective and widely published governance system with clearly defined authority, roles, and responsibilities. Although authority regarding day-to-day operation of the college rests with the executive team and ultimately with the president, the [list](#) of current committees, councils, work groups, and task forces further defines and illustrates broad-based, campus-wide participation in the [shared governance](#) of the college. The college's shared governance model ensures broad-based participation and consideration of faculty, staff, administrator and student views. The college's administrative organizational structure ([organizational chart](#)) guides the authority, roles, and responsibilities of college administrators.

The college is part of the Washington State community and technical college system, comprising thirty-four community and technical colleges and falling under the broad regulatory authority of the [Washington State Board for Community and Technical Colleges](#) (SBCTC). Created by the Community College Act of 1967, the system's community college districts are charged with offering "thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served." ([RCW 28B.50.020 \(2\)](#)). State funds for community and technical colleges are appropriated by the state legislature and distributed to the colleges by the SBCTC.

Because the college was created by and receives support from state government, it is subject to rules, regulations and policies promulgated by a number of state boards and agencies. Examples are presented Figure 2-A-1, below:

Figure 2-A-1: Overview of Washington State Government

Board/Agency	Function
Washington State Board for Community and Technical Colleges	Nine member board appointed by the Governor. Provides general oversight of the state system of community and technical colleges.
Washington Student Achievement Council	Nine member council that includes five community members appointed by the governor and one representative from each of the state's four major educational sectors. Provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment among Washington residents.
Washington State Board of Education and Office of the Superintendent of Public Instruction	Oversees the K-12 system, including college programs that serve high school students.
Office of the Attorney General	Provides legal oversight of state agencies.
Office of Financial Management	Issues and oversees financial reporting regulations.
Washington State Department of Enterprise Services (personnel and general administration)	Administers the state civil service system and promulgates regulations governing official records, procurement, facilities, and capital construction.
Workforce Training and Education Coordinating Board	Nine member board appointed by the Governor. Provides oversight of special workforce development program.

Student engagement in college governance is provided through the senate of the [Associated Student Body](#) (ASB), which serves as SPSCC students' primary representative body. The ASB senate president or his or her designee represents the student senate at board of trustees meetings. The six ASB [senate members](#) or their designees serve on various college committees, including the president's advisory group (PAG).

State and local governance 2.A.2:

- 2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

As SPSCC is part of Washington State's community and technical college system, authority and responsibilities for governing the community and technical college system rests with the Washington State Board for Community and Technical Colleges (SBCTC). Colleges in the system are governed by five-member boards of trustees. SPSCC is a single-college district with one

satellite campus. The college's primary campus is located on Mottman Road in west Olympia, Washington. Its second campus is located in the central business area of Lacey, Washington. Statutory authority for the community and technical college system and individual colleges is outlined in [RCW 28.B.50](#) and its associated sub-sections. Additionally, SPSCC's board of trustees has promulgated college-specific policies and procedures that support requirements, policies, regulations, and procedures for its units. College policies are administered equitably across the college regardless of location.

Accreditation compliance 2.A.3:

- 2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

SPSCC complies with the [Standards for Accreditation](#) of the Northwest Commission on Colleges and Universities (NWCCU), including with regard to the impact of collective bargaining agreements, legislative actions, and external mandates.

The vice president of instruction, who reports to the president, is the college's accreditation liaison officer (ALO). In order to stay abreast of developments and provide information relevant to college compliance with accreditation standards, the ALO attends NWCCU annual trainings, is a member of the college's executive team, attends meetings of the college board of trustees, and leads the institution's assessment and institutional effectiveness efforts.

Collective bargaining agreements are maintained between the college board of trustees and faculty ([faculty contract](#)) and between the State of Washington and the college's classified staff ([collective bargaining agreement](#)). The college administration monitors these contracts in relation to NWCCU accreditation standards. Neither contract currently affects college functioning in relation to accreditation standards.

The college executive team is responsible for ensuring that work units under their supervision comply with the [Washington State Administrative Code](#) and the higher education [Revised Code of Washington](#).

Governing Board

Board composition, orientation, and roles (2.A.4, and 2.A.5):

- 2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

SPSCC is supported by a five-member board of trustees (Figure 2-A-2), who are responsible for local governance of the college (policy [bord101](#)) and appointed by the Washington State Governor. In appointing board members, the Governor is required to consider geographic, ethnic/race, socioeconomic, and gender diversity and selects from the local communities served by the college as required by the Revised Code of Washington ([RCW 28B.50.100](#)). The chair and vice chair are elected annually for terms beginning on July 1.

Figure 2-A-2 – South Puget Sound Community College Board of Trustees ([Board of Trustees](#))

Name	Occupation	Appointment Dates
Leonor R. Fuller	Attorney, Fuller and Fuller Law Firm. B.A., M.A., and J.D., University of Washington.	October 2002 October 2006 October 2011
Alberta Barbara Clarkson	Retired Director of Academic and Training Programs, Opportunities Industrialization Center, Yakima. B.A. and M.A., University of Washington.	July 2004 October 2008 October 2013
Judith L. Hartmann	Retired Executive Policy Advisor, Governor’s Office. B.A., Washington State University.	January 2013
Doug Mah	Owner, Doug Mah & Associates, LLC. B.A. and M.A., Western Washington University.	March 2016
Jefferson S. Davis	Longshoreman, Pacific Maritime Association. B.S., University of Oregon.	October 2016
Dr. Timothy S. Stokes	College President and Secretary to the Board – Non-voting	February 2013

The college’s board policy, formally named “The Name, Composition and Powers of the Board of Trustees Policy” (policy [bord101](#)) assures that board members have no contractual, employment, or financial interest in the college. As required by the Conflict of Interest: Board of Trustees Policy (policy [bord114](#)), board members annually provide Conflict of Interest Annual Statements, which are maintained on file in the college president’s office.

The president 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 secretary to the board.

- 2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

As required by Washington State's Revised Code of Washington, SPSCC's board of trustees acts only as a committee of the whole ([RCW 28B.50.100](#), [28B.50.130](#)). No board member may act on behalf of the board except by formal delegation of authority by the board as a whole ([RCW 28B.10.528](#)).

Name, Composition and Powers of the Board of Trustees Policy (policy [bord101](#)) defines the board's structure and operating procedures and directs that the board may only conduct business during regular or special meetings by a quorum (three members) of the board. In conformance with Washington State's Open Public Meetings Act of 1971 (RCW 42.30), board meetings are open to the public. The college's Meetings Policy (policy [bord105](#)) provides guidance to the board in carrying out this legislation. Official board actions can be taken only in public meetings. Representatives of various constituencies, including an associated student government representative; the college executive staff; the faculty union president; and the faculty senate president, regularly attend and make presentations at the public monthly board of trustees meetings. Other college staff, particularly administrators, also elect to routinely attend board meetings.

Board authority and delegation 2.A.6, and 2.A.7:

- 2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

SPSCC's board of trustees regularly reviews, revises as necessary, and provides broad oversight to both the college's and the board's organizational and operational policies.

[RCW 28B.50.140](#) defines the authority, responsibility, and duty of the board of trustees to organize, administer, and conduct the college business. The following policies specifically describe the board's powers, duties, officers, organization, election of officers, committees, meetings, and policies and procedures: The Name, Composition and Powers of the Board of Trustees Policy ([policy bord101](#)); the Meetings Policy (policy [bord105](#)); the Establishment, Revision, and Oversight of Board Legislation Policy (policy [bord106](#)); the Financial Stability and Solvency Policy (policy [bord117](#)); and the Function, Purpose, and Authority of the Board of Trustees Policy (policy [bord108](#)). The board policy was last updated in 2013-14. As specified in policy 108, the board participates in the development and oversight of the college's strategic and operational plans and provides annual budget adoption and oversight to ensure that college fiscal policies are followed. In compliance with policy 106, the board annually reviews the status of strategic plan's achievement indicators, and reviews board policy needed, but at least every five years.

Chief Executive Officer Evaluation 2.A.7:

- 2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

SPSCC's board of trustees selects and regularly evaluates the college president. The Delegation of Authority to the President Policy (policy [bord110](#)) establishes lines of accountability for operation of the college and implementation of board-approved policies.

The selection and evaluation of the college president is identified as a board function in the Function, Purpose, and Authority of the Board of Trustees Policy (policy [bord108](#)) as a board function. The president's employment contract requires an annual evaluation by the board each spring, followed by consideration of contract extension or notification of non-renewal. The [president's evaluation instrument](#) was last revised in February 2013 to address specific college needs. The evaluation includes review of the president's annual goals and professional development plan and the college's annual operational plan. Individual trustees and the president complete independent reviews before they collectively complete the president's performance evaluation. The evaluation and plan are maintained in the president's personnel file.

Board self-evaluation 2.A.8:

- 2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The College's board of trustees [annually evaluates its performance](#) in relation to its duties, responsibilities, and annual goals from the previous year, and sets new goals for the upcoming year. The evaluation is an iterative process based on the board's issues that emerge over the preceding year. Annual evaluations typically occur at board retreats where agendas also focus on board development, understanding and clarifying trustee roles and responsibilities, the relationship of the board to the president, ethics, and strategic planning, along with the formal self-assessment, and development of an annual plan.

Leadership and Management

Leadership qualifications, accountability, and assessment 2.A.9:

- 2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

SPSCC has an effective leadership system staffed by highly qualified administrators with appropriate levels of responsibility and accountability. The college's leadership teams plan, organize, and manage the college and assess its achievements.

The board of trustees Delegation of Authority to the President Policy ([bord110](#)) delegates hiring authority to the president and establishes salaries for the college's administrative exempt employees, and the college [organizational chart](#) defines reporting lines. The college's executive team comprises the president, vice president of instruction, vice president of student services, vice president of administrative services, chief human resources officer, chief information officer, executive director of college foundation, and chief communications and legislative affairs officer.

The executive team meets weekly to review and assess college performance, with particular attention to policy, planning, and accountability related to the college's five core themes that lead to mission fulfillment: 1) Expand student retention and completion; 2) Inspire teaching and learning excellence; 3) Advance equity and embrace diversity; 4) Champion innovation; and 5) Build community. The executive team is ultimately responsible, with input from the college community, for monitoring the college's achievement indicators, assessing the degree of core theme achievement, and assessing fulfillment of the college mission. The college president conducts administrative [annual formative and summative](#) reviews of executive team members each spring, reviewing their self-evaluations and meeting with them individually before preparing written performance summaries. Mid-year evaluations are performed if necessary.

President's qualifications and role 2.A.10:

- 2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

SPSCC's chief executive officer is its president, who reports to the college board of trustees and serves at their will. The president has full-time responsibility for the institution.

Dr. Timothy Stokes is the current SPSCC president, having been full-time at the college in that capacity since February 2013. Dr. Stokes holds an earned doctorate in higher education administration from the University of Arkansas. He has over 25 years experience in higher education leadership, maintains professional memberships, and is actively engaged in leadership development programs and community services activities. Dr. Stokes' curriculum vitae is available on site.

Administrative staff adequacy and effectiveness 2.A.11:

- 2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The college employs ninety-one full-time exempt employees, a sufficient number of qualified administrators to manage the college's operational functions at all [organizational levels](#). Qualifications of senior administrators meet or exceed the requirements of their leadership responsibilities. The curriculum vitae of senior administrators is available on site. The college's administrators, academic deans, and directors and managers are responsible for effectively leading their respective units, as well as engaging in cross-divisional collaborative leadership focused on advancing the college mission fulfillment within the its [shared governance](#) structure.

The college maintains position descriptions for all college administrative and exempt professional positions in its human resources office, copies of which are given to the employees when they are hired. Administrator and exempt professional employees are evaluated annually in compliance with the college's Administrative and Exempt Performance Evaluation Policy (policy [hmrs116](#)).

Policies and Procedures

Academic policies (2.A.12, 2.A.13, and 2.A.14):

- 2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

In 2013-2014, the SPSCC executive team completed a comprehensive review of all college policies and procedures, which are all available to the public on the college website's [Administrative Policy site](#). The college's [faculty contract](#) defines faculty roles and responsibilities and specifically identifies faculty requirements for teaching, service, scholarship, research ([article 5.1](#)), and artistic creation (intellectual property, [article 13](#)). Quality teaching and learning is further defined through [instructional policies](#) developed by the college instructional council, the governing body that oversees the curriculum. The [College Catalog, \(p.7\)](#) and the Code of Student Rights and Responsibilities ([CSRR](#)) address student rights and responsibilities related to learning and honesty. Academic policies pertaining to individual courses and relevant student services are included in [course syllabi](#) in a format approved by the college instructional council.

- 2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

In support of the college mission and core themes, the library provides access to relevant and diverse academic resources in multiple formats. The library maintains three print collections: non-circulating reference sources, circulating books, and non-circulating periodicals, and provides a robust collection of electronic reference sources, databases, books, and periodical materials that are available to currently enrolled students, faculty, staff, and community users.

SPSCC library faculty and staff collaborate to develop library and information resources policies, which are reviewed by the president's advisory group and approved by the college executive team. The following policies related to library and information resources and enforced by library faculty and staff, have been developed and published: the Library Access to Information Resources Policy (policy [inst601](#)); the Library Gifts Policy (policy [inst603](#)); the Library Instruction and Information Resources Support Policy (policy [inst605](#)); and the Plagiarism Policy (policy [inst709](#)).

- 2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

SPSCC maintains clear, widely published policies and consistent procedures for accepting credit from accredited colleges and universities. These policies maintain the integrity of college programs while supporting students in completing their educational goals and facilitating student mobility between institutions.

The College Transfer-In Credit Policy (policy [stsv218](#)) and procedure for awarding credit are provided in the college catalog's Getting Started section ([College Catalog, p. 5](#)) for those who want to transfer credit into or out of the college or wish to request acceptance of nationally recognized exams or credit through specific articulation agreements. The college website also includes [transfer of credit](#) information for prospective students.

College credential evaluators evaluate students' official transcripts on a course-by-course basis to determine college credit equivalencies. For courses not previously evaluated, the evaluators refer to transferring colleges' course descriptions and may ask students to provide course syllabi to facilitate conferring with SPSCC faculty in academic departments where credits being considered might apply. Credit accepted for transfer is not used to calculate students' college grade point averages or over-all graduation grade point averages.

The college subscribes to the [Inter-College Reciprocity Policy](#) of the Washington State Board for Community and Technical Colleges (SBCTC) and the [Umbrella Policy](#) of Washington State's Intercollege Relations Commission. These policies apply to transfer of credit from Washington community colleges to Washington public, and most independent, colleges and universities. SPSCC students who earn the college's direct transfer degree (Associate of Arts) or Associate of Science – transfer degree are granted junior level status upon acceptance to Washington State colleges and universities. The college has also adopted [SBCTC policies](#) for student mobility within Washington State's community and technical college system, including pre-college placement reciprocity, a [common course numbering system](#) for many college level courses, and reciprocity of college-specific diversity course requirements.

Student Policies 2.A.15, 2.A.16, and 2.A.17:

- 2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

SPSCC's policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and disability accommodations, are clearly stated and available and are administered consistently and equitably. The college's Code of Student Rights and Responsibilities ([CSRR](#)), last updated in February 2012, is articulated and codified in the [Washington State Administrative Code](#) (WAC). These policies and procedures are publicly available in the [college catalog \(p.7\)](#), in the [student resource](#) section of the college website, and from the college's office of student life. Other related policies are located on Canvas, the college's learning management system; on course syllabi; and in hard copy format from the office of the vice president of student services, the office of the dean of student engagement and retention, and the college library.

The college's Accommodations for Students with Disabilities Policy (policy [stsv405](#)) ensures strict adherence to Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. Accommodation procedures, including grievance policies and procedures ([website](#)), are available on the [college website](#) or in hard copy from the access services offices at the college's Olympia and Lacey campuses.

- 2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

SPSCC's Admissions Policy (policy [stsv201](#)) focuses on promoting student success through admitting and placing students in courses and degree and certificate programs based on assessment of their knowledge, skills, and abilities. The college's Satisfactory Academic Progress Policy (policy [stsv106](#)) and Readmission after Suspension/Dismissal Policy (policy [stsv217](#)) are published, clearly stated, and administered in an equitable and timely fashion. Appeals procedures are clearly stated in the college's Code of Student Rights and Responsibilities ([CSRR](#), [132X-60-105](#), [132X-60-130](#)).

The college's primary mission, articulated in [RCW 28B.50.020](#), is to serve adult learners. The Admissions Policy (policy [stsv201](#)), therefore, limits admission of students under age 18 who have not graduated from high school or the equivalent. Current high school students under the age of 18 may be admitted through Running Start, Washington State's dual high school/college program, by following the [running start](#) admissions procedure. A limited number of underage applicants are also admitted through the college's [underage](#) admissions procedure.

SPSCC's dental assisting technology and nursing programs require special admission and application processes in addition to general admission to the college.

The college's [International Student Services office](#) manages all aspects of recruitment, admissions, and student services for international students. International student application requirements are published on the [college website](#) and in the [college catalog](#), (p.17). In December 2016, SPSCC adopted Hobson's Radius CRM, an online application process for international students. Although the college encourages [online international applications](#), paper applications are also accepted. In addition to their applications, international applicants are required to submit application fees, high school or college transcripts, proof of financial ability to satisfy US immigration regulations for F-1 students, and copies of their passports. Proof of English proficiency is optional. Additional documentation is required from international students who wish to transfer to SPSCC from other US educational institutions.

Readiness for college level course work is assessed for all students pursuing SPSCC degrees or certificates or enrolling in math or English courses or for ten or more credits. The college's assessment department uses the College Placement Test (ACCUPLACER-CPT) to determine math and English placement in compliance with SPSCC's college Placement Testing Policy (policy [stsv204](#)). Appropriate placement cutoff scores for this tool are determined by faculty and approved by the instructional council. The college's learning support services staff have developed ACCUPLACER test prep workshops to provide opportunities for students to review math and English concepts before taking the test. Alternative placement methods include review of high school and college transcripts and Smarter Balance (a high school assessment tool Washington community and technical colleges have agreed to accept for placement purposes) scores. The college adheres to Washington State's [State Board Placement Reciprocity Policy](#), which provides for students to be placed at course levels determined by assessment at other Washington education institutions using instruments other than ACCUPLACER.

SPSCC's Satisfactory Academic Progress Policy (policy [stsv106](#)), initially introduced to students at the college's new student orientation, is designed to assist students in academic difficulty to improve their academic performance. The policy is supported by a formal intervention process for students placed on academic probation. They are required to meet with educational planners and develop academic plans to address their difficulties before they can register for the subsequent academic quarters. The planners also help students identify barriers that may have contributed to their deficiencies and assist them in developing strategies to overcome these challenges.

- 2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Recognizing a significant link between student engagement and student retention and success, SPSCC offers a comprehensive student life program, providing [programs and activities](#) designed to connect students to positive, challenging, and interesting experiences and ideas. Students are invited to engage in a variety of co-curricular activities, service opportunities, and student leadership opportunities during their tenure at the college.

SPSCC's Student Life policies are articulated in the Student Life Policy (policy [stsv400](#)) and the Code of Student Rights and Responsibilities ([CSRR](#)). Policies and procedures for student organizations are published online in the [Club Handbook](#).

The student senate, assisted by the college's office of student life and vice president of administrative services, allocate and distribute student generated service and activity funds in compliance with state regulations regarding services and activities fees, [RCW 28B.15.045](#), as well as SPSCC's [Constitution of Associated Student Body of South Puget Sound Community College](#), [Services and Activities \(S&A\) Fee Procedure](#), and [Associated Student Financial Code](#), all of which are published on the college website.

SPSCC student publications provide opportunities for students to express their views in public, represent the student body, and learn about publication processes using a variety of forms and media. In relation to student publications the college complies with the Washington Administrative Code ([WAC 132X-60-060](#)) and policies outlined in the college's [Student Publications Code](#), published on the college website. The college's student publications board meets at least quarterly, and is composed of a college administrator appointed by the college president, three faculty appointed by the president, and three students appointed by the student body president. The dean of student engagement and retention serves in an advisory capacity to the board, and student publications advisors may participate as ex-officio, non-voting members.

SPSCC's athletic department provides opportunities for students to participate in competitive intercollegiate sports, including men's soccer, men's and women's basketball, and women's volleyball. The college's Intercollegiate Athletics Policy (policy [stsv404](#)) authorizes the athletic programs and articulates their purpose and benefits to the students and the college. The department follows guidelines established by the NWAC, of which the college is a member, to maintain compliance in recruitment, grant-in-aid awards, eligibility, schedules, and travel.

Human Resources Policies 2.A.18, 2.A.19, 2.A.20:

- 2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

SPSCC publishes, regularly reviews, and equitably applies its human resource (HR) policies. Policies are updated in compliance with the college's [Policy Development](#) Procedure as needed by the college and in response to legislative mandates.

The college's HR policies and procedures are published and available to all college employees and the public on the college website [policy page](#). They align with federal and state law, comply with the college's collective bargaining agreements, and include links to relevant sections of Washington State's Revised Code of Washington (RCW) and the Washington Administrative Code (WAC). The college's Human Resource webpage, [Contracts, Rules and Forms](#), includes links to the faculty and classified staff collective bargaining agreements.

The college complies with federal and state affirmative action and nondiscrimination laws. All employment and recruitment materials and major publications state that the college is an equal opportunity employer. Additionally, the college provides reasonable accommodation for persons with disabilities including students, employees, and applicants for employment.

- 2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All SPSCC employees are apprised of conditions of employment, work assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion and termination.

Full- and part-time employees are initially informed of employment conditions and work assignments through detailed position descriptions provided at the time of recruitment. Once hired, employees receive employment letters and/or agreements that confirm terms and conditions of their employment. New full-time employees attend orientations presented by human resources staff, outlining the policies and procedures that affect their employment and benefits.

Administrative/exempt employees are appointed by the college president. Appointment letters provide the terms and conditions of employment, and a benefits letter includes annual salary and benefit information. Exempt, non-represented administrative and professional staff are employed at the will of the college president. The College Administrative and Exempt Professional Policy (policy [hmrs105](#)) addresses these employees' rights, responsibilities, and conditions of employment. Employee evaluation and professional development forms and guidelines are posted on the [college website](#).

Classified staff are represented by The Washington State Federation of State Employees (WFSE). Their conditions of employment, including an annual evaluation, are outlined in the staff [collective bargaining agreement](#).

Faculty conditions of employment are governed by the South Puget Sound Federation of Teachers Local Number 4603, AFT/AFL-CIO [faculty contract](#).

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

SPSCC's Confidentiality of Human Resource Records Policy (policy [hmrs302](#)) ensures the security and appropriate confidentiality of human resources. Human resources records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. Security and confidentiality of paper records, property, and equipment are achieved through the use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data are protected by data systems that include secure logons, unique identification numbers, passwords, controlled access, encryption, back-up systems, and contractual relationships that guarantee the safeguarding and integrity of electronic institutional records.

In compliance with the Washington State Public Records Act, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and Electronic Personal Health Information (ePHI), the college conscientiously protects the privacy rights of individual employees while allowing the general public to request information not deemed confidential or subject to regulation. College employees are responsible for honoring the confidentiality of information and reporting inappropriately exposed personal information. Employees with access to institutional data are required to accept responsibility for the integrity, security and safeguarding of institutional data through their acceptance of the college's Computer Resources Acceptable Use Policy (policy [itsv502](#)), which they sign off on, and through participation in the Information Technology SANS Training program.

The college complies with the Washington State Board for Community and Technical Colleges (SBCTC) records retention schedule, which provides guidance for replacing human resource paper records with electronically scanned records.

Institutional Integrity

Communications policies 2.A.21:

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

SPSCC's Public Relations Policy (policy [cadm101](#)) ensures that the college represents itself to students and the public in a clear, accurate, and consistent manner. They are informed of the college's academic intentions, programs, and services in a timely manner through continual web page updates and regular review and revision of print and non-print publications and social media platforms.

The college's public relations department prepares and disseminates digital and print publications and manages the college's large-scale recruitment initiatives. The department's goal is to provide clear and accurate information with a consistent focus on the college mission and core themes. In 2014, the college completed a re-branding effort that produced updated [Brand Guidelines](#), including an updated college logo, tagline, and typography. The college website has subsequently been significantly updated several times to improve its look and feel, content management, and navigation.

In 2016, the college published both a Social Media Policy (policy [cadm107](#)), which includes user responsibilities in reference to college-affiliated social media accounts, and a Web Content Governance Policy (policy [cadm109](#)) to support quality control and consistency as the college's Drupal customer management system accommodates increasing numbers of content contributors.

The [college catalog](#), published annually as an online searchable and printable document, as well as a print document available upon request, includes comprehensive course and credit information on all the college's educational programs. The annual catalog publication schedule provides for timely updates and content accuracy review. The college website provides detailed information on each program, including a program planning guide stating expected time to completion for full-time students. The quarterly class schedule is available on the [college website](#) in a searchable format.

SPSCC's chief communications and legislative affairs officer serves as the college's official spokesperson, providing a consistent and accurate voice to the public, media, community leaders, legislators, and other college constituents.

Ethics and conflicts of interest 2.A.22, 2.A.23, and 2.A.24:

- 2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

SPSCC and its staff are committed to high ethical standards in the treatment of students, staff, the Commission, external organizations, and all other constituents. Complaints and grievances are addressed by appropriate college personnel in an equitable and timely manner. A number of policies and procedures are in effect to ensure fair and consistent treatment of the college's students and employees:

Code of Ethics: Employees

The Washington Ethics law ([RCW 42.52](#)), which applies to all state employees, governs the actions and working relationships of college employees with current and potential students, fellow employees, suppliers, government representatives, the media, and all others with whom the college has contact. The college's Ethical Conduct Policy (policy [hmrs111](#)) complies with and supports RCW 42.52.

[Washington State Executive Ethics Board training](#) is required for all full-time employees as part of their [new employee orientation](#) and enhances the ability of college employees to make ethical decisions and maintain high standards of conduct. Upon completing the ethics training, employees take an ethics knowledge test, and their certificates of completion are maintained in their personnel files in the human resources office to validate compliance. The chief human resource officer, who serves as the college ethics advisor, is responsible for ensuring that employees follow college ethics policies. Washington State's Whistleblower Program-Improper Governmental Actions Policy (policy [hmrs112](#)) ensures confidentiality of employees who report improper governmental conduct.

Code of Ethics: Board of Trustees

SPSCC's board of trustees are expected to adhere to the college's Code of Ethics Policy (policy [bord113](#)) and Washington State ethics law, 45.52 RCW.

Nondiscrimination

SPSCC complies with federal and state laws related to affirmative action and non-discrimination, and all related college policies and practices conform to these laws. The college's Nondiscrimination and Discrimination Complaints/Grievances Policy (policy [hMrs108](#)) prohibits discrimination and provides equal opportunity and access to its programs and services. The college is an equal opportunity employer, as stated on all college employment recruitment materials and the [college website](#).

Students

SPSCC's policies and procedures regarding student rights and responsibilities, including academic honesty, appeals, grievances and disability accommodations, are clearly stated and available and are administered consistently and equitably. The college's Code of Student Rights and Responsibilities (CSRR), last updated in February 2012, is articulated and codified in the [Washington State Administrative Code](#) (WAC). These policies and procedures are publicly available in the [college catalog](#) (p.7), in the student resource section of the [college website](#), and from the college's office of student life. Other related policies are located on Canvas, the college's learning management system; on course syllabi; and in hard format from the office of the vice president of student services, the office of the dean of student engagement and retention, and the college library. Directions for reporting incidents and concerns are published on the [college website](#) under Campus Concerns and Conduct Reporting.

Based on guidelines published in the Washington Administrative Code (WAC) ([WAC 132X-60-080](#)) and ([WAC 132X-60-100](#)), the Code of Student Rights and Responsibilities Policy (policy [stsv101](#)), sets forth the college's policy for processing nonacademic complaints. The process for pursuing grade disputes is also addressed in the Code of Student Rights and Responsibilities ([CSRR, p.8](#)).

The college adheres to state law ([WAC 132X-60-100](#)) regarding disciplinary action in academic and professional technical programs. Appeals of disciplinary action follow guidelines outlined in [WAC 132X-60-105](#).

The college accommodates students with disabilities (policy [stsv405](#)) and maintains an access services department which ensures equal educational opportunities for qualified students with disabilities in accordance with state and federal laws and regulations, including the American with Disabilities Act of 1990 (ADA), [Section 504](#) of the Rehabilitation Act of 1973, and the Revised Code of Washington: Students with Disabilities – Core Services ([RCW 28B.10.912](#)), and Students with Disabilities – Accommodations ([RCW 28B.10.914](#)).

The college adheres to the Confidentiality of Records Policy ([policy stsv104](#)) which mandates that the confidentiality of all student educational records be handled in accordance with the Family Educational Rights and Privacy Act (FERPA).

- 2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

SPSCC is a Washington State public institution of higher education without social, political, economic, corporate or religious affiliation. The college has established clearly defined policies that prohibit conflict of interest on the part of its board of trustees, administrators, faculty, and staff. These policies include the Conflict of Interest: Board of Trustees Policy (policy [bord114](#)) and the Conflict of Interest Employees and Students Policy (policy [hmrs120](#)).

The Washington Ethics law, RCW, [Chapter 42.52](#), which applies to all state employees, governs the actions and working relationships of college employees with current or potential students, fellow employees, suppliers, government representatives, the media, and others with whom the college has contact.

- 2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

SPSCC's Copyright Policy (policy [inst602](#)) ensures compliance with copyright laws, and [article 13](#) of the [faculty contract](#), clearly defines the college's policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Accreditation status 2.A.25:

- 2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

SPSCC has been accredited since 1975 and accurately represents its regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU), which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The college maintains an accreditation webpage stating that it is accredited by the NWCCU and providing a link to the college's most recent NWCCU accreditation reports.

Contractual relationships 2.A.26:

- 2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

SPSCC's contractual agreements with external entities are consistent with its mission and core themes and adhere to Washington State requirements for government agencies, college policies and procedures, and NWCCU Standards for Accreditation. All contractual agreements are written and approved by the college and are clear regarding scope of work, roles, and responsibilities. The college contracting processes follow Washington State Department of Enterprise Services

(DES) policies, which are based on the Revised Code of Washington ([RCW 39.26](#)), the [Washington Purchasing Manual](#), the College Financial Management Policy (policy [peao400](#)), and the [State Administrative and Accounting Manual](#).

All college requests for contracted services are reviewed and approved by the vice president of administrative services or the president. The vice president of administrative services is responsible for implementing [DES contract](#) reporting requirements. The vice president has received DES contract management training, as have all college personnel who manage contracts.

Academic Freedom

Academic freedom and freedom of inquiry 2.A.27, 2.A.28, and 2.A.29:

- 2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

SPSCC publishes and adheres an Academic Freedom Policy (policy [stsv115](#)) that protects faculty and students from inappropriate internal and external influences, pressures, and harassment. [Article 4](#) of the [faculty contract](#) outlines faculty rights related to nondiscrimination (4.1), non-retaliation (4.2), academic freedom (4.3), participation in college governance (4.4), personnel files (4.5), other supervisory files (4.6), removal of documents (4.7), and confidentiality of personnel reports (4.8). Article 4.3 states that “Each professor is entitled to freedom in the classroom in the discussion of the subject he/she teaches [and that] each professor is a citizen and as such has the same rights as other citizens.”

The College Library Access to Information Resources Policy (policy [inst601](#)) ensures that the library follows college policy and procedures related to academic and intellectual freedom.

- 2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

SPSCC endeavors to provide learning-centered experiences for its college community. The college mission and vision affirm that all members of the college community are invited to participate in the collaboration necessary to build prosperity and help students succeed. The college’s [Core Themes](#) promote student success, teaching and learning excellence, equity and diversity, innovation, and community, and reflect the college’s values of independent thought in the pursuit and dissemination of knowledge. Examples of college activities that support independent thought, inclusion and diversity include:

- An Artist & Lecture Series -- providing speakers, authors, and artists such as Eddie Moore, diversity consultant; Luis Alberto Urrea and Kip Fulbeck, authors addressing race and ethnicity issues; and Jennifer Finney Boylan, transgender activist.

- Faculty in-service opportunities focused on student-success topics and initiatives.
- Student publications, including the Sounds student newspaper, the Percival Review literary magazine, and ESL Brings You the World.
- The Diversity, Equity, & Inclusion Center, which provides the Diversity Leadership Institute, a series of workshops, lectures and trainings that advance campus equity and a culture of diversity and inclusion, and the You are Welcome Here series that showcases SPSCC community members who represent a wide variety of identity groups and subcultures.
- Quarterly all-college forums, in which college faculty and staff are encouraged to pose questions about the college to SPSCC’s executive staff.
- Quarterly all faculty meetings, at which faculty may ask the college president, vice president of instruction, and vice president of student services questions about the college and college business.
- [Student clubs.](#)
- Faculty professional development opportunities.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

SPSCC’s faculty take pride in creating ethical, accurate, and objective learning experiences for students. SPSCC’s [faculty contract](#) outlines criteria and processes to ensure responsible teaching. [Article 4.3](#) of the contract addresses faculty academic freedom: “Each professor is entitled to freedom in the classroom in the discussion of the subject he/she teaches. Each professor is a citizen and as such has the same rights as other citizens.” [Article 5.8](#) requires that faculty evaluation be based on “multiple indices and include administrative, student, peer, and self-evaluations. In keeping with the mission of the College, the goal of the evaluation process is to improve the abilities and skills of professors through immediate feedback, support and recommendation. To achieve this goal the evaluation process will do the following: maintain a positive learning environment for students; ensure professors remain competent/knowledgeable in their fields; retain faculty through intervention, assistance and guidance; acknowledge effective forms of instructional delivery; and provide immediate feedback to professors.”

Finance

Finance policies 2.A.30:

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

SPSCC maintains clearly defined policies for oversight and management of college financial resources. The college Financial Stability and Solvency, Financial Management, and Budget Implementation policies (policies [bord117](#), [peao400](#), [peao401](#), respectively) address college financial planning. College policies and the directives outlined in Washington State’s Revised Code of Washington ([RCW 39.59](#)) include approving and monitoring operating and capital budgets, reserves, fundraising, cash and debt management, and transfer between funds.

SPSCC's board of trustees is responsible for financial oversight of the college, including approval and evaluation of its annual operating and capital budgets. Each college division develops an annual budget using available resources to support fulfillment of the college mission by achieving its strategic and operational plans. The board receives quarterly status reports on the operating budget and annual and as-needed reports on the status of the college's facilities master plan.

Standard 2.B: Human Resources

- 2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

SPSCC employs a sufficient number of qualified employees to support college operations. Personnel selection is guided by clear and published criteria, qualifications, and procedures. Position descriptions accurately reflect position duties, responsibilities, and authority. The college's human resources (HR) staff is responsible for ensuring that positions are appropriately classified, have identified requisite qualifications, and are filled using appropriate selection criteria.

The college recruits and employs personnel who are qualified in their fields of expertise and who have the skills to provide high quality instruction and services for students and high quality services to internal and external customers. New employees are recruited in compliance with federal and state law, established policies and procedures, and the current [faculty contract](#) and staff [collective bargaining agreement](#).

The college executive team discusses and recommends to the president needs to fill vacant positions and create new positions. The president has final authority for all hiring decisions. [Criteria for approving hiring requests](#) include review of position duties, funding sources, relation to college mission, and efficiencies. HR staff meet with managers to assist in developing job descriptions and identifying essential position functions and competencies. In the 2016-17 academic year, the vice president of instruction's office standardized the essential functions and duties for full-time faculty positions. Minimum and preferred qualifications are defined in relation to the individual disciplines. In an effort to increase the size and diversity of applicant pools, recruitment plans are tailored to vacant and new positions and may include marketing in specialized journals and to professional associations, graduate schools, websites, listservs, and other relevant advertising venues. HR personnel monitor recruitment plans and processes to assess effectiveness, recommending adjustments as needed.

The college continually assesses its workforce in relation to its affirmative action goals. HR representatives work with screening committee chairs to review job descriptions, draft recruitment information, and establish screening processes to effectively attract qualified applicants. Screening committees, generally composed of a manager, selected program or work group staff, and personnel from the broader college community, follow established guidelines outlined in the [Screening Committee Handbook](#). The composition of all screening committees is expected to reflect the diversity of the college community.

Administrative and staff evaluation 2.B.2:

- 2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

SPSCC staff and administrative performance evaluations are conducted annually to encourage professional growth and improvement, recognize outstanding performance, and, when appropriate, identify improvement needs in relation to performance.

College administrators, faculty, exempt employees, and classified staff are expected to maintain high standards of competence and integrity, provide for human dignity and privacy, and be guided by due process. The college's performance evaluation processes reflect these principles, provide employee feedback, and encourage professional growth and improvement.

Full-time administrative and exempt employees are evaluated annually. The college's Administrative and Exempt Professional Performance Evaluation Policy (policy [hmrs116](#)) is designed to help administrative and exempt employees achieve personal and professional excellence and contribute to the college's strategic plan, mission, and goals. A positive campus climate is encouraged in this context by providing opportunities for staff to exchange views with their supervisors about job goals and expectations; participate in establishing mutual plans; and seek professional development opportunities to support workplace performance and growth.

The college complies with the classified staff evaluation processes described in [Article 6](#) of the [collective bargaining agreement](#), which provides for collaboration between employees and supervisors to develop annual performance goals, objectives, outcomes, and implementation plans. The Professional Development Plan (PDP) evaluation model provides evaluative feedback and information to use in annual performance planning at the end of each performance period. Managers are also encouraged to provide regular performance feedback to part-time staff.

Professional Development 2.B.3:

- 2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

SPSCC provides appropriate professional development opportunities and support for its faculty and administrative, exempt, and classified staff. These opportunities are intended to assist employees increase their effectiveness and fully realize their roles, duties and responsibilities.

Faculty

SPSCC is committed to provide the faculty professional development opportunities outlined in the [faculty contract](#), and actively seeks additional external faculty development funds. Examples of current college initiatives to support faculty development include:

- Annual distribution of faculty professional development funds as described in Article 7.3 of the faculty contract. Faculty apply for professional development funds, which are managed by a faculty committee. The college spent \$40,362 on this type of professional development in 2016-17.

- Sabbatical leave opportunities extended to tenured, full-time faculty as described in Article 5.12 of the faculty contract. The college spent \$59,444 on sabbatical leaves in 2016-17.
- Annual exceptional faculty awards (EFAs), funding faculty professional development for full- and part-time faculty, described in Article 7.1 of the faculty contract. Awards are based on program guidelines and faculty proposals and funded by a partnership between the college and the college foundation. The college spent \$63,593 on exceptional faculty awards in 2016-17.
- Carl Perkins grant funds. A portion of federal Carl Perkins funds are available for professional technical faculty development upon application and approval. The college expended \$173,794 in Carl Perkins funds in 2016-17.
- The [Center for Teaching and Online Learning](#) (CTOL). In 2015, the college used Title III grant funds to establish the CTOL, staffed by an instructional designer and an instructional technologist who facilitate workshops and provide individual support to faculty in using Canvas, the college's learning management system; technology instructional tools; and online learning technologies. The CTOL also oversees training for new and adjunct faculty cohorts and hosts communities of practice to support faculty growth and development in relation to such initiatives as universal design for learning, culturally-inclusive curriculum, and best practices in assessment, all of which support the college's core themes.
- [College Spark Washington](#) grant. Beginning in 2016-17, the college began implementing a five year, \$500,000 grant from College Spark Washington to support activities to move from the traditional education model to a guided pathways model. Some of these funds have been used to pay for faculty diversity training and attendance at relevant national conferences.

Classified and Exempt Staff

SPSCC recognizes the value and benefit of training to enhance employees' ability to effectively perform their duties. Policies related to funding of classified and exempt staff professional development is outlined in the college's Professional Development and Training Funds Policy (policy [hmrs300](#)).

The college's classified staff training and development policy is described in Article 9 of the [collective bargaining agreement](#). Additionally, support for professional development is offered annually through the college's classified staff trustee awards, through which the college foundation makes as much as \$10,000 in competitive grants available to permanent classified employees to support professional development to enhance their capabilities, skills and knowledge.

The college's annual operating budget includes professional development funds for exempt personnel. As part of their annual evaluation process, exempt staff meet with their supervisors to identify ways in which they might benefit from development opportunities to enhance professional skills. In addition, exempt administrators are also able to attend annual conferences presented by The Association, a state entity that supports the professional development of Washington's community and technical college administrators, and the college participates in the statewide Washington Executive Leadership Academy, which aims to advance exempt staff to senior level administrative positions. Exempt staff are also eligible for sabbatical leaves as outlined in the college's Leave: Types of Leave and Reporting Policy (policy [hmrs220](#)).

Qualifications and staffing levels 2.B.4:

- 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Consistent with its mission and core themes, SPSCC employs appropriately qualified instructional staff in sufficient number to achieve its educational objectives, provide academic policy oversight, and assure the integrity and continuity of its academic programs. Required qualifications for community college faculty are established in [Chapter 131-16](#) of the Washington Administrative Code (WAC). The college's faculty have academic training and professional experience appropriate to the disciplines in which they teach. All faculty teaching academic transfer courses hold at least master's degrees, with emphasis in their primary teaching areas. Professional and technical faculty members hold the required vocational certification identified in [WAC 131-16-091](#) and have experience in their respective fields.

The college ensures integrity and continuity of its academic and professional technical programs through several processes:

- A college-wide instructional council, composed of faculty and administrators from each academic division, along with student services representatives, recommends all the college's new credit bearing courses, programs and instructional policies to the vice president of instruction who has final approval authority.
- All professional technical programs maintain advisory committees composed of local and regional industry professionals who provide guidance and oversight to the development of program curriculum. Professional technical certificates and degrees must also be approved by the Washington State Board for Community and Technical Colleges (SBCTC).
- The college's professional technical nursing, medical assisting, dental assisting technology, culinary arts, and automotive technology programs maintain specialized program level accreditation.

SPSCC maintains an appropriate number of faculty as demonstrated by the alignment of its annual student-faculty ratio with the student-faculty ratio for all the state's community and technical colleges, as reported by the SBCTC. The full-time/part-time faculty ratio supports mission fulfillment while remaining responsive to the college's dynamic and challenging external environment. During budget reductions of the past decade, the college met an increased demand for courses and programs through hiring additional adjunct faculty. Since 2014, the college has been able to convert some positions previously taught by adjunct (part-time, who have taught 135 or fewer credits at the college and work on a quarter-to-quarter basis) and associate (who have taught more than 135 credits at the college and are eligible for multi-quarter contracts) faculty to full-time, tenure track faculty positions.

Faculty Roles

SPSCC is focused on facilitating student learning. Faculty directly contribute to achieving the college's teaching and learning theme as course instructors, assessors of student learning, curriculum supervisors, instructional policy managers, and program and career advisors.

Full-time faculty hold primary responsibility for assessing student learning outcomes at the course, program, transfer degree, and college-wide ability levels, and have developed assessment processes for each level. They are also responsible for communicating and discussing their assessment results, identifying improvement strategies based on results, and implementing and evaluating these strategies with support from the college's student learning assessment committee and teaching excellence (post-tenure review) committees.

Faculty develop and implement the college curriculum. They develop and revise courses and design curricular pathways within their disciplines and across disciplines. They work individually to develop and prepare course materials and collaborate with their colleagues to develop course outlines and syllabi, select textbooks, and develop appropriate instructional strategies.

The college's instructional council, which meets monthly and is composed of more than 50% faculty, develops and implements instructional policies, and reviews and recommends new and revised curriculum to the vice president of instruction for final approval. Professional technical faculty plan curriculum in collaboration with program advisory committees composed of industry professionals. New degree and certificate proposals are also reviewed and approved by the college's board of trustees and the Washington State Board for Community and Technical Colleges (SBCTC).

Faculty workloads 2.B.5:

- 2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

SPSCC faculty responsibilities and workloads correspond with the college's expectations for teaching, service, and scholarship based on their faculty status. Responsibility and workloads of probationary and tenured faculty are outlined in the [faculty contract \(article 5.1 and article 5.2\)](#). Those include but are not limited to teaching; designing and developing courses; assessing student learning at the classroom, transfer, and professional technical program, and college-wide levels; analyzing student data; staying current in their teaching disciplines; advising students; and participating non-instructional activities that support the shared governance of the college.

Responsibilities and workloads of adjunct (part-time, who have taught 135 or fewer credits at the college and work on a quarter-to-quarter basis) and associate faculty (who have taught over 135 credit units at the college and are eligible for multi-quarter contracts) are outlined in the [faculty contract \(article 6.1\)](#). These include but are not limited to curriculum development, assessing student learning at the course level, and keeping current in the discipline for which they teach.

SPSCC faculty are organized into five divisions: humanities and communication; social science and business; applied technology and transitions studies; natural and applied sciences; and academic support services. In addition, the college's counselors and professional librarians enjoy faculty status.

Faculty evaluation 2.B.6:

- 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

SPSCC's full- and part-time faculty are evaluated in a regular, systematic, substantive, and collegial manner. The college's faculty contract outlines the evaluation process, tools, and timelines in detail.

Faculty evaluation is conceived of as a continuous improvement process, providing ongoing feedback to strengthen faculty professional skills. The college maintains separate evaluation processes for full-time tenured faculty, probationary tenure track faculty, and adjunct (part-time, who have taught 135 or fewer credits at the college and work on a quarter-to-quarter basis) and associate (part-time who have taught over 135 credit units and are eligible for multi-quarter contracts) faculty. Faculty evaluations are based on multiple indices; including self-evaluations, peer observation, student evaluations, and administrative evaluations. In addition, faculty work individually with their deans to review course completion rates and identify student success patterns that may need to be addressed.

Prior to July 1, 2018, faculty evaluations conformed to a process outlined in the 2015-2018 faculty contract. Beginning 2016, some faculty piloted a new evaluation model, using the same evaluation tools but applying learning community principles to the composition and approach of the evaluation committees. In 2017-18, the new model was reviewed and refined by a teaching excellence review committee, vetted with the entire faculty body, and ratified for implementation in the 2018-2021 [faculty contract](#). The conditions of the new processes are described below:

- Tenured faculty. All tenured faculty participate on post-tenure committees, known as teaching excellence committees (TECs) and composed of no more than four faculty. The 2018-21 [faculty contract \(article 5.8\)](#), specifies that the TECs remain intact for five years; function as learning communities in evaluating their members; and culminate with members' self-evaluation based upon student evaluations, observations by fellow TEC members, data and trend analysis in relation to the faculty being evaluated, and administrative course evaluations. Throughout the process division administrators meet annually with individual faculty to review progress on their TEC professional development goals and service work assignments. At the end of the five-year cycle, faculty meet individually with their division administrators to review their five-year self-evaluation and related evidence and develop final tenure evaluation reports, which are maintained in their personnel files in the college's human resources office. Throughout each [five-year cycle](#), division deans' offices maintain individual faculty evaluation materials and spreadsheets documenting faculty professional development plans. The vice president of instruction's office maintains documentation of faculty TEC activities for the current academic year.

- Probationary faculty. The probationary faculty evaluations remained the same as that outlined in the newly ratified 2018-21 [faculty contract \(article 5.6\)](#). Probationary review committees, composed of faculty and a lead administrator meet with probationary faculty at least twice in each of the first two quarters of full-time employment with the college and subsequently once each quarter through the end of the probationary period. Probationary faculty evaluations include student course evaluations, peer observations from faculty on the probationary review committees, and administrative evaluations. Status reports identifying strengths and areas needing improvement are submitted for annual review by the college board of trustees until tenure is granted or probationary status is terminated.
- Adjunct and associate faculty: As described in the 2018-21 faculty contract ([article 6.4](#)), all adjunct (part-time, who have taught 135 or fewer credits at the college) and associate faculty (part-time, who have taught 135 or fewer credits at the college) must be evaluated by administrators or their designees within the first thirty credits of teaching at the college. These evaluations include review of student course evaluations. After the first thirty credits, adjunct and associate faculty are reviewed annually by student evaluation, and every three years by formal administrative evaluation.

Standard 2.C: Education Resources

Credentials offered 2.C.1:

- 2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

SPSCC's instructional programs support the college mission of "student success in post-secondary academic transfer and professional technical education that responds to the needs of the South Sound region." Academic degrees and professional technical certificates and degrees are offered at the college's Olympia and Lacey campuses.

The college offers associate degree programs for transfer students that conform to statewide agreements. These include an Associate in Arts/Direct Transfer Agreement ([DTAs](#)) degree; Associate of Arts with Major Related Programs ([MRP](#)) degrees in biology, nursing, and pre-nursing; and an Associate of Science-(statewide) transfer degree, [Tracks 1 and 2](#). Transfer course content and levels of academic rigor appropriate to the disciplines and distribution areas within transfer degrees are determined by faculty in compliance with statewide transfer agreements and guidelines for determining transferability identified in Washington State's [Intercollege Relations Commission \(ICRC\) Handbook](#).

The college offers professional technical associate certificates and degrees, including both an Associate in Applied Science (AAS) degree and an Associate in Applied Science-Transfer (AAS/AAS-T) degree. These degrees are approved by the college's instructional council and board of trustees, as well as the Washington State Board for Community and Technical Colleges (SBCTC). The programs comply with SBCTC guidelines and rely on advice provided by their respective professional technical education advisory committees, composed of representatives from local businesses and industries, relevant labor groups, program faculty, and ex-officio student members. Program faculty, with input from the advisory committees, determine appropriate content and rigor

to ensure that students graduate with the knowledge, skills and abilities to enter the workforce meeting industry standards. Additionally, program rigor and content in nursing, medical assisting, dental assisting technology, automotive technology, and culinary arts is guided by the following specialized accrediting agencies:

- Nursing: Washington State Department of Health Nursing Commission authorization to operate a nursing associate degree; and currently seeking National League for Nursing accreditation
- Medical Assisting: the Commission on Accreditation of Allied Health Education Programs on recommendation of the Medical Assisting Education Review Board.
- Dental Assisting Technology: the Commission on Dental Accreditation
- Expanded Function Dental Assisting Technology: the Dental Quality Assurance Commission
- Automotive Technology: the National Automotive Technician Education Foundation
- Culinary Arts: the American Culinary Federation.

Identification, alignment, and approval of the college's student learning outcomes is overseen by the college's instructional council. [College-wide abilities](#) have been identified for attainment by students pursuing all SPSCC degrees; [distribution area](#) level learning outcomes for students pursuing the college's transfer degrees; [program](#) level learning outcomes for professional technical degree programs; and course level learning outcomes in relation to individual courses ([course outline](#) template). To ensure appropriate content and rigor for successful university transfer or employment in the community, courses and programs are cyclically reviewed by the instructional council's course review and student learning and assessment sub-committees.

The content and rigor for corporate and continuing education courses are determined by staff at the college's corporate and continuing education center in collaboration with the local businesses and industries they serve.

Course and program-level learning outcomes 2.C.2:

- 2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

As touched on above, SPSCC has identified five student learning outcomes, known as [college-wide abilities](#) (CWAs), that are considered to be essential for any student graduating from SPSCC with a transfer or professional technical degree. The college-wide abilities are: communicate effectively; think logically and critically; evaluate and process quantitative data; understand themselves in relation to others in a multicultural world; and understand ethical responsibilities and consequences. The CWAs appear in course syllabi across the curriculum. Each college-wide ability is supported by an assessment rubric.

SPSCC has identified [distribution area](#) student learning outcomes that support the college-wide abilities and correspond to the distribution areas of the general education requirements for Washington State's direct transfer degrees: communication, quantitative skills, humanities, natural science, and social science; and the college has identified program level student learning outcomes for each of its professional technical degree programs, which are published in the [college catalog, \(p.21\)](#).

Course-specific student learning outcomes for all academic and professional technical courses have been developed by faculty using a [course outline template](#) approved by the college instructional council. (The reader may refer to links for examples of an [academic course outline](#) and a [professional technical course](#) outline.) Course learning outcomes for all credit bearing courses are distributed to students in print and on online-print-available syllabi.

The instructional council has developed a Syllabus Policy (policy [inst714](#)) and [procedure](#) to ensure consistency in communicating learning outcomes at the course, program and college-wide ability levels. In spring 2017, the instructional council also adopted a [syllabus template](#) that downloads pre-populated course policies into all course syllabi. So, while individual course syllabi are developed by the respective course instructors, the course learning outcomes included on the syllabi correspond verbatim with the college-wide abilities and course learning outcomes identified in the college's course outlines. The syllabus template saves instructor time and provides uniform information to students. Course syllabi for current and previous quarters are available in the academic division offices.

Credit and credential awards 2.C.3:

- 2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

The college awards credit and degrees based on documented student achievement. Course grades and credit are awarded based on the college's Grading Policy (policy [inst712](#)), which is published in the [college catalog \(p.113\)](#). Graduation requirements for all SPSCC degree and certificate programs are published in the [college catalog, \(p.19\)](#).

The college's courses, student learning outcomes, grading policies, and certificates and degrees are recognized by the Washington State Board for Community and Technical Colleges (SBCTC), and the college adheres to the requirements of state-wide direct transfer agreements (DTA) and Associate in Science-Transfer agreements. Professional technical degrees and certificates meet the requirements of and are approved by the SBCTC and program-specific accrediting agencies. Additionally, the college conforms with the [statewide common course numbering](#) (CCN) system and Washington State [reciprocity agreements](#) to facilitate transfer of credit between Washington State's community and technical colleges. Reciprocity among Washington community and technical colleges provides the flexibility for students who move between and among colleges to meet their educational goals. The use of common numbers and titles, initiated to assist students in transfer, has contributed to a systematic approach to awarding credit and degrees.

General graduation requirements and student graduation responsibilities are published on the [college website](#). Students are required to apply for graduation. Transcripts of graduation applicants are reviewed to verify that they meet degree requirements.

Curriculum design and sequencing 2.C.4:

- 2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

SPSCC's degree and certificate programs demonstrate a coherent design with appropriate breadth, depth, course sequencing, and synthesis of learning. [Admission](#) and [graduation](#) requirements are clearly defined on the college website and published in the [college catalog](#). ([p.5](#) and [p.19](#))

Certificate and degree proposals originate at the instructional program level. Academic transfer degrees align with requirements of and are reviewed by the Washington State's Intercollege Relations Commission (ICRC), the Washington State Board for Community and Technical College's (SBCTC's) Joint Transfer Council, Washington transfer universities, and the college's instructional council. Professional technical degrees and certificates are reviewed by the SBCTC, the college's professional technical program advisory committees, and the college's instructional council.

In winter 2014, the college implemented the curriculum alignment project, which requires faculty to review, in a comprehensive and strategic manner, the curriculum design of their programs and supporting courses. The project goal is to ensure that course syllabi include course learning outcomes that align with [program learning outcomes](#) for professional technical programs and distribution area learning outcomes for transfer degrees, and that college-wide abilities are embedded and identified in courses and programs.

Faculty responsibility for curriculum 2.C.5:

- 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

SPSCC faculty, supported by explicit structures and processes with clearly defined authority and responsibilities, play a primary role in the design, approval, implementation, and revision of the college curriculum, and actively participate in selecting new faculty. Teaching faculty take individual and collective responsibility for the assessment of student learning outcomes and student achievement through course and program assessment processes.

Responsibility for college curriculum development lies with the full-time faculty. This responsibility is identified in the [faculty contract \(article 5.1\)](#) and position announcements. Moreover, faculty compose a majority of representatives to the college [instructional council](#), which oversees and approves curriculum and curriculum policy recommendations.

The faculty exercises an active role in new faculty selection, representing an average of 65% of the membership on screening committees for full-time faculty positions. Screening committee members rate application materials, select finalists for interviews, develop interview questions and hypothetical teaching scenarios, interview candidates, identify interviewee strengths and weaknesses, and recommend qualified finalists to the supervising vice president and the president.

Faculty have major responsibility for student learning outcomes assessment and in this context make a critical contribution to student success and achievement. In 2013-14, the vice president of instruction led instructional council members in a thorough review of the college's student learning assessment processes to ensure clear alignment of course, program/distribution area, and college-wide student learning outcomes and their relationship to the college's core themes.

The review led to revision of the college's assessment model that was approved by the college's instructional council in winter 2014. The new model includes the establishment of three faculty committees: the course review committee; the student learning assessment committee; and the instructional policy review committee. Each committee has a purpose, identified tasks, and authority to bring recommendations to the instructional council, which approves proposals for recommendation to the vice president of instruction. The course review committee conducts a five year systematic and criterion-based course review of all credit bearing courses. The student learning assessment committee develops and implements an annual criterion-based program review process for the college's credit-bearing programs. The instructional policy review committee is charged with drafting new and reviewing, revising, and eliminating existing instructional policies to ensure that students receive fair and equitable treatment to support their academic success.

Integration of information resources 2.C.6:

- 2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

SPSCC faculty partner with library and information resources staff to ensure that library and information resources are integrated into student learning processes employing a [variety of methods](#) at various instructional levels. Examples include:

- Librarians create class specific and program specific electronic "Libguides," online research guides and tutorials for specific departments.
- Librarians are assigned as liaisons with faculty discipline and programs groups.
- Librarians collaborate with faculty to provide classroom instruction on a variety of topics, basing instruction on the Association of College and Research Libraries' Framework for Information Literacy for Higher Education.
- Librarians teach information literacy classes tailored to instructors' assignments.
- Librarians support student success by providing reference interviews during library hours and participating in the Ask WA/Question Point service to answer student questions twenty-four hours a day.
- Faculty reserve library resources for particular courses.
- Faculty use hyperlinks on the student learning portal to provide course related materials.

Credit for prior experiential learning 2.C.7:

- 2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

SPSCC serves a diverse community of learners, including adults who have acquired previous learning through work experiences, training, and independent study. To validate the accomplishments of these learners, the college grants credit for prior experiential learning based on its clearly stated and widely published Prior Learning Assessment Policy (policy [stsv212](#)), which was recommended by the instructional council's policy committee and approved by the instructional council. The Prior Learning Assessment Policy, published in the [college catalog \(p.112\)](#), complies with NWCCU and the Washington State Board for Community and Technical Colleges ([SBCTC](#)) [guidelines](#) for awarding credit for prior learning.

Acceptance of credits from accredited colleges and universities 2.C.8:

- 2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

SPSCC maintains clear, published policies and consistent processes for accepting transfer credits from accredited colleges and universities. The college ensures that accepted credit is appropriate for its programs and comparable to credit granted for its credit offerings.

The college, as the receiving institution, is responsible for exercising final judgment in accepting transfer credit as prescribed by the college's Transfer-in Credit Policy (policy [stsv218](#)) except when [reciprocity agreements](#) between the state's community and technical colleges supersede. The college adheres to Washington State's Intercollege Relations Commission (ICRC) [Umbrella Policy](#). Transfer of credit is determined by the college's credentials evaluators and the assistant director of enrollment services. Students who wish to transfer credit to SPSCC are required to fill out the college's [Application for Transfer of Credits](#) and arrange for previous college transcripts to be sent to the college's office of enrollment services.

Undergraduate Programs

General Education 2.C.9:

- 2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

A general education component is integrated into all of SPSCC's certificate and degree programs, preparing students for lives of productive work, citizenship, and personal fulfillment. The college's transfer associate degree programs include general education requirements in relation to communications, humanities and fine arts, mathematical and natural sciences, social sciences and general electives. The college's professional technical degrees and certificate programs of forty-five (45) quarter credits or more include general education content with related identified outcomes in communication, computation, and human relations that align with and support program goals and intended outcomes. All certificate and degree program requirements are published in the [college catalog \(p.19\)](#) and on the [college website](#). Students who complete transfer and professional technical degrees are exposed to all five of SPSCC's [college-wide abilities](#).

Students enrolled in SPSCC's general transfer (Associate of Arts) degree program are expected to complete the core general education requirements presented on the table below. Courses satisfying these requirements comply with standards developed by Washington State's Intercollege Relations Commission ([Intercollege Relations Commission \(IRCRC\) Handbook](#)), which conform with generally accepted higher education norms. These courses have been approved by the college's instructional council and represent the breadth of knowledge traditionally associated with a liberal arts education. The college's transfer degree core requirements are published in the college catalog.

Associate of Arts (Direct Transfer Agreement) degree:

General Education (distribution requirement)	Minimum Credits
Communication Skills	10 credits – 5 credits must be ENGL&101
Quantitative	5 credits of Math
Humanities	15 credits from at least 2 disciplines
Social Science	15 credits from at least 2 disciplines
Natural Science	15 credits from at least 2 disciplines. Must include at least one lab science.
Electives	15 credits from the general distribution list.

General education requirements for Associate of Arts, Major Related Programs in biology, business, pre-nursing and nursing generally follow the same pattern as that identified for the general Associate of Arts degree outlined above, but with more limited distribution course options, which put students transferring in these majors on an equal footing with the transfer universities' native students.

SPSCC also offers two statewide degree programs for science transfer students. These degrees are intended to provide transfer science students the same courses they would take as native students at the transfer universities. The degrees are heavily weighted with lower division math and science courses, which qualify these students with the prerequisites to enroll and succeed in upper division math and science courses upon transfer. They are expected to enroll in their remaining baccalaureate general education distribution credits after transferring.

Associate of Science – Transfer Track 1

General Education (distribution requirement)	Credits
Communication	5 credits - ENGL&101
Quantitative	15 credits
Humanities	5 credits
Social Science	5 credits
Additional Social Science of Humanities	5 credits
Natural Science	40 credits
Electives	15 credits

Associate of Science – Transfer Track 2

General Education (distribution requirement)	Credits
Communication	5 credits - ENGL&101
Quantitative	15 credits
Humanities	5 credits
Social Science	5 credits
Additional Social Science of Humanities	5 credits
Natural Science	40 credits
Electives	15 credits

The college's professional technical Associate in Applied Science (AAS) degree and certificate programs of forty-five (45) or more quarter credits require industry-based skills courses along with the general education/related instruction in communication, computation, and human relations identified on the tables below:

Associate of Applied Science (AAS) professional technical degrees and certificates - 45 credits or more

General Education (distribution requirement)	Minimum Credits
Communication	5 credits - ENGL&101
Quantitative	5 credits
Human Relations	5 credits

Associate of in Applied Science-Transfer (AAS-T) professional technical degree

General Education (distribution requirement)	Minimum Credits
Communication	5 credits - ENGL&101
Quantitative	5 credits
Science, Social Science, or Humanities	10 credits

To satisfy the applied science general education requirements, courses must address at least one of the following college-wide abilities (CWAs):

- 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.

In order to promote cultural competency in academic and workplace settings, SPSCC also requires five credits of diversity credits of students pursuing its associate degrees. Courses satisfying the diversity requirement are identified by a “D” on the [college catalog \(p.33\)](#) Distribution Requirements for General Education list.

Transfer degree learning outcomes 2.C.10:

- 2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

SPSCC’s associate degree programs offer instruction in relation to the college’s assessable [college-wide abilities](#) as well as providing academic transfer level and [professional technical program learning outcomes](#), which are identified in the college catalog as well as on [course outlines](#) and individual course syllabi. In addition, course level student learning outcomes have been identified for all courses, including those satisfying the colleges general education and related instruction requirements, described in more detail under Standard 2.C.9, immediately above. Achievement of learning outcomes at all three levels supports fulfillment of the college mission.

Related instruction 2.C.11:

- 2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Also as described and illustrated under Standard 2.C.9, above, all SPSCC's professional technical degree and certificate programs of 45 credits or more include general education or related instruction requirements supported by identifiable and assessable learning outcomes. These outcomes align with and support program goals identified in the [college catalog, \(p.37\)](#). Clear student learning outcomes for all courses are published in their respective [course outlines](#). Faculty teaching these courses meet qualifications, including master's degrees in their disciplines, as required in [WAC 131-16-091](#) by the Washington State Board for Community and Technical Colleges (SBCTC) for faculty in their respective general education disciplines.

Graduate Programs 2.C.12 through 2.C.15

SPSCC does not offer graduate programs.

Continuing Education and Non-Credit Programs

Continuing Education programs 2.C.16:

- 2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

SPSCC's [continuing education](#) and related programs are designed to support the college's mission, goals, and core themes.

The college's Center for Corporate and Continuing Education (CCE), located on the Lacey campus, provides non-credit customized training for businesses; short term continuing education courses for updating and upgrading workforce skills; and personal enrichment opportunities for the community.

In compliance with the college's Corporate and Continuing Education Policy (policy [inst708](#)), CCE offers non-credit, self-supporting programs that rapidly respond to industry needs associated with local and state trends. CCE staff collaborate with local agencies, businesses, and industries to develop and provide educational programs and services that support employment, self-employment, and employment training, as well as personal enrichment courses. Examples of technical and corporate consultation services provided by CCE include:

- Small business counseling and training through the Lacey campus's small business development center for business and innovation, a partnership between the college and the Thurston Economic Development Council.
- Senior-level quality assurance consulting to the Washington State Department of Fish and Wildlife.

- Computer application systems consulting to the Washington State Patrol.
- Database development and maintenance consulting to the Washington State Conservation Commission.

Academic quality 2.C.17:

- 2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

SPSCC maintains direct responsibility for the academic quality of its corporate and continuing education programs and courses, which are integrated into the college's academic governance structure. Courses offered for academic credit are approved by the college instructional council, and student learning is assessed with appropriate faculty involvement. The quality of non-credit corporate training and continuing education courses and programs of study is maintained through student evaluation (example [evaluation](#)), quarterly instructor/staff meetings, and meetings with industry representatives to identify needs and desired outcomes. Online, hybrid, and face-to-face courses are developed to conform with industry standards by CCE staff in consultation with industry representatives and subject matter experts.

Appropriately qualified college faculty may be involved in non-credit program and course development. To develop and evaluate non-credit community education courses, CCE personnel conduct local research to assess public interest, collaborate with qualified instructors to design courses, respond to student concerns, and administer and act on student evaluations at the end of each course.

Granting credit for continuing education 2.C.18:

- 2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

In granting credit for continuing education courses, SPSCC applies accepted higher education norms, conforms with college policies, and establishes and assesses achievement of student learning outcomes.

Course and certificate descriptions include intended audience, program length (often by number of contact hours), and student learning outcomes, which are posted on the college website. Students enrolled in face-to-face and hybrid courses are awarded credits based on instructional clock hours in order to standardize credit equivalency across the college. Students participating in clock-hour training are evaluated in terms of their completion of training activities and engagement, and those

employed by organizations with training contracts may convert their clock hours into Continuing Education Units (CEUs) or Professional Development Units (PDUs). Certificates may be awarded for completion of core non-credit curriculum plus electives in face-to-face CCE courses and programs, or through certification examinations developed by curriculum endorsing bodies.

Maintenance of records 2.C.19:

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The college collects and maintains non-credit course records in its the student management system (SMS) along with its for-credit courses records. The SMS system includes course titles, dates, instructors, enrollments, and student information. The college's Records Retention Policy (policy [cadm104](#)) is applied, therefore, to non-credit instructional records. Additionally, the non-credit division uses CampusCE web application software to display [course information](#) and process student registrations on the college website.

Standard 2.D: Student Support Resources

Student programs and services 2.D.1:

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Consistent with the nature of its educational programs and delivery methods, SPSCC maintains effective learning environments, programs and services appropriate to its diverse student population.

The college is an associate degree granting public community college offering comprehensive educational, training and service programs on two campuses. Programs and services at each site effectively support student learning consistent with the college's mission and core themes. Courses are offered in-person, online, and in hybrid format to accommodate the wide range of schedules and learning styles of its students. Course delivery modes are also selected to suit their subject matter. Academic and professional technical courses incorporate lab and studio components as appropriate.

The college provides comprehensive services for both students and faculty to support continuous improvement and fulfillment of the college mission and core themes in relation to student learning needs. These services include:

For students:

- A One Stop desk for admissions, enrollment, financial aid, and cashiering support.
- Registration services.
- Financial aid advising and support.
- Entry skills assessment services to place students in courses compatible with their skill levels.
- New student advising and registration (NSAR) sessions.

- A college success course, HDEV 101, to help students gain the necessary knowledge, skills and abilities needed for college success.
- Open computer labs, iPads, and laptops for student use.
- Support teams, consisting of academic and financial aid advisors, specifically assigned to each student.
- Counseling services to address personal and emotional issues that may interfere with academic success.
- Access support services for students with documented disabilities, to identify and provide accommodations to ensure barrier-free learning environments.
- Career services, assisting students' pursuit of professional goals.
- In-person peer tutoring in math, accounting, science, writing, languages and computing.
- 24/7 online tutoring provided through the college's affiliation with the [Western e-Tutoring Consortium](#).
- Diversity, Equity and Inclusion Center to address the needs of underrepresented students by offering leadership programs, cultural competence workshops, and professional development opportunities.
- Veterans services, providing opportunities for veterans to share experiences and receive student success support.
- On-site child care services.
- Food services, including a cafeteria, a coffee shop located in the college's student success center, a fine dining room located in the Student Union Building, and a student-run food pantry.
- A student life program that supports a wide variety of student clubs, activities and the college's student government.
- An intercollegiate athletics program for men and women.
- An art gallery located in the college's performance center.
- An Artist & Lecture Series and a performing arts program .
- A college bookstore operated by Barnes and Noble.
- Comfortable social and academic learning spaces for students, located in the college's Center for Student Success and in the Student Union Building.
- Laptops available for rental through the college bookstore.
- Laptops available for library check-out.
- Media pods in the Center for Teaching and Online Learning (CTOL), providing student access to a various technologies, including video recording equipment.
- Two full-time CTOL staff to support student use of Canvas, the college's learning management system, and other instructional technologies.
- Campus security.

For faculty:

- The newly developed Center for Teaching and Online Learning (CTOL), which hosts faculty development workshops; communities of practice; one-on-one support and tutoring on teaching and learning strategies; and a three year teaching and learning workshop sequence.
- Panopto, an online lecture-capture program for presenting tutorials and other recordings
- A CTOL classroom with cameras and a control room for recording live lectures and class sessions.
- Canvas, the college's learning management system, providing a robust online environment option for all SPSCC classrooms, in all delivery modalities.

- A course, [Online and Hybrid Quality Review Primer](#), to train and certify faculty for teaching online classes.
- Professional development programs and workshops on technology and online learning pedagogy, provided by CTOL staff.

Safety and security 2.D.2:

- 2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

SPSCC provides a safe and secure environment for students on both campuses, in compliance with federal and state regulations and the Campus Safety, Security, and Access Control Policy (policy [peao200](#)). College safety information, including an [annual security report](#), providing crime statistics compiled by the campus security office in compliance with the federal [Clery Act](#), is publicly available on the [college website](#).

The security department strives to maintain a community-friendly approach that enhances safety through visibility of security personnel, preventive patrols, twenty-four hour accessibility, positive conflict resolution practices, lock-down drills, and crime prevention awareness programs. Security services are provided to the college community on the Olympia campus twenty-four hours a day, 365 days a year. Security personnel patrol the Lacey campus once during each work shift and provide additional services as-needed. Students, faculty, and staff are advised to call 911 in case of immediate life safety issues.

One or more of the following systems may be used to alert students and college personnel during emergencies: Omnilert, a web-based, mass notification network that sends alerts via SMS/text, e-mail, and social media; ALERTUS, a desktop computer pop-up alert system; and ShoreTel group paging using the college telephone system. The college's newer and renovated buildings (14, 16, 22, 23, 25, 28, and 35) are secured using a card key system.

The college's director of safety and security serves on the college's behavioral intervention team (BIT), composed of representatives from counseling and student services, which assists students experiencing crisis or engaging in harmful or disruptive behaviors.

Recruitment, admission, and orientation 2.D.3:

- 2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

As an open access public institution of higher education, SPSCC assesses the math and English skill levels of entering students for appropriate course placement and offers a variety of pre-college opportunities to develop skills of students who are not yet college ready. Students who are not ready for college level math or English can enroll for credit bearing pre-college level

developmental education classes. Those who are not ready for developmental classes are encouraged to enroll in the college's Basic Education for Adults (ABE) and English as a Second language (ESL) programs in order to develop skills to earn GED certificates or high school diplomas, or improve their English speaking, listening and writing in order to move into college level coursework. Students unable to make learning progress in ABE or developmental education pre-college in three quarters are referred to outside agencies for assistance and support until they are prepared to return to SPSCC.

Consistent with its mission and core themes, SPSCC has developed a student "onboarding" process that supports the college's enrollment services, admissions, and advising policies ([stsv200](#), [stsv201](#), and [stsv205](#)) and provides entering students with the information they need to successfully enter their programs of study, including timely, useful, and accurate information pertaining to academic requirements, graduation, and transfer policies.

The onboarding process provides students with multiple opportunities to learn about college policies and procedures that will affect their SPSCC tenure. A "Start Here" desk assists incoming students in completing the enrollment process. [Admissions information sessions](#) prepare students to apply to the college and for financial aid, provide options for assessing their math and English skill levels for appropriate course placement, and assist them in selecting programs compatible with their educational goals. Individual meetings with admissions specialists are available to students with specific enrollment questions.

All incoming students are required to attend a new student advising and registration (NSAR) session conducted by advising staff. The sessions provide information students need in their first quarter at the college, including how to select courses; add and drop classes; use Compass, the college's web-based advising tool; use Canvas, the college's learning management system; and understand general classroom expectations. At the end of the NSAR session, students are assisted as they select classes and register. An online NSAR option is available to students unable to attend on campus.

The college also provides information to students through online and print publications including the [college website](#), the Student Code of Rights and Responsibilities ([CSRR](#)), [quarterly class schedules](#), the [college catalog, \(p.5\)](#), and [program planning guides](#).

The college provides retention services to students throughout their SPSCC tenure, including:

Advising

- Running start information sessions.
- International student orientations.
- In-person and online new student advising and registration (NSAR) sessions required for all entering students.
- Quick reference guides distributed in advising sessions.
- A 3-credit first-year experience course (HDEV 101) available to all students and required for new students and students assessed below college level.
- Quarterly advising days, when classes do not meet so students can meet with advisors.
- Assignment of students to advisors based on areas of study interests or cohort risk groups, such as first generation students, athletes, or veterans.

Academic

- Program planning guides for all degree and certificate programs, published in the college catalog and on the areas of study pages of the college website.
- Educational plans, developed with advisors to identify recommended future quarter-by-quarter coursework .
- An online degree audit tool, enabling students to compare completed courses with requirements for all SPSCC degrees or certificates in order to determine progress to completion.

Transfer

- Transfer workshops offered several times each academic year.
- Quarterly transfer fairs.
- College and university representative visits to meet with students pursuing transfer degrees.

Program revision or elimination 2.D.4:

- 2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

In the event SPSC eliminates a program or significantly changes degree or certificate requirements, college staff make arrangements to ensure that enrolled students have an opportunity to complete the program in a timely manner with a minimum of disruption.

All significant changes to professional technical certificate or associate degree programs require approval from the Washington State Board for Community and Technical Colleges (SBCTC). Section O of the college Board of Trustees Policy (policy bord108) requires that the elimination of a degree or certificate program of 19 credits or more requires board of trustees approval and development of a “teach out” plan. If a degree or certificate is eliminated, the vice president of instruction oversees the College Teach-Out Policy for Program Closure Policy (policy inst707), allowing current students to complete the program. When requirements for degrees or certificates change, continuing students may choose to complete either the modified program requirements or the requirements in effect when they originally enrolled in the program.

College catalog 2.D.5

- 2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:
- a) Institutional mission and core themes;
 - b) Entrance requirements and procedures;
 - c) Grading policy;
 - d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
 - e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
 - f) Rules, regulations for conduct, rights, and responsibilities;

- g) Tuition, fees, and program costs;
- h) Refund policies and procedures for students who withdraw from enrollment;
- i) Opportunities and requirements for financial aid; and
- j) Academic calendar.

SPSCC's [college catalog](#), Code of Student Rights and Responsibilities ([CSRR](#)), and [class syllabi](#) provide comprehensive information that is easily accessible to students and other stakeholders. Information on rules, regulations for conduct, and student rights and responsibilities is published in the CSRR, and a more general rights and responsibilities overview, including the intent of the code and how to obtain the entire code is included in the [college catalog \(p.7\)](#). The catalog and CSRR are available both on the college website and in hard copy at the One Stop desk and outreach office, both located in the college's Center for Student Success building. The college catalog provides the following:

- a) Institutional mission and vision ([p.2](#))
- b) Entrance requirements and procedures ([p.5](#))
- c) Academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion, based on normal student progress and frequency of course offerings ([p.25](#))
- d) Tuition, fees, and other program costs ([p.6](#))
- e) Academic calendar ([p.120](#))
- f) Refund policies and procedures for students who withdraw from enrollment ([p.111](#))
- g) Financial aid opportunities and requirements ([p.12](#))
- h) Grading policy ([p.113](#))
- i) Names, titles, degrees held, and conferring institutions for full-time faculty and administrators ([p.115](#))

Publications 2.D.6

- 2.D.6 Publications describing educational programs include accurate information on:
- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
 - b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

SPSCC's [college catalog, \(p.21\)](#) and [college website](#) provide information to students and college stakeholders on certificate and associate degree programs. Program planning guides, accessible on the college website, describe career opportunities and expectations associated with professional technical degrees and, when relevant, information on national and/or state legal eligibility requirements for licensure or entry into the fields.

Student records 2.D.7:

- 2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

SPSCC adheres to policies and procedures regarding secure retention, retrieval, and backup of student records, whether in electronic or paper format.

The college follows the [General Retention Schedule](#) for Washington's Community and Technical College System in relation to all records regardless of medium. The college maintains the majority of its records electronically in its student management system (SMS), financial aid system (FAM), and iLinx electronic document storage. Paper records are also filed, stored, and removed as prescribed in the state retention schedule.

The college protects student records in compliance with the federal [Family Educational Rights and Privacy Act \(FERPA\)](#) and the college's corresponding internal Confidentiality of Records Policy (policy [stsv104](#)). Upon hire, all employees receive training materials on FERPA requirements and are required to sign a statement indicating they have reviewed the information and agree to follow it. Additionally, specifically tailored faculty and staff information sessions are provided at the beginning of each academic year and more often if needed.

Accountable program 2.D.8:

- 2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

SPSCC provides an effective and accountable financial aid program to support its mission and core themes and publishes accessible and complete information on the breadth of financial aid opportunities to prospective and enrolled students in compliance with its Student Financial Assistance Policy (policy [stsv300](#)). Financial aid opportunities include scholarships, grants, loans, and specialized support, such as Washington State's Worker Retraining aid, Basic Food and Employment Training funds, and WorkFirst funds.

Accountability for the college's financial aid program is maintained through audits performed by the U.S. Department of Education and the Washington State Board for Community and Technical Colleges (SBCTC), with oversight from the college's executive team and business office. The college's Fiscal Operations and Application to Participate ([FISAP](#)) report is submitted annually to the Department of Education. Student level originations and disbursements for Federal Pell grant and direct loan programs are reported the Department of Education at least weekly. The Financial Aid Office reconciles student disbursement detail on the Washington State Need Grant, College Bound Scholarships, Passport program, and Washington State Work Study program, which it reports monthly to the Washington Student Achievement Council.

The college website and student financial aid portal provide information to future and current students on [Financial Aid, grants, loans, scholarships](#), and other funding sources. In addition, upon enrolling, students are assigned to financial aid program coordinators, who are available for in-person financial aid advising appointments. Financial aid personnel conduct presentations on the campus as well as annually providing annual Free Application for Federal Student Aid (FAFSA) student/parent workshops at service area high schools.

Repayments 2.D.9:

- 2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

SPSCC clearly informs students with [Federal Stafford Loans](#) of their repayment obligations and requires that they complete direct loan exit counseling through [StudentLoans.gov](#), which addresses topics including current loan balances, explanation of loan interest, repayment plans, budgeting tools, credit cards, and how to avoid default.

The college closely monitors its loan default rate, as well as the character and effectiveness of its [financial aid program](#). SPSCC [cohort default rates](#) are published annually by the [Department of Education](#).

Academic advising 2.D.10:

- 2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

SPSCC maintains an intentional advising program (policy [stsv205](#)) to help students identify their educational goals, develop appropriate educational plans, and monitor progress in achieving their goals. The college's advising procedures are defined, published, and made available to students on the [college website](#) and in hard copy at the Olympia campus advising center and at the Lacey campus' One Stop counter.

The college's educational planners have expertise on the college curriculum and completion and graduation requirements for the college's degree and certificate programs. Individual planners specialize in assisting specific student cohorts, such as those interested in particular areas of study or belonging to particular at risk groups, such as first generation students, athletes, and veterans. Some planners are assigned to the college's academic and professional technical divisions to facilitate communication between division faculty and advising staff.

In order to stay current, the planners attend the college's instructional council, division meetings, and instructional deans meetings, and participate as appropriate on college task forces addressing issues related to advising.

The college's professional educational planners assist students in selecting programs of study, choosing courses, monitoring progress toward meeting educational goals, identifying and overcoming institutional and personal barriers to success, and applying for graduation. Faculty advisors focus on assisting students in navigating the instructional process; identifying and overcoming institutional and personal barriers to success; and identifying career options and educational choices best suited to their goals. Faculty and professional advisors refer students to the college's academic support resources as needed.

The educational planners meet with students by appointment as well as during scheduled walk-in times. Advisors also meet with students on the college's quarterly "advising days." One advising day is scheduled each quarter when classes don't meet so students can meet with educational planners and faculty advisors to monitor progress toward achieving their educational goals and select classes for subsequent quarters.

In fall 2017, as part of SPSCC's larger engagement plan, the college acquired Starfish, an early alert and advising software that was internally rebranded at the college as Compass. This tool allows faculty to alert advising staff regarding student needs; allows advisors to refer students to campus services, including advising, tutoring, counseling, and financial aid; allows advisors to report follow-up information back to referral originators; and allows students, assigned advisors, faculty, and assigned financial aid advisors to easily view students' academic information, notes, early alerts, kudos, degree planning, and degree audits. Compass has improved communication between faculty, educational planners, and students; improved the quality of college interventions with students; and increased student retention and success. Phase 1 of Compass implementation was completed in fall 2017, providing the early alert platform and introducing a new enrollment services queuing system. Phase 2, planned for fall 2018 implementation, will provide a degree planning tool that will generate more useful educational plans than those provided by the college's current degree audit system. The new planning software will compare completed course work with SPSCC degrees and certificates, identifying coursework remaining to complete the college's educational programs; building schedules indicating optimal times to enroll in remaining courses based on prerequisites and the college's annual course schedule; and easing sharing of the plans between students, educational planners, and faculty.

Co-curricular programs 2.D.11:

- 2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

SPSCC's Office of Student Life oversees and coordinates the college's co-curricular activities, which are designed to engage students in opportunities for educational, social, and recreational experiences that enhance classroom learning, assuring alignment with the college mission, values and core themes, and especially Theme 5 – Build Community. Co-curricular programs are governed by the Associated Students of South Puget Sound Community College (ASB) in compliance with the ASB [Constitution](#), [Bylaws](#) and [Student Financial Code](#) and supported by [student fees](#). The ASB student senate (student government) allocates student fees and provides leadership for student initiatives.

In this context, the college offers comprehensive services for students, emphasizing diverse and inclusive co-curricular activities that provide opportunities for student development and growth. Student-funded programs intentionally support the college's strategic plan and instructional programs. Co-curricular activities include, but are not limited to, clubs, student leadership opportunities, diversity programs, college publications, and athletics. Student Life [programs](#) provide opportunities for student engagement and strive to respond to the diverse interests and backgrounds of the college student body. The college's Student Clubs and Organizations Policy (policy [stsv402](#)) ensures that SPSCC students are free to organize and join associations for any legal purpose.

Other student activities supported by the college include the Diversity, Equity and Inclusion center (DEIC) and International Student Services (ISS). The DEIC provides a safe space for students and college community members to participate in experiences that expand cultural competency and dialogue to enhance classroom learning and offers a weekly diversity leadership institute workshop series and annual diversity conferences; hosts the safe zone program that offers education and curriculum to encourage an inclusive and safe environment; and provides gathering space for diverse student clubs and affinity groups.

The ISS offers co-curricular programs to provide global education; enhance student awareness of diverse backgrounds; and build diverse language and interest communities. The International Student Association (ISA) provides a social, recreational, and educational outlet for international and domestic students, enabling them to gain cultural knowledge and practice English language skills. Annual ISS and ISA activities to achieve these goals include an international celebration dinner, international education week activities, and the college's lunar new year celebration. The ISS program offers a cultural ambassador student leadership program that pairs international students with peer mentors to introduce students to the college's academic support services and assist them in adjusting to the college experience.

Auxiliary services 2.D.12:

- 2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

SPSCC provides a bookstore and food services that support the college's student learning environment by making textbooks, educational, and personal supplies and appealing, nutritional food choices easily accessible to students and college personnel. The college also provides internal services and generates external revenue through an event management office.

Bookstore

The college bookstore, operated through a contract with Barnes & Noble, provides a variety of options for students to acquire required and recommended textbooks, including new and used books, eBooks, and new and used book rental. The bookstore also carries supplies, apparel, backpacks, calculators, headphones, computers, computer accessories, academically priced software, snacks, beverages, and other merchandise. The college receives a percentage of sales revenue, which is used to support college priorities.

Food Services

The college's food services, including a cafeteria, fine dining room, and catering services are operated by the college's culinary arts program.

Event Management

In addition to serving the college departments, programs, and student groups, the college's event management operation generates revenue by renting space and providing related logistical support to external entities for community events and functions.

Athletics 2.D.13:

- 2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

SPSCC offers an intercollegiate athletic program (policy [stsv404](#)) funded through the student government's services and activities fees in compliance with relevant student [financial codes](#). The college is a member of the [Northwest Athletic Conference \(NWAC\)](#) and complies with NWAC standards [NWAC Conference Codebook and Sport SOPs](#), including holding its athletes responsible for conforming with college admission requirements and procedures, academic standards, degree requirements, and financial aid awards policies that apply to all SPSCC students.

The program, consisting of men's soccer, men's and women's basketball, and women's volleyball, is committed to providing positive experiences for student athletes through their enrollment in the college's educational programs and participation in athletic competition. The [athletics program mission](#) emphasizes its commitment to educational and athletic excellence and fielding quality teams with high quality character and talent. The program's vision is to strive to be the best place for its student athletes to achieve greatness. The intercollegiate program provides opportunities for students to enhance individual development, build identity with the college, and strengthen the bond between the college and its community. Student athletes may receive financial aid awards and scholarships to assist them in achieving their educational goals. The college's athletic director administers its athletic scholarship process in compliance with NWAC standards. Financial aid awards to student athletes are administered by the college's financial aid office following the policies and procedures applied to all SPSCC students. The athletic director monitors athletes' quarterly academic success and, as needed, refers them to college services to support their retention and success. The college's Code of Student Rights and Responsibilities ([CSSR](#), section [132X-60-160](#)) identifies grounds for athletic ineligibility.

Identity verification 2.D.14:

- 2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

SPSCC maintains an effective identification process for students enrolled in distance learning courses. All students, including those enrolled in online courses, are issued student identification numbers (SIDs) that are different than their social security numbers and function as primary identifiers on student records. Students are also issued e-mail addresses that function as usernames for logging into the college's student internet portal. Students create unique passwords that, among other uses, are required for logging into Canvas, the learning management system that supports the college's online, hybrid, and web-assisted courses.

Faculty who teach the college's fully online courses use a variety of methods to verify student identity in connection with evaluation processes, including use of written assignments to develop a sense of student voice and writing style. Some fully online courses, including math courses, rely on in-person proctoring to verify student identify. Beginning in July 2018, the college has contracted with Examity to provide optional online proctoring services using uploaded picture identification at minimal cost to students.

Standard 2.E: Library and Information Resources

Resource adequacy and planning 2.E.1 and 2.E.2:

- 2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The primary mission of the SPSCC [library](#) is to support teaching and learning. The library adheres to the college's Library Access to Information Resources Policy (policy [inst601](#)), Library Instruction and Information Resource Support Policy (policy [inst605](#)), and Library Gifts Policy (policy [inst603](#)). College library staff provide ready access to authoritative and up-to-date content through extensive print and digital resources. Faculty librarians conduct ongoing collection development with guidance and input from faculty across the curriculum. Collection decisions are made in response to program changes and needs and are guided by the library's [internal strategic plan](#).

The college library supports the college mission and core themes by providing high-quality information resources to all students and employees. The library currently maintains 31,754 titles and 36,338 volumes in its circulating book collection, and 720 titles and 2,713 volumes in its non-circulating reference collection, and subscribes to 102,570 electronic books through six subscription services. The library offers a reserve service for items in its print and physical media collections and faculty-supplied textbooks and supplemental materials.

As the college uses the Canvas learning management system to provide content, grading, and other resources for all classes in all formats, the library looks for ways to maximize library-related services within the Canvas environment. For example, a link to the library website has been placed in every Canvas classroom, and a new version of the library's LibGuide (online research guides and tutorials for specific departments) software will allow research guides to be embedded directly into Canvas. The library subscribes to two film databases, Kanopy and Films on Demand, content from which can be embedded into Canvas or streamed into classrooms. Librarians are collaborating with the college's instructional designer and instructional technologist to develop tutorials that can also be embedded into Canvas.

Library personnel use faculty input and circulation statistics to inform budget and collection decisions. Faculty librarians and the library dean make decisions about subscribing to online article databases and e-book collections by conferring with faculty regarding curriculum relevance, cost, accessibility, and ongoing use. Recent acquisitions include Kanopy Streaming, in response to faculty requests for streaming videos to embed in Canvas; Credo Reference, so students can use online encyclopedias, biographies, dictionaries and other reference sources; and Statista, a statistics portal.

Students can order books and journal articles not owned by the library on an unlimited basis through interlibrary loan (ILL). ILL delivery times range from one or two days for journal articles delivered electronically and up to two weeks for physical items delivered by surface mail. The library also maintains cooperative loan arrangements with The Evergreen State College and Saint Martin's University, two local baccalaureate institutions accredited by the NWCCU, through which students can create accounts and use the library resources of these institutions.

The library supplies various technology to support student learning. Public work stations, including four iMacs, with a full complement of digital media software are available for students. Laptops are available for in-library use.

The library has also responded to user expectations for library resources and services to be available anywhere at any time through membership in the national consortium of librarians for 24/7 provision of virtual reference services.

- 2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

Planning for SPSCC's library and information resources is evidence-based, and includes feedback solicited from users and stakeholders. Each year, the dean of academic support services leads the library staff and faculty through departmental planning in alignment with college operational planning process. The library's annual [internal strategic plan](#) includes annual goals and outcomes to support the library's mission and contribute to the college operational plan. The dean also uses the annual planning process to assign library projects, evaluate expenses, and track progress. The dean of academic support services submits the library plan to the vice president of instruction for review, response, and institutional alignment.

Library liaison program

Each faculty librarian serves as a liaison, providing instruction and collection development support to assigned instructional departments. When the college's instructional council approves new courses and programs, the respective liaison ensures that the library collection sufficiently supports the curriculum. Conversely, when a program or course is retired by IC, the faculty librarian liaison reviews and weeds that area's library collection as appropriate.

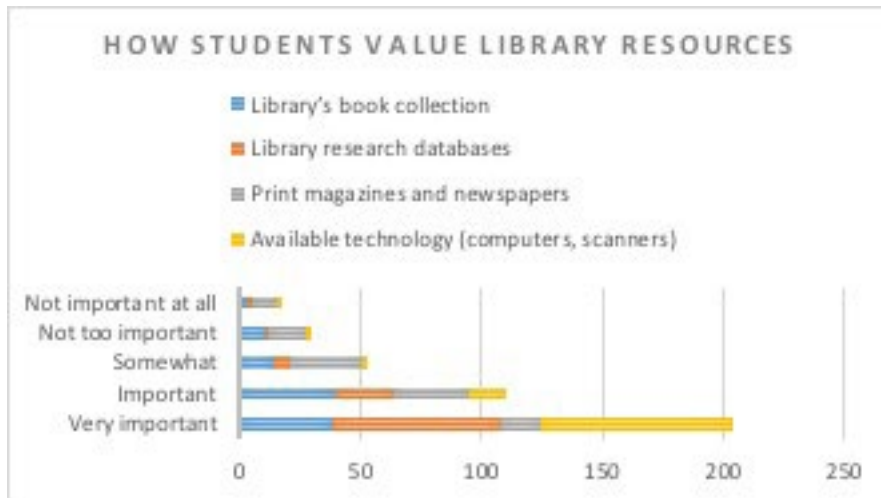
Patron satisfaction surveys

The library annually conducts in-house patron satisfaction surveys. Library personnel review survey results to inform modifications to library programs and services. For example, in 2015 librarians collaborated with the college's director of instructional research to survey faculty. Most responding faculty indicated they do not request information literacy instruction (68%), have assignments that require students to access library materials (52%), nor provide information literacy instruction (56%). In response to this gap, librarians have tried to increase awareness of library services through new faculty training; implementing a community of practice addressing research and information literacy; and updating LibGuides to embed in Canvas courses. The number of information literacy classes taught by librarians increased by 10% in the 2016-17 academic year. The library dean and librarians are currently developing a comprehensive proposal for integrated information literacy instruction to consistently reach all students.

Student surveys conducted in-house by library faculty consistently rate the library highly on the approachability and friendliness of its staff and faculty. These surveys also demonstrate the impor-

tance of library resources to student success. Users rate books, databases and available technology as “important” or “very important” to their academic careers. While the 2017 surveys were given to students using the library, the 2018 survey will be redesigned and sent to students online in an effort to learn what prevents some students from using the library. The library’s 2018-19 strategic plan will address the 2018 results.

Figure 2.E.2: 2017 Student Survey Responses



IPEDS

The library participates in the nationally-recognized Integrated Postsecondary Education Data System (IPEDS) [survey](#). The IPED survey data allows comparison of SPSCC’s staffing, materials, and services levels with those of other libraries of similar size and provides data for service area reviews and departmental planning, which in turn drive future resource allocation.

Usage Statistics

Alma, the library services platform, enables easy collection of statistics documenting the use of library services and materials. Alma data is also used by library personnel to make decisions about collection development, database subscriptions, annual periodical subscription renewal, book acquisition and weeding, and media and other resource purchases. Alma statistics indicating service levels and facility and program use include door and head counts, number of reference transactions, and number of instructional sessions.

A number of other factors are considered in collection management, including faculty consultation; student, staff, and faculty requests; and reviews in professional publications such as the Library Journal or Booklist. A similar process informs database subscription decisions and cancellations.

Information literacy instruction 2.E.3:

- 2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

SPSCC provides appropriate instruction and support for students, faculty and staff to enhance their effectiveness in obtaining, using, and evaluating library and information resources wherever and however accessed. Librarians provide information support primarily through reference interactions, instruction, and research guides, known as LibGuides.

Reference desk services are provided during all hours of operation, currently 63.5 hours each week. Librarians either staff the help desk or are on call for students and other patrons. During the 2016-17 academic year, approximately 1,000 reference interactions were recorded. Because the library needed more robust information about student requests and research needs, in 2017 the library began subscribing to Gimlet, a reference tracking service, as a way to record and tag reference interviews. The data is used to decide when help desk staffing is most needed; guide purchases based on reference request topics; and develop plans for assessing patron satisfaction.

To ensure that students and other patrons can get virtual librarian help at any time, the library belongs to a national consortium of librarians for 24/7 provision of virtual reference services. In 2016-17, the link to AskWA/QuestionPoint 24/7 was added to all Canvas LMS classes as well the Primo search function, and use has consequently substantially increased. In 2015-16, SPSCC patrons used AskWA 104 times compared to 257 times in 2016-17. Planned next steps are to assess SPSCC users' experience with AskWA and develop a plan for marketing the service to students.

Librarians also provide significant instructional support to SPSCC students, primarily through teaching information literacy sessions for a variety of disciplines. Instruction is based on the Association of College and Research Librarians (ACRL) Information Literacy Framework. Students are provided hands-on practice in discovering, accessing, and evaluating resources, and learn how to use them appropriately and ethically. Instructional services are also provided at the library reference desk and embedded in online and face-to-face classrooms at both SPSCC campuses. The college librarians taught 188 information literacy sessions in the 2016-17 academic year, an increase of approximately 10% over the previous two years.

Finally, the librarians create and update a variety of LibGuides, online research guides and tutorials for specific departments. In 2018, the library upgraded to LibGuides 2.0, which allows for embedding entire guides, rather than just links to the guides, in Canvas.

The college's dean of academic support services, faculty librarians, and library circulation manager meet at least twice quarterly to review reference services, consider new instructional methods and tools, and identify strategies to improve library instruction.

Resources and services evaluation 2.E.4:

- 2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

SPSCC regularly and systematically evaluates the quality, adequacy, use, and security of its information resources and services. The library circulation team annually conducts a complete inventory to identify missing materials and decide if they should be replaced or withdrawn from the records. Librarians weed materials on a five-year [collection management](#) cycle. Materials are added to the collection based on faculty and staff requests and librarian selection. Librarians use relevant professional sources to identify appropriate materials to acquire. Usage statistics generated by Alma, the college's library management system, are used by library personnel to determine subscription renewals and book purchases.

Library staff, faculty, and administrators consistently evaluate work flow and other operating processes. Recent changes have included updating the library's reserve process to improve ease of use by faculty and students; streamlining the acquisition process to avoid duplicate purchases and inform the community of new acquisitions; and subscribing to Gimlet, a reference interaction tracking service, to support informed decisions regarding staffing, reference outcomes, and student support activities.

Library personnel continuously assess appropriateness of the college's library security strategies, which currently include:

- Bar-coding all library materials, including media and journals, for use with a theft detection system.
- Registering library patrons checking out materials in the circulation system.
- Protecting the most valuable materials through in-library-use-only designations, or limited check-out periods.
- Requiring user names and passwords for library and library classroom computer use.

Standard 2.F: Financial Resources

Financial stability and risk management 2.F.1:

- 2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

SPSCC is committed to responsible, stable, and informed long-term financial planning that supports its programs, services, mission, and core themes. Responsible budgeting and the development of new revenue sources make it possible for the college to provide resources and services that promote student success.

Financial Planning

The Washington State Legislature biennially allocates funds to the Washington State Board for Community and Technical Colleges (SBCTC) to operate the state's thirty-four public community and technical colleges. The SBCTC distributes the allocation to colleges using a formula reviewed and approved by the college presidents. Colleges are also authorized by the legislature to collect and retain tuition to subsidize state funding. The amount of allocated funds flowing to SPSCC is about the same as the amount of student tuition and fees the college retains. These two primary funding sources are augmented by smaller revenue streams, including college foundation and enterprise funds, grants, contracts, and various student fees. System colleges submit annual financial data to the SBCTC, which is in turn reported to the Washington State Office of Financial Management.

SPSCC's 2017-18 operating budget (Figure 2.F.1) was submitted and approved by the college board of trustees in September 2017.

Figure 2.F.1: 2017-18 Operating Budget

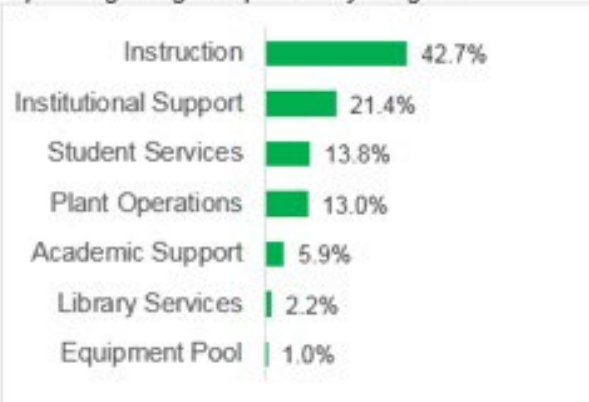
Operating Budget Revenue: By Source



Operating Budget Revenue: By FTE



Operating Budget Expense: By Program



Operating Budget Expense: By Category



Cash Flow/Reserve

SPSCC maintains unobligated cash balances in a variety of funds to ensure the college's financial stability and solvency. The College Financial Stability and Solvency Policy ([policy 117](#)) states, "... the College is to begin each fiscal year with local operating reserves of no less than 15% of the annual operating budget of the College... ". In managing fund balances, the administration plans for specific future capital investments; possible impacts of unexpected budget reductions; and responses to unplanned events, such as natural disasters. The president is responsible for investing fund balances in compliance with state investment guidelines, and for providing fund balance and debt service status reports to the college board of trustees.

Long-Term Obligations

State law outlined in Washington State's Revised Code of Washington (RCW) ([RCW 29B.50.330](#) – [29B.50.400](#), [RCW 39.94](#)), the Washington State Board for Community and Technical Colleges' (SBCTC) [policy manual](#), and the College Financial Stability and Solvency Policy (policy [bord117](#)) prescribe when and how the college borrows money and issues or sells revenue bonds. The board policy requires that the college may not incur debt payments or borrow money which, in aggregate, total more than 7% of the college's average operating and auxiliary services revenues for the three immediate preceding fiscal years, and that the president must annually make a fund balance and debt service report to the board of trustees.

Resource planning 2.F.2:

- 2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

SPSCC realistically plans for the use of state allocations, tuition revenue, earned income, donations and other non-tuition revenue sources by adhering to its College Financial Stability and Solvency Policy (policy [bord117](#)). The college has a long history of responsible and strategic financial planning that advances achievement of its mission and core themes. The college's comprehensive budget planning process is described in detail under Standard 2.F.3, below.

Prudent budget forecasting provides stability for college operations. Annual budgets are developed based on conservative estimates of the state legislature's biennial allocation and annual tuition revenue, which are the two main funding sources for the college operating budget. The college does not use one-time funds, such as excess tuition revenue, to fund ongoing operational expenses.

The executive team meets regularly from January through April to project operating and grant budget revenues used to develop the annual operating budget. As state revenues, tuition, and enrollment are continually changing, the vice president of administrative services works closely with the vice president of student services and the vice president of instruction to ensure that enrollment trends are reflected in budget planning

Grants, the college bookstore, space rental to external entities, and corporate and continuing education (CCE) provide supplemental revenue streams which are considered in the budget planning process. Grants may be used to fund equipment purchases for short term projects, such as development of new initiatives. The college bookstore, operated by Barnes & Noble, generates revenue from the sale of textbooks, course materials, supplies, electronic and computer products,

sundries, and clothing, a portion of which flows to the operating budget. Campus parking and public safety are funded through a combination of a portion of the student matriculation fee and the college's operating budget. Current revenue collection supports safety officers and minimal parking lot maintenance. Although the fund is currently self-sustaining, the college is currently identifying funding sources for construction of additional parking and improvement of current lots. CCE transfers fund balance excesses (above \$600,000) to the operating budget and contributes to the operating budget by renting space from the college and reimbursing the college for utility and IT staff use.

Budget Development 2.F.3:

- 2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

SPSCC complies with its College Budget Implementation Policy (policy [peao401](#)) and procedures set forth in the Washington State Board for Community and Technical Colleges' SBCTC [Fiscal Affairs Manual](#) and the State Administrative and Accounting Manual ([SAAM](#)). The college budget development process, including opportunities for participation by college constituencies, is outlined below:

- Every two years, the college community participates in forums to identify what will support continuous improvement in meeting or exceeding measurable achievement indicators identified in the strategic plan to support the college's Core Themes.
- The President's Advisory Group (PAG) and the Institutional Effectiveness Committee (IEC) compile input generated in the forums and provide a list of priority strategy recommendations to the executive team.
- The executive team identifies annual institutional priorities based on the PAG and IEC recommendations.
- Executive team members meet with their department supervisors to identify department needs, compatible with the Washington state law requirement for balanced annual budgets.
- The executive team develops the proposed budget.
- The college presents the biennial operation plan and budget projections for the upcoming year to staff at annual "town hall" style forums.
- The president presents the proposed budget to the board of trustees for review and approval.
- Once the budget is finalized, the director of budgeting and fiscal services prepares the budget document and posts it on a shared drive for use by college staff for budget tracking and reconciliation.
- The director of budgeting and fiscal services makes quarterly financial reports to the board of trustees.
- Expenditures greater than \$100,000 from unobligated reserves are submitted by the president to the board for prior approval. The maximum amount the president can spend annually under this provision is \$250,000.

Financial information systems 2.F.4:

- 2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

SPSCC uses an accounting system that follows generally accepted accounting principles and effective internal controls and provides the timely and accurate financial information required for effective institutional decision making.

The college's Financial Management Policy (policy [peao400](#)) ensures that accounting and reporting follow the procedures set forth in the State Administrative and Accounting Manual ([SAAM](#)) and the Washington State Board for Community and Technical College's (SBCTC's) [Fiscal Affairs Manual](#). All transactions are recorded and tracked electronically through the SBCTC's financial management system (FMS). Using FMS data, the SBCTC produces a single system-wide financial statement. The data are also uploaded to OFM's accounting and financial reporting system (AFRS) to be included in the statewide [Comprehensive Annual Financial Report](#) (CAFR).

Month-end financial and budget reports are placed in a cold-storage system (onHAND) after each month's fiscal period has closed. Personnel responsible for reconciling accounts have electronic access to monthly budget status expenditure reports (payroll and non-payroll) and revenue detail reports.

The vice president of administrative services is responsible for the college's accounting, budgeting, and auditing functions as well as purchasing, central services, risk management, and contracting. Accounting functions are directly overseen by the chief enterprise services officer and the director of budgeting and fiscal services who report to the vice president and supervise appropriately trained and qualified staff.

Using information prepared by the director of budgeting and fiscal services, the vice president of administrative services and the director of budgeting and fiscal services report quarterly to the board of trustees on the college's operating budget status. The college's annual budget development schedule requires providing regular updates to the board during budget development process on such topics as budget projections and funding priorities. The board typically receives a draft of the proposed budget at their May meeting, with final budget approval scheduled for the June meeting.

Internal controls are audited in the context of the state auditor's office's accountability audits. Additionally, the college chief enterprise services officer conducts random internal control reviews of college programs and departments, focusing primarily on auxiliary and enterprise accounts, to ensure adherence to sound accounting practices.

Capital budgets 2.F.5:

- 2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

SPSCC's capital budgets directly support the college's core themes and supporting strategic objectives and measurable achievement indicators by effectively planning for facility acquisition and maintenance. Long-range plans accurately project total ownership costs. Capital debt is periodically reviewed, justified, and carefully controlled to avoid negative impact on the college's educational programs.

The college's capital budgets are developed biennially as part of an integrated planning process designed to support its [strategic](#) and [operational plans](#) and align with the [Campus Master Plan](#). The college collaborates on its capital budget plans with the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington State Department of Enterprise Services, which are legislatively charged with capital contract administration. The following major capital projects have been completed in the past five years:

- The Olympia campus' Center for Student Success was completely renovated and reopened in December 2013. The 90,000 square foot, \$32 million renovation houses the college library; a learning support center; most of the college's student support services, including registration, financial aid, counseling, advising, and testing; the Center for Teaching and Online Learning; and media services.
- In September 2012, the college purchased a five-building office park on eight acres near the business center of nearby Lacey, Washington, for development of a second campus, replacing leased space at another location. Purchase timing took advantage of historically low commercial property prices. The college applied \$4.1 million in local dedicated funds to purchase the property and received a \$5 million certificate of participation from the state at low interest rates to finance renovation.
- Building 1 on the Lacey campus was completely renovated and opened in fall 2015. The 50,000 square foot, \$11.5 million renovation houses classrooms and learning laboratories; a large conference/event space; student services, including a testing center and office space; and the college's corporate and continuing education program. In addition, the Thurston Economic Development Council is co-located in the facility.
- The first floor of Building 3 on the Lacey campus was renovated and opened in 2015. The 20,500 square foot, \$900,000 renovation, houses the college's advanced manufacturing program.
- Building 25 on the Olympia campus was completely renovated and opened in fall 2017. The 21,000 square foot, \$1.5 million renovation houses the college administrative offices as well as the information technology department.
- Building 28 on the Olympia campus was renovated and reopened in winter 2018. The 16,000 square foot, \$2.2 million renovation houses the college's Center for Transition Studies, which includes the college's adult basic education and English as a second language programs.

The college has completed other capital projects financed through state certificates of participation (COPs), including the Student Union Building on the Olympia campus, to be paid off in 2020; and Building 1 on the Lacey campus, financed with local reserve funds and a COP to be paid off in 2034. The college budget office carefully monitors debt service in compliance with its Financial Stability and Solvency Debt Management Policy ([bord117](#)), and debt service data is included in the quarterly [Capital Budget Status](#) report to the board of trustees for review.

Auxiliary enterprises 2.F.6:

- 2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

SPSCC defines the financial relationship between its general operations and auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college's auxiliary enterprises, which include the bookstore, food services, and events management, maintain non-operating accounts, separate from the college operating budget and accounted for by the college's business office. Auxiliary enterprises are managed in compliance with regulations set forth in the Washington State Board for Community and Technical Colleges' (SBCTC's) [Fiscal Affairs Manual](#) and the Washington State Office of Financial Management's [State Administrative & Accounting Manual \(SAAM\)](#).

The bookstore, operated through a contract with Barnes & Noble, provides the college with a contracted percentage of sales which are used to support college operating costs. A portion of the contracted percentage is used by the college to service debt financed through a Washington State certificate of participation (COP), to pay for major renovation of the college's Student Union Building completed in 1999; another portion pays the wages and benefits of college business office employees; and the rest is transferred to the college operating budget.

Financial audits 2.F.7:

- 2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Traditionally, Washington State's community and technical colleges have been audited on a regular schedule by the Washington State Auditor's Office (SAO). Because of reduced funding to all state agencies and consequent reduced staffing in the auditor's office in the past number of years, the SAO did not perform a comprehensive financial audit of SPSCC for the 2009-2011 biennium. In November 2011, the SAO sent the colleges letters indicating that the SAO was adopting a new statewide audit approach, shifting to a topical focus with "accountability audits" as opposed to conducting comprehensive financial audits of individual state agencies. For fiscal year 2011, the SAO performed a statewide accountability audit of tuition waivers issued at ten Washington State public community and technical colleges and six Washington State public colleges and universities. SPSCC was not one of the colleges selected for this audit. In fiscal year 2014-2015,

the SAO resumed accountability audits for the community and technical college system. Accountability audits are currently scheduled on a four-year cycle, and SPSCC's last accountability audit was for fiscal year 2013-2014. The college did not receive an audit finding or management letter for that audit. Exit items were reviewed and corrected. Final reports are posted on the [State Auditor Office \(SAO\) website](#).

In fiscal year 2016, to comply with the NWCCU audit standard, the SAO began auditing full financial statements prepared by the colleges. To accommodate this audit process, the Washington State Board for Community and Technical Colleges' (SBCTC) developed a uniform template for college financial statements. Financial statement audits for SPSCC were completed in fiscal year 2016 for fiscal year 2014, and in 2017 for fiscal year 2015. In March 2018, the SAO, in conformance with the NWCCU directive that audits be completed nine-months after the close of the fiscal year, completed a dual-year audit of SPSCC for fiscal years 2016 and 2017. The college did not receive audit findings or management letters in connection with the fiscal year 2014, 2015, or 2016 financial statement audits. It did, however, receive an audit finding for fiscal year 2017 ([Audit Report](#)). The college president, the vice president of administrative services, and the chief enterprise services officer meet with the auditors at the conclusion of each audit report to review results. All audit reports are reviewed by the college board of trustees finance committee and subsequently presented at a regular board of trustees meeting.

In this context, the SBCTC is working to facilitate community and technical college compliance with NWCCU accreditation standards. The SBCTC performs an annual analysis of each college's fiscal health, as well as maintaining an audit cycle of operational and fiscal reviews. The college's last SBCTC review was conducted in fiscal year 2017. In addition, state and federal granting agencies periodically audit college financial and personnel systems relevant to grants from these agencies.

The college's foundation, a separate 501(c)(3) organization, is audited biennially by an independent audit firm. [Foundation audit reports](#) are provided to the college president, college board of trustees, and Foundation board. The college foundation has not received audit recommendations in the last decade.

Institutional fundraising 2.F.8:

- 2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

SPSCC and the South Puget Sound Community College Foundation conduct fundraising activities in a professional and ethical manner in compliance with all governmental regulations and requirements. The SPSCC Foundation is registered with the U.S. Internal Revenue Service as a 501(c)(3) organization and with the Washington State Secretary of State as a charitable organization. The [Foundation audit](#), conducted annually, highlights foundation revenues and expenditures.

The SPSCC [Foundation's mission](#) is "to engage community and build resources to support success for all students." In the college's current economic environment, characterized by higher state education budget reductions, the role of the foundation in addressing unmet student and college needs has become increasingly critical. The Foundation is governed by a twenty-six member

board of directors which meets regularly and has been raising funds for SPSCC students and the college for over thirty years. The Foundation's activities are coordinated by an executive director who collaborates with the Foundation board president and members and oversees Foundation staff. The relationship between the college and the foundation is defined in a [quid pro quo agreement](#) that is on file in the college business and Foundation offices.

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

Adequacy of facilities 2.G.1:

- 2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

SPSCC maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs and mission and core theme fulfillment. The college's main campus is situated on 104 acres on Mottman Road in west Olympia, which is surrounded by single family residences on three sides and light industrial businesses on the other. The Olympia campus houses 493,105 gross square feet in buildings.

The [Thurston Regional Planning Council](#) estimates that an additional 94,000 people will reside in Thurston County by 2040. To serve this rapidly growing population, in September 2012, the college purchased an 8-acre, 5-building office park with 87,966 square feet of usable space in nearby Lacey, Washington. The Lacey campus is located near a major transit station, hotels, restaurants and other amenities.

The college's facilities are generally defined as "adequate" using the rating guide referenced in the [2017 Facilities Condition Report](#) conducted by the Washington State Board for Community and Technical Colleges (SBCTC) staff in December 2017.

The college maintains a well-developed ten-year [Campus Master Plan](#) which is periodically updated to reflect current needs. The master plan facilitates submission of timely capital requests through the Washington State Board for Community and Technical Colleges' (SBCTC's) capital funding process as well as requests to local government agencies for capital project permits.

The college modifies and updates facilities within the constraints of available funding. For example, to accommodate new teaching modes, classrooms on both campuses are equipped with multi-media presentation equipment. Similarly, conference rooms on both campuses are equipped with computer access and video projectors or large screen video displays. Facilities, media, information technology, and instructional personnel collaborate to develop functional, high quality instructional spaces. Facility improvements, specifically to upgrade and maintain existing classroom and work spaces, and the construction of new facilities have followed the Campus Master Plan.

To support educational programs and support services and ensure high quality and safe learning and work environments, college facilities personnel, including building and grounds maintenance and custodial services staff, provide for the maintenance and operations of all college facilities. The building maintenance staff possess a wide variety of technical skills, allowing the college to

perform in-house maintenance and repairs that would cost considerably more if contracted to outside entities. College staff provide basic preventative and corrective maintenance to HVAC, plumbing, mechanical, electrical and other building systems.

The security department monitors access to campus facilities through officer patrols and security checks. Maintenance issues discovered while on patrol are reported to the facilities office on work orders. Security officers unlock and lock buildings on a pre-determined schedule based on class and room schedules. Key and key card access to buildings is determined by work supervisors.

All new building and construction projects are designed to meet or exceed city, state, and federal health and safety codes and current Americans with Disabilities Act (ADA) standards. Project plans pass city and state review processes and are reviewed by the Washington State Department of Enterprise Services' division of Architectural and Engineering Services for ADA compliance. In 2012 a Washington State Board for Community and Technical Colleges (SBCTC) 2012 Civil Rights Compliance Review noted accessibility issues in and around several buildings. In response, the college hired an engineer to redesign a ramp to one of its buildings; purchased new food and beverage serving lines; and modified a number of service windows, displays, and classroom furnishings.

The [college's emergency operations plan \(EOP\)](#), which uses an all-hazards approach in compliance with National Incident Management System guidelines, is reviewed annually and updated as needed. The EOP is available on the [college website](#), in hard-copy form at the college security office, and on a stand-alone laptop for use in the event of a network outage. The college's emergency response group, composed of the college president, vice president of instruction, vice president of student services, vice president of administrative services, director of facilities, director of safety and security, chief human resources officer, chief information officer, chief communications and legislative affairs officer and executive director of the Foundation, is responsible for the team decision to activate the EOP.

The college safety and health committee meets monthly to discuss topics related to employee safety and maintaining a safe learning environment for students. The committee reviews accident and injury data to identify hazards and reduce possible injuries. The committee's work is guided by the college's Campus Safety and Health Committee Policy ([peao201](#)) and Accident Prevention Policy ([peao202](#)), as well as the laws and standards referenced in these policies.

Hazardous materials 2.G.2:

- 2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The SPSCC facilities department regularly reviews the use, storage and disposal of chemicals and hazardous materials in compliance with the college's Hazardous Materials Policy (policy [peao304](#)). The college's primary users of hazardous materials and producers of hazardous waste are faculty and staff in instructional areas of biology, chemistry, health sciences, art, automotive, and welding. Supervisors of these areas collaborate with facilities personnel to oversee the handling and disposing of hazardous materials and the forwarding of material safety data sheets to the facilities department, which maintains a hazardous materials inventory that is reported annually to the Washington State Department of Ecology.

Campus master plan 2.G.3:

- 2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

SPSCC develops, implements, and regularly reviews a long-range [Campus Master Plan](#) which is aligned with the college's educational and financial planning processes and supports fulfillment of the college mission and core themes.

The 2015 campus master plan specifically addresses a twenty year time frame but attempts to consider college needs for the next half century. Goals identified in the planning process are based on objectives identified in the strategic plan and reflect anticipated decreases in state funding. The college decision to purchase and develop its Lacey campus rather than renewing its lease on a previous site has been a highly significant factor in master plan development.

Equipment 2.G.4:

- 2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

SPSCC procures and manages equipment sufficient in quantity and quality to support the achievement of its mission, core themes, strategic objectives, and associated measurable achievement indicators.

SPSCC defines large equipment as items costing at least \$3,000, including installation, training, and purchase of related supplies. The college budget process requires that annual large equipment purchases are directly aligned with its strategic plan. Specifically, departments submit [requested needs for large equipment](#) requests that are prioritized by the executive committee in relation to strategies as identified by the college community and prioritized by the executive team, to advance the annual operational plan. Replacement priority for computers and computer workstations is based on acquisition date. Computers to support new programs and initiatives and related equipment, such as wireless network upgrades, may qualify for large equipment funding. College equipment budgets are augmented with federal Carl Perkins grant funds and state grant funds. Small equipment requests and purchases are administered by individual college units and overseen by supervising executive team members. Instructional departments and programs make small equipment requests in the fall and on an as-needed basis, and other administrative units make requests throughout the year.

The college takes various approaches to equipment maintenance. Individual programs and departments are responsible for maintaining equipment not permanently attached to buildings. The college's equipment maintenance system generates work orders and related maintenance reports. The facilities department maintains a vehicle maintenance schedule based on manufacturer recommendations, with larger pieces of equipment fitted with gauges to track usage. Smaller equipment is serviced as needed.

Every two years, the college procurement office physically inventories equipment worth more than \$5,000 or identified as “small and attractive” and therefore vulnerable to theft. The procurement office maintains records of inventoried items using Washington State’s Directline inventory system.

Technological Infrastructure

Technology infrastructure 2.G.5:

- 2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

SPSCC’s technology systems are maintained by the college’s information technology (IT) department which, maintains the campus network, physical infrastructure and cable plant, telecommunications, and desktop computing operations, all of which support fulfillment of the college mission and core themes.

The following technology resources are in place to support ongoing college functions:

- The college’s local area network (LAN) was designed, installed, and is supported, in-house. The college is now gradually replacing highly proprietary and non-standard network equipment in an effort to establish a more standards-based, cost-effective, and low-maintenance wired and wireless network.
- The LAN includes secure wireless connections among all buildings of both SPSCC campuses and some external sites. Separate logins provide dedicated wireless access to classroom devices and other instructional equipment using digital resources.
- College internet access is provided by Washington State’s K-20 network and supported by the IT department. Bandwidth has been increased in the past three years to improve access to online instructional resources.
- College-wide telecommunications services include a Shoretel Voice Over IP (VOIP) phone system and voicemail. Available support services include telephone line setup and hardware support for all college faculty and staff. Telephones, using a system that includes emergency paging, managed call centers, and instant messaging (IM) capabilities, are available in all classrooms. Some administrators are issued college-owned cellular phones; however, beginning in 2014, the college offers stipends, modeled on the Washington State Office of the Chief Information Officer (OCIO) policy (Cellular Device [Policyitsv501](#)) for cellular devices, so that designated personnel can be partially reimbursed to conduct business using their own cell phones, eliminating the need to carry separate phones for personal and business calls.
- The college uses a Microsoft Office 365 cloud-based employee email system with remote access via web client and desktop Outlook applications. Office productivity software is supported by IT using campus-wide licensing agreements. All Microsoft Office tools are also available online through the Office 365 interface.
- Primary administrative tools, including the student management system (SMS), financial management system (FMS), personnel/payroll management system (PPMS), and financial aid management system (FAM), are hosted at the Washington State Board for Community and Technical Colleges (SBCTC) site. The college’s web transaction server supports authentication for Instructor Briefcase and online student services functions, which include

grading, registration, transcripts, and waitlists. Many of these functions are accessible through the college portal. These state-run enterprise resources management software packages are scheduled for replacement in the next few years with CTC-Link, a modern enterprise system.

- The college's local administrative tools include a maintenance management system and software that monitors campus building environment and electrical usage.
- IT personnel install and maintain computer equipment and software, including multi-media equipment, in all instructional areas, consulting with departmental and program personnel to determine standard and specialized technology setup.
- The college maintains a number of open computer labs on campus, primarily in the allied health and technical education building, that are configured for use either by individual students or by groups. College faculty may also schedule the labs for class use.
- The college library's computer lab houses forty virtualized desktop computers, including four CAD computers and four Macs, with software tailored for instructional needs. The college's learning support services and Center for Teaching and Online Learning (CTOL) areas are equipped with additional computer stations and multiple classroom-style projection systems to accommodate group tutoring sessions. The CTOL also provides four media stations for student and faculty video editing.
- CANVAS, the college's learning management system, supports online, hybrid, and web-enhanced face-to-face classes, providing content delivery, discussion boards, chat capability, assessments, assignment drop-boxes, and other teaching and learning features. CANVAS is managed by the Washington State Board for Community and Technical Colleges (SBCTC) and is hosted in the vendor's cloud.
- The college's Panopto Lecture Capture hardware is used to record guest speakers and other classroom activities.

The college strives to ensure that online resources are appropriately accessible, by providing accommodations such as video closed captioning. The college's plan to ensure accessibility for all technologies is outlined in its Accessible Technologies Policy ([policy cadm145](#)).

Technology support and instruction 2.G.6:

- 2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

SPSCC's Center for Teaching and Online Learning ([CTOL](#)) provides technical support for Canvas and other instructional technology, in-person as well as by email and telephone. The CTOL develops a schedule of workshops and web tutorials based on review of Canvas updates, newly available instructional technology tools, and faculty requests for assistance and training. To supplement instruction, the CTOL promotes and coordinates faculty and staff registration for online workshops and webinars offered by the Washington State Board for Community and Technical Colleges (SBCTC), which address such topics such as accessibility, Open Educational Resources, and Quality Matters (an organization that provides training in developing high-quality online courses).

The information technology (IT) staff provides individual support and assistance to faculty and staff in areas such as web resources and creating accessible documents. The IT department also presents faculty and staff workshops on college technology tools prior to fall quarter during the college's annual Opening Week.

Technology planning 2.G.7 and 2.G.8:

- 2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

SPSCC's information technology (IT) department works with vendors to acquire state-of-the-industry equipment that provides advanced technology at cost effective prices. Equipment standards are developed by the IT department and approved by the executive team. IT personnel solicit staff, faculty and administrative input by meeting with end users to determine need and ability for the college to support individual and program related technology requests. The IT planning process ([Technology plan](#)) aligns with the college operational plan.

- 2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

In 2013, SPSCC implemented a Technology Fee Policy (policy [itsv503](#)) to support a four-year replacement schedule for college technology classrooms and computer labs. Since 2013, however, the number of supported desktop computers, laptops, and other devices has increased by nearly 50%, so the replacement cycle for this equipment is now somewhat longer than four years. Mitigating this concern, the college's IT department works with vendors to assure that all classroom, lab, and faculty and staff computers are adequate to meet user essential needs. Classroom and lab computers are replaced based on function as well as age. Those used in technology-based instructional programs may be replaced more frequently than general use computers to conform with changes in industry technology standards.

IT personnel meet with program faculty and deans at least quarterly to determine software and hardware upgrade needs. Additionally, all college faculty and staff have desktop or laptop computers and other devices appropriate to their work functions. This equipment, as well as conference room technologies, is funded through a combination of operating funds, allocated through the college's annual budget process, and division funds. Workstation computer replacement, contingent on available funding, is based on function as well as age. Requests for new instructional computing resources, as well as faculty and staff computer and software requests, are reviewed with requestors to assure the technology aligns with user need and can be supported by college infrastructure and resources.

The college supports acquisition of state-of-the-art audio visual equipment for new and renovated buildings based on program need. IT personnel regularly consult with faculty who request non-standard classroom technology, such as smart board technology, cameras for capturing lectures, and screen capture.

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STANDARD 3.A:
INSTITUTIONAL PLANNING

3.A: Institutional Planning

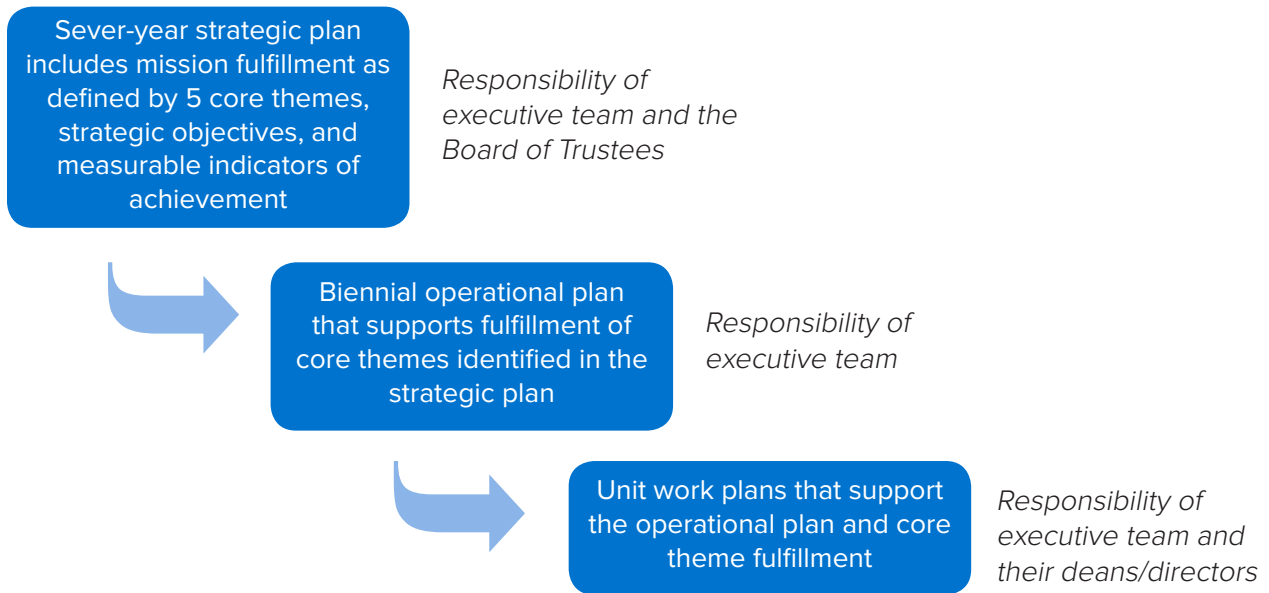
Institution Mission Statement 1.A.1 and 1.A.2:

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
- 3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.
- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- 3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

SPSCC engages in ongoing, purposeful, systematic, integrated, and comprehensive institutional planning in order to achieve mission fulfillment. Every seven years the college conducts a comprehensive strategic planning process (currently a five year plan), which includes mission review, core theme development and revision, identification of strategic objectives to support the core themes, and measurable achievement indicators to define mission fulfillment for each theme. Over the life of the plan, college faculty, staff, and administrators engage in ongoing review in order to advance mission fulfillment. The planning processes are:

- Core themes, related strategic objectives, and measurable achievement indicators included in the college's strategic plan are identified by the college's strategic planning committee, which includes faculty, exempt and classified employees, and administrative representatives. Each core theme is assigned to an executive team member, who is responsible for assuring that biennial operational planning in relation to that theme aligns with the theme's strategic objectives, and for guiding institutional progress in relation to the measurable achievement indicators associated with the theme and its strategic objectives.
- Biennial operational plans, including prioritization of proposed strategies and related allocation of resources to achieve mission fulfillment, are developed in the first year and reviewed in the second. The president's advisory group (PAG) and the institutional effectiveness committee (IEC) collect and review input from the college community before recommending operational plan strategies to the executive team. Each biennial operational plan strategy is assigned to an executive team member who coordinates its implementation.
- Annual unit work plans, which support implementation of strategies identified in the biennial operational plan, are developed by the college's major work units under the supervision of executive team members responsible for the units.

Although SPSCC’s planning processes engage the entire college community, responsibility for mission fulfillment rests with the executive team and is reviewed and monitored by the college board of trustees. The alignment of planning processes is illustrated below.



SPSCC’s biennial operational planning process is key to college mission fulfillment. The [unit work plans](#) align employee effort with institutional priorities defined in [the operational plan](#), which in turn support the college’s core themes and [strategic plan](#). The operational planning process is inclusive, providing opportunities for all employees to participate. Ongoing operational plan implementation is performed by college work units and overseen by executive team members.

Every year the president shares the operational plan with the college community at SPSCC’s fall kickoff event. Unit work plans are reviewed to ensure alignment with the college’s operational plan.

The college’s operational planning activities for the current year are described below.

YEAR 1: beginning with activities in spring prior to the new biennium

The president's advisory group (PAG), composed of employee [representatives from college constituencies](#), leads the college's annual operational review and biennial planning effort, which is carried out through college "town hall" style [forums](#) scheduled to accommodate the ability of various faculty, staff and administrative employees groups to attend. Forum activities include:

- The college's institutional effectiveness committee (IEC), composed of employees representing various college constituencies (employee representatives), reports on highlights and areas needing more work (data) in relation to the college's achievement indicators.
- PAG representatives report progress on completed and ongoing operational planning strategies that support the college's five core themes. College executive team members are available for questions and answers.
- College budget and finance representatives report information related to upcoming budget projections.
- The PAG biennially facilitates small group discussions so employees can comfortably share ideas about strategies they believe will advance fulfillment of the achievement indicators, focusing on areas needing the most improvement.
- The PAG collects ideas generated at the forums, and PAG members review the ideas and prioritize recommendations to the executive team, again focusing on areas needing the most improvement.
- The executive team reviews PAG and IEC recommendations and drafts the operational plan. Where assessment data reveals deficiencies in relation to the strategic plan's achievement indicators, the executive team ensures that resources and institutional capacity are applied to address the highest priorities.
- The executive team uses work unit employee input and revenue projections to develop an annual operating budget, which supports the operational plan and measurable achievement indicators.
- During summer, the executive team presents the operational plan and corresponding budget to the board of trustees for approval.
- The plan is shared with the college community during the fall "kickoff" week, highlighting new initiatives along with ongoing work being carried forward from the previous year. The plan is also shared with college personnel through a variety of web-based formats.
- Unit work plans are developed to support the operational plan and guide day-to-day college operations.
- Beginning in January, the executive team and board of trustees review progress in relation to the core themes, focusing on one theme at each regularly scheduled board meeting.
- Executive team members host quarterly meetings with classified staff, faculty, and the general college community to solicit feedback and respond to questions related to the college plan.

YEAR 2: Spring of the interim legislative session

The second operational planning year repeats the first, except that steps related to identifying and prioritizing strategies for inclusion in the biennial plan are eliminated.

The college's operational planning process is illustrated below:



The college operational planning process was introduced in spring 2014, when it was conceived as an annual plan. Personnel managing the plan not only found annual identification of new strategies to be overwhelming, but they also learned that many identified strategies took more than one year to implement and evaluate. Consequently, the college moved to a biennial operational planning schedule. With experience, the staff has become more proficient in selecting strategies and data collection points that align with and effectively measure accomplishment of strategic objectives.

- 3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

SPSCC's emergency preparedness activities are coordinated through the office of the vice president of administrative services. The college's comprehensive [emergency operation plan](#), [emergency information](#), and [annual security report](#), which include general emergency response information, evacuation procedures, and crime statistics required by the Clery Act, are available to all college personnel on the college website. The college conducts annual tests of its emergency notification systems at both campus locations and schedules annual drills to assess its emergency plans and capabilities. A number of college employees have volunteered to serve as evacuation coordinators to aid in evacuating building occupants in emergency situations. The volunteers meet annually to review emergency response procedures. College departments are responsible for

developing contingency and continuity of operations plans for their work groups and facilities. All employees and students are encouraged to use Omnilert, a system the college has in place to send emergency alerts to computers and cell phones. The campus security office also emails links to safety training videos (disaster preparedness; Run, Hide, Fight videos) to the college community at the beginning of fall quarter, encouraging faculty to show them in classes. The college course syllabi format, embedded in Canvas, the college's learning management system, provides emergency preparedness information, and faculty are encouraged to develop evacuation and shelter-in-place plans.

STANDARD 3.B, 4.A AND 4.B:
**CORE THEME PLANNING,
ASSESSMENT, AND IMPROVEMENT**

STANDARDS 3.B, 4.A, and 4.B: Core Theme Planning, Assessment, and Improvement

Executive summary of eligibility requirements 22 and 23

ER 22. STUDENT ACHIEVEMENT: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Learning outcomes for all SPSCC degrees and certificates are published in the [college catalog \(p. 21\)](#), which is available online and in print. College faculty assess student learning through course and program review, using [course, discipline](#), and [program and degree](#) data available on the college's data dashboards to assess student learning and improve teaching and learning.

ER 23 INSTITUTIONAL EFFECTIVENESS: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

SPSCC has established a planning, assessment, and improvement system that directly supports accomplishment of the mission and core themes. As part of its planning and evaluation system, the college has developed strategic objectives and related achievement indicators that support and effectively monitor progress toward fulfilling its mission. The college executive team holds primary responsibility for ensuring that the college's continuous improvement process leads to mission fulfillment. Achievement indicator progress is [reviewed quarterly](#) by the executive team, [reported](#) annually to the board of trustees, and reported to the college community each year at its fall [kickoff](#) event and during spring operational planning [sessions](#).

3.B: Core Theme Planning

- 3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.
- 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
- 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A: Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 Discussed on page 133.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B: Improvement

- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
- 4.B.2 Discussed on page 133.

This section of the self-study report provides an overview of SPSCC’s core theme planning and assessment and improvement processes, followed by a presentation, organized by core theme, addressing Standards 3.B Core Theme Planning; 4.A Assessment; and 4.B Improvement, in relation to each theme. The section concludes with a discussion of sub-standards 4.A.3 and 4.B.2 on Planning, Assessment and Improvement of Student Learning Outcomes.

3.B Core Theme Planning

In 2013, SPSCC’s board of trustees selected a new college president who quickly engaged the college and its community partners in developing a new [strategic plan](#). In this context, the college:

- Formed a strategic planning committee, composed of the college executive team and administrative, faculty, and exempt and classified staff representatives.
- Hired an outside facilitator to guide the college in comprehensive strengths, weaknesses, opportunities, and threat (SWOT) analysis and the development of the strategic plan.

- Created [concept papers](#) to guide core theme and strategy development.
- Involved community partners, including representatives from local school districts, universities, and economic development agencies, in development of draft core themes.
- Drafted a strategic plan by refining draft core themes and strategic objectives and developing measurable achievement indicators for each theme.
- Presented the draft plan to the college board of trustees for feedback, which was integrated into the plan.
- Submitted the plan comprising core themes, core theme strategy objectives, and achievement indicators for final board approval and adoption.
- Publicized the strategic plan to the college community and community partners.
- Implemented the strategic plan through development of biennial operational plans supported by [unit work plans](#).

4.A and 4.B Assessment and Improvement

SPSCC’s institutional assessment and continuous improvement processes are driven by the strategic plan, which comprises five core themes that address elements of the college mission, associated strategic objectives, and achievement indicators for each strategic objective. The thirty-three measurable achievement indicators are published on a “scorecard” that illustrates college progress toward mission fulfillment. The strategic plan is implemented through a biennial process that:

- Identifies operational strategies that support the strategic objectives identified in the strategic plan for each core theme.
- Identifies targeted measurable outcomes for each strategy.
- Identifies departments with primary responsibility for each strategy.
- Identifies funding sources to support each strategy.
- Documentations final outcomes.
- Uses outcome analysis to identify new and continuing strategies for subsequent biennial operational plans.

College executive team members review and modify the operational and [unit work plans](#) throughout each year.

The college review, assessment, and improvement process includes following activities:

- The institutional effectiveness committee (IEC) reviews data, identifies, and recommends to the executive team meaningful, measurable, and verifiable achievement indicators supporting the strategic objectives associated with each core theme. The executive team reviews the proposed indicators and recommends them to the board of trustees for review and final approval. In the course of the initial implementation year for the first (current) strategic plan, the IEC recommended several data changes in relation to the indicators because the original were found to not accurately measure the related objectives as intended. The executive team and the board reviewed and approved the recommended changes.
- The board of trustees annually reviews identified strategies and levels of indicator achievement in relation to each core theme. In mid-academic year, the board of trustees holds [study sessions](#) at their regular monthly board meetings, focusing on one core theme per meeting. In this context, the board discusses the strategies and data and suggests areas for college personnel to work on.

- During the [annual operational planning process](#), the president’s advisory group (PAG) and IEC members provide an overview of success or lack of success in relation to achievement indicators, emphasizing areas with the greatest need for improvement. In addition, the institutional research office and IEC publish an [annual report](#), that summarizes mission fulfillment outcomes, “top takeaways” (lessons learned), and highlights of the academic year. The report includes a scorecard for each achievement indicator listed under the five core themes and supporting strategic objectives, comparing achievement levels with pre-established achievement targets. The annual report also articulates how baseline indicators were established, provides analysis in relation to the indicators, and identifies mission fulfillment targets and stretch goals for the indicators. The stretch goals ensure that the college strives to continue improving even if targets have been reached.
- The executive team quarterly reviews progress on strategies identified in the operational plan and adjusts college focus as strategies are completed or need additional attention.
- Executive team members review unit work plans with unit work groups throughout the year to monitor progress on achievement indicator.
- The PAG and the IEC conduct biennial town hall forums to involve college personnel in identification of new strategies to support core theme fulfillment that will be reflected in continued improvement on the achievement indicators. The PAG and IEC prioritize input from the forums and refer strategy recommendations to the executive team.
- The Executive team reviews the recommendations to develop strategies for inclusion the next biennial [Operational Plan](#) and budget allocations to effectively implement the strategies.

Since 2013, SPSCC has significantly improved its efforts in relation to data collection and dissemination. This effort has been enhanced by a five-year, \$2.25 million Title III Strengthening Institutions Grant from the U.S. Department of Education received by the college in 2014. Grant funds were used to hire a data analyst, increasing the college’s institutional research capacity and thereby facilitating development of data dashboards and related promotion and training; development of informational graphics; increased responsiveness to data requests; and provision of survey support, all of which allow college personnel to generate meaningful data to guide decision making and improve student success.

A description of SPSCC’s planning, assessment, and improvement work by core theme (3.B.1,2, and 3; 4.A.1, 2, 4, 5, and 6; and 4.B.1) is presented below:

Core Theme 1: Expand Student Retention and Completion: Planning, Assessment and Improvement

SPSCC’s strategic planning work group for the Expand Student Retention and Completion core theme recognizes that 1) the college’s primary purpose is to ensure that students achieve their academic goals; and 2) college funding is increasingly moving from an enrollment-based to an outcomes-based model. The group began planning in relation to Core Theme 1 by developing a [concept paper](#), which guided identification of three strategic objectives with supporting achievement indicators for each.

The college vice president of student services has primary oversight responsibility for Core Theme 1, with support from the vice president of instruction. In this context, the vice president of student services ensures alignment of strategies, programs, and services to achieve strategic theme objectives and achievement indicators; monitors progress on achievement indicators; and annually reports progress to the board of trustees. College governance groups that formally contribute to Core Theme 1 fulfillment include the deans committee and the instructional council.

Strategic objective and achievement indicators

Strategic objectives for Core Theme 1: Expand Student Retention and Completion are presented below along with supporting achievement indicators, baseline data, mission fulfillment targets, and current indicator status, followed by indicator definitions.

Mission Fulfillment Scorecard									
Key: Mission Fulfillment Current Status		Meets or exceeds target					Core Theme 1: Mission Fulfillment Status: 8/9 (88.9%)		
		Positive trend, target not met							
		Negative trend, target not met							
Core Theme 1: Expand Student Retention and Completion									

1.A.1: Increase Student Retention									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Full Time Retention	57.7%	60.0%	59.0%	65.0%	66.0%	63.0%	59.0%		63.0%
Part Time Retention	45.0%	47.0%	49.0%	52.0%	50.0%	46.0%	44.0%		54.0%

1.A.2: Increase Student Retention									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Retention Pt	61.0%	62.1%	62.6%	65.5%	67.2%	65.3%	63.4%		66.0%

1.A.3: Increase Student Retention									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Pts per Student	1.71	1.72	1.74	1.99	2.01	1.99	1.71		1.96

1.B.1: Support Student Completion									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
3 Yr. Grad Rate & Trans. Out rate	46.3%	48.0%	45.0%	51.0%	51.0%	55.0%	46.7%		51.3%

1.B.2: Support Student Completion									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
45 to Completion	37.2%	39.8%	41.4%	40.7%	42.7%	41.1%	45.0%		47.5%

1.C.1: Engaging Students									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Funding Pts	2.86%	2.70%	2.80%	3.10%	3.10%	3.30%	2.94%		5.70%

1.C.2: Engaging Students									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Student Effort	50.9	--	52.0	--	--	48.8	45.0		80th Percentile
Support for Learners	43.4	--	44.0	--	--	48.2	45.0		80th Percentile

Definitions

- Full-time retention: the percentage of an annual cohort of full-time, first time in college, degree-seeking students who begin in fall quarter and return the following fall quarter.
- Part-time retention: the percentage of an annual cohort of part-time, first time in college, degree-seeking students who begin in fall quarter and return the following fall quarter.
- Retention point: the percentage of returning students who earn a student achievement initiative (SAI) retention point. The retention point identifies returning students from the previous year who earn a retention point in the reporting year. The SAI is the performance funding system for Washington State's system of community and technical colleges. Colleges receive points, with funding attached, when students reach key academic momentum points (milestones).
- Points per student: the sum of all SAI momentum points divided by the number of students.
- 3-year graduation rate and transfer out rate: the percentage of an annual cohort of full-time, first time in college, degree-seeking students who begin in fall quarter and earn a degree within three years (150% of the conventional time for a full-time student to earn an associate degree) plus the percentage of students who transfer out.
- 45 credits to degree completion: the percentage of students who begin the academic year with 45 college-level credits and earn an SAI momentum point within the reporting year.
- Funding points: SPSCC's portion of the total SAI funding distributed to Washington State's thirty-four community and technical colleges, which is based on SAI funding points earned by qualified SPSCC students compared SAI funding points earned by qualified students at all Washington State community and technical colleges.
- CCSSE student effort: the benchmark for the student effort category of the Community College Survey of Student Engagement (CCSSE).
- CCSSE support for learners: the benchmark for the support for learners category of the CCSSE.

Successes

The college has experienced success on the following Core Theme 1 indicators.

- Fall-to-fall retention for full-time students remains strong at 63% for students beginning college in fall 2016. Retention has increased since the strategic plan implementation, with two slight dips over a five year period, but still meets the stretch goal of 63%, defined by the college as excellence.
- Students who return from the prior year and earn momentum points have demonstrated a continuous upward trend since plan implementation, exhibiting slight decline in the last reporting year. The indicator reached the stretch goal in 2015-16, fell back to 2014-15 levels in 2016-17, but still meets the college's fulfillment expectation.
- The three-year graduation rate for full-time degree seeking students was 38% for students beginning college in fall 2014, which represents a SPSCC high. The graduation rate has grown several percentage points each year over the last four years and is currently higher than state and national graduation rates. The transfer-out rate remains steady at 17% resulting in a combined metric of 55%.
- Points per SPSCC student has been in the top ten of all Washington community and technical colleges since 2014-15. The stretch goal established in 2013-14 was met the following year, 2014-15, and remains strong.
- Performance on the CCSSE support for learners benchmark is slightly below the CCSSE national mean but remains above the college's mission fulfillment level. Performance in relation to this benchmark has increased significantly in relation to prior survey performance.

Specific changes in policies, practices and resource allocation that may have contributed to the successes identified above include:

- *Use of strategic advising and technology to intervene with students at risk of failing.* The percentage of students participating in academic advising or using advising tools rose from 44% in 2013 to 85% in 2015. The percentage of students dismissed for academic reasons after initial warning fell from 23% in 2012 to 7% in 2016.
- *Implementation of a first-year college success course that teaches students to navigate the college environment.* Seventy-seven percent of fall 2013 pre-college students who did not take the course returned winter quarter, compared with 92% of pre-college students who successfully completed the course in fall 2016 returning winter quarter.
- *Reduction in length of pre-college math and English course sequences in order to move students more quickly through college-level math and English.* Seventeen percent of first-time 2012 students completed a college-level math course in their first year, compared with 23% in 2016. Thirty-three percent of first-time 2012 students completed a college-level English course in their first year, compared with 48% in 2016.
- *Development of a new high school completion program for older students that builds on student competencies outlined by the Washington State Office of the Superintendent of Public Instruction.* The completion rate increase in the college's HS 21+ program (high school completion program for individuals 21 years of age and older) increased by 113% from 2014 to 2016. The percent of HS 21+ graduates who transitioned to college-level in the same period increased by 19%.
- *Renovation and 2013 reopening of the college's Center for Student Success, which co-locates student services, including advising, testing, cashier, registration, counseling, disability support services, tutoring, and library.*
- *Receipt of five-year, \$2.25 million Title III grant award focusing on student success.* The grant enabled the college to purchase Starfish advising software; enhance student tutoring programs; increase and improve faculty professional development; and increase staffing in the institutional research office.
- *Re-design of college financial aid program, increasing the percentage of completed financial aid applications by 48% and reducing award wait time by nearly two thirds, both in the two year period from 2015-16 to 2017-2018.*
- *Expansion of tutoring resources by centralizing services and opening two new learning centers, for writing skills, and quantitative and science skills, respectively.* The number of students visiting the learning centers increased by more than 30% between 2015-16 and 2016-17.

Need for improvement

The college has identified a need to improve in relation to the following Core Theme 1 indicators:

- The part-time student retention rate meets the mission fulfillment level but the college struggles to keep it above 50%. The college needs to ensure that part-time students receive adequate support services.
- The college does not meet its mission fulfillment target in relation to students who begin the academic year with forty-five college level credits and subsequently earn SAI momentum points. The purpose of this indicator is to position an increasing number of students for successful completion. Although considerable gains were realized during the three years (31.8% in 2009-10 to 42.5% in 2011-12) considered in baseline development, only a relatively modest 1.3-point increase occurred from 2012-13 to 2016-17.

- The college's performance on the CCSSE student effort benchmark is below the national mean. Of specific concern is response to the question regarding how often students reported working on a paper or project that required integrating ideas or information from various sources.

General assessment of Core Theme 1

Core Theme 1 met mission fulfillment targets for eight of nine of its supporting achievement indicators. The data reflects strong retention, completion and engagement among full-time students. Continued attention to part-time students is necessary to support the success of all SPSCC students.

Core Theme 2: Inspire Teaching and Learning Excellence: Planning, Assessment and Improvement

SPSCC's strategic planning work group for the Inspire Teaching and Learning Excellence core theme developed a concept paper articulating the college's need to commit to academic rigor, high academic standards, and faculty development in order to advance student success. The institutional effectiveness committee identified achievement indicators to measure teaching and learning improvements.

The vice president of instruction has primary oversight responsibility for Core Theme 2. The vice president ensures alignment of strategies, programs, and services to achieve theme strategic objectives and achievement indicators; monitors progress on achievement indicators; and annually reports progress to the board of trustees. College governance groups that formally contribute to Core Theme 2 fulfillment include the instructional council, course review committee, student learning assessment committee, instructional policy review committee, faculty union, exceptional faculty award committee, and faculty sabbatical committee, all primarily composed of faculty members.

Strategic objective and achievement indicators

Strategic objectives for Core Theme 2: Inspire Teaching and Learning Excellence are presented below along with supporting achievement indicators, baseline data, mission fulfillment targets, and current indicator status, followed by indicator definitions.

Mission Fulfillment Scorecard				
Key: Mission Fulfillment Current Status		Meets or exceeds target		
		Positive trend, target not met		
		Negative trend, target not met		
			Core Theme 2: Mission Fulfillment Status: 6/6 (100.0%)	
Core Theme 2: Inspire Teaching and Learning Excellence				

2.A.1: Support Faculty Growth								
Indicator(s)	Baseline	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Amount invested for faculty development & training	\$87,000		\$87,000	\$113,000	\$230,110	\$90,000		\$120,000

2.A.2: Support Faculty Growth								
Indicator(s)	Baseline	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Participation Rate	29.8%	37.6%	43.0%	47.9%	64.2%	32.5%		95%

2.B.1: Increase Learning								
Indicator(s)	Baseline	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
CCSSE CWA	48.5%	53.4%	--	--	55.8%	53.3%		56.50%

2.B.2: Increase Learning								
Indicator(s)	Baseline	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Active & Coll Learning	52.9	51.9	--	--	48.5	45.0		80th Percentile
Academic Challenge	53.6	51.3	--	--	49.2	45.0		80th Percentile
Stu-Fac Interaction	49.2	47.3	--	--	46.9	45.0		80th Percentile

Definitions

- Amount invested for faculty development and training: the amount of funding available for faculty professional development.
- Participation rate: the percentage of full-time faculty who engage in professional development activities from select funding sources.
- CCSSE college-wide abilities: the percentage of students who respond positively to the Community College Survey of Student Engagement (CCSSE) question regarding student experience related to the college-wide abilities.
- CCSSE active and collaborative learning: the benchmark for the CCSSE active and collaborative learning category.
- CCSSE Academic Challenge: the benchmark for the CCSSE academic challenge category.
- CCSSE student-faculty interaction: the benchmark for the CCSSE student-faculty interaction category.

Successes

The college has experienced success on the following Core Theme 2 indicators:

- The amount invested for faculty development continues to increase and is significantly higher than in the baseline year. The stretch goal identified for this indicator 2014-15 has been achieved.
- The percentage of full-time faculty who take advantage of professional development funds has more than doubled since the baseline year.

Specific changes in policies, practices, and resource allocation that may have contributed to the successes identified above include:

- Increased funding for the college’s exceptional faculty award and faculty professional development programs. Federal Title III and Perkins funds have contributed significantly in this area.
- Receipt of a five-year \$500,000 College Spark grant in 2015, enabling the college to implement guided pathways and providing for significant faculty development and training opportunities.
- Implementation of a requirement that faculty include on their annual professional development plans at least one strategy on how they will improve student-faculty interaction.
- Opening the college’s Center for Teaching and Online Learning, which provides faculty training and hosts communities of practice for new and adjunct faculty cohorts.

Need for improvement

The college has identified a need to improve in the following Core Theme 2 areas:

- The college’s performance on CCSSE items measuring the college-wide abilities (CWAs) decreased compared with prior survey responses, with the item on “writing clearly and effectively” demonstrating the largest decrease. (The discontinuation of two survey items resulted in an overall higher score in spite of the lower individual CWA indicators.)
- The three CCSSE benchmark areas associated with Core Theme 2 achievement indicators were slightly below the national mean. The academic challenge benchmark, while not significantly lower for individual survey items, did decline slightly for several of these items, generating a lower mean score for the overall benchmark. The student-faculty interaction benchmark was below the national mean but has improved slightly in relation to prior survey performance. Contributing to lower performance in relation to the active and collaborative learning benchmark were negative responses in reference to “making class presentations” and “participation in a community-based project,” resulting in significantly lower scores for both items than average for other community colleges.

General assessment of Core Theme 2

Core Theme 2 met mission fulfillment targets for all six supporting achievement indicators. Faculty continue to engage in professional development opportunities for which the college continues to assure funding. The CCSSE is useful for identifying areas to focus on to improve student growth and engagement.

Core Theme 3: Advance Equity and Embrace Diversity: Planning, Assessment and Improvement

SPSCC’s strategic planning work group for the Advance Equity and Embrace Diversity core theme focused on two areas: 1) the need for students and their accomplishments to reflect the diversity of the larger community; and 2) the need for the college to cultivate an inclusive environment. The work group developed a [concept paper](#), which broadly defines diversity in terms of differences in personality, learning styles, age, life experiences, as well as cultural differences such as race, nationality, ethnicity, gender, and gender identity. The strategic objectives and achievement indicators supporting Core Theme 3 recognize that closing the achievement gap is of critical importance to the college’s faculty, staff, administration, and board of trustees.

The college's chief human resource officer has primary oversight responsibility for Core Theme 3, with support from the vice president of instruction and vice president of student services. In this context, the chief human resource officer ensures alignment of strategies, programs, and services to achieve theme strategic objectives and achievement indicators; monitors progress on achievement indicators; and annually reports progress to the board of trustees. College governance groups that formally contribute to Core Theme 3 fulfillment include the college's diversity and inclusion committee, the deans committee, the joint administrative council, and the instructional council.

Strategic objective and achievement indicators

Strategic objectives for Core Theme 3: Advance Equity and Embrace Diversity are presented below along with supporting achievement indicators, baseline data, mission fulfillment targets, and current indicator status, followed by indicator definitions.

Mission Fulfillment Scorecard			
Key: Mission Fulfillment Current Status		Meets or exceeds target	Core Theme 3: Mission Fulfillment Status: 10/12 (83.3%)
		Positive trend, target not met	
		Negative trend, target not met	
Core Theme 3: Advance Equity and Embrace Diversity			

3.A.1: Reflect our Community Diversity										
Indicators of Achievement	Indicator(s)	Baseline (2009-2011)	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Graduates mirror community demographics	African Amer.	2.4%	2.5%	2.0%	2.7%	2.2%	3.4%	2.5%		2.7%
	Nat. Amer. / Alsk. Nat	1.3%	2.0%	1.5%	1.4%	1.6%	2.5%	1.2%		1.4%
	Asian / Pacific Islan.*	6.0%	6.8%	5.6%	7.2%	7.4%	6.3%	5.8%		7.7%
	Multi-Racial/Other	5.1%	6.1%	5.2%	7.9%	5.9%	8.0%	4.5%		6.4%
	Latino	5.4%	5.8%	7.3%	7.2%	8.7%	11.2%	7.1%		7.7%

3.B.1: Cultivate an Inclusive Environment										
Indicators of Achievement	Indicator(s)	Baseline (2009-2011)	2010-2012	2011-2013	2012-2014	2013-2015	2014-2016	Mission Fulfillment	Current Status	Stretch Goal
Fall-to-Fall Retention	Caucasian	54.9% / 0.0	55.8% / 0.0	57.7% / 0.0	60.7% / 0.0	61.4% / 0.0	64.6% / 0.0			
	Underrepresented Students**	47.8% / -7.1	52.4% / -3.4	53.9% / -3.8	55.5% / -5.2	57.4% / -4.0	59.9% / -4.7	< 3.6 gap		0 gap
	Asian	72.0% / +17.1	73.0% / +17.2	76.0 / + 18.3	77.0% / +16.3	83.1% / +21.7	79.3% / +14.7	< 3.6 gap		0 gap

3.B.2: Cultivate an Inclusive Environment										
Indicators of Achievement	Indicator(s)	Baseline (2007-2009)	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014	Mission Fulfillment	Current Status	Stretch Goal
3-Year Completion	Caucasian	27.3% / 0.0	30.5% / 0.0	31.9% / 0.0	33.9% / 0.0	36.4% / 0.0	38.6% / 0.0			
	Underrepresented Students**	17.5% / -9.8	18.7% / -11.8	20.8% / -11.1	26.3% / -7.6	29% / -7.4	29.6% / -9	< 4.9 gap		0 gap
	Asian	30.7% / +3.4	37.8% / +7.3	40.7% / +8.8	41.0% / +7.1	42.1% / +5.7	46% / +7.4	< 4.9 gap		0 gap

3.B.3: Cultivate an Inclusive Environment										
Indicators of Achievement	Indicator(s)	Baseline (2009-2011)	2010-2012	2011-2013	2012-2014	2013-2015	2014-2016	Mission Fulfillment	Current Status	Stretch Goal
30-45 CLVL SAI Point	Caucasian	41.0% / 0.0	40.6% / 0.0	42.3% / 0.0	44.4% / 0.0	49% / 0.0	50.4% / 0.0			
	Underrepresented Students**	35.0% / -6.0	34.7% / -5.9	36.8% / -5.5	42.3% / -2.1	44.6% / -4.4	47.6% / -2.8	< 3.0 gap		0 gap
	Asian	48.4% / +7.4	55.7% / +15.1	54.0% / +11.7	55.6% / +11.2	51.4% / +2.4	55.1% / +4.7	< 3.0 gap		0 gap

3.B.4: Cultivate an Inclusive Environment										
Indicators of Achievement	Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Diversity of faculty & staff	Faculty & Staff of Color	9.2%	9.2%	11.4%	12.4%	13.1%	14.8%	11.0%		21.0%

*Pacific Islander has a 6 year average of 10 students therefore it is combined with the Asian group

** Underrepresented students include: Pacific Islander, African American, Native American/Alaska Native, Hispanic, and Multi-Racial

Definitions

- Graduates mirror community demographics: the annual percentage of SPSCC graduates from underrepresented categories reflects that of the Thurston County population.
- Fall-to-fall retention: the percentage point difference (achievement gap) between full-time, first-time-in-college, degree-seeking Caucasian students who begin in fall quarter and return the following fall quarter compared to underrepresented students.
- 3 year completion: the percentage point difference (achievement gap) between full-time, first-time-in-college, degree-seeking Caucasian students who begin in fall quarter and earn a degree or certificate within three years compared to underrepresented students.

- 45 college-level student achievement points: the percentage point difference (achievement gap) between Caucasian students who begin the academic year with 30 college level credits and earn 45 college-level credits within the reporting year, compared to underrepresented students.
- Diversity of faculty and staff: the percentage of employees identifying as non-Caucasian.

Successes

The college has experienced success on the following Core Theme 3 indicators.

- SPSCC graduates proportionately reflect the racial and ethnic profile of Thurston County.
- The college's Latinx students are trending upward in degree attainment.
- Retention rates, completion rates, and the number of students transitioning from 30 college level credits to 45 college-level credits in a single academic year are trending upward for all students.
- Achievement gaps between underrepresented students and Caucasian students is closing in relation to baseline data.
- The achievement gap has reached identified mission fulfillment levels for students transitioning from 30 college-level credits to 45 college-level credits in a single academic year.
- The diversity of the college's faculty and staff continues to increase annually.

Changes implemented by the college that may have contributed to the successes identified above include all of those identified in relation to Core Theme 1: Expand Student Retention and Completion. Additional policy, practice, and resource allocation changes that may have contributed to closing the achievement gap include:

- *Curriculum.* The college's guided pathways initiative identified pathways corresponding to students' career interests to facilitate effective course selection. The initiative is supported by state funds along with a five-year \$500,000 grant from College Spark Washington.
- *Course Scheduling.* The college developed an improved quarterly course schedule to support efficient use of student time. A wide constituency of faculty and staff developed the primarily four-day weekly schedule.
- *Student Success System.* The college implemented Compass, a web-based advising tool, that provides a structured "onboarding" experience, early alerts, and student progress monitoring, and enhances student-staff interactions. In fall 2017, Compass generated 247 student alerts related to such issues attendance and late submission of assignments. In response to the alerts, advisors contact students to provide support and resource referrals in fall 2017, Compass also generated 912 kudos praising students on their progress. In winter 2018, Compass generated 729 alerts and 1,830 kudos.
- *Diversity Services.* The college's Diversity, Equity, and Inclusion Center welcomes, supports, and develops leadership skills in students who identify with underrepresented groups. The college has embedded an educational planner in the center, who provides academic support services to students of color.
- *Data.* Faculty and instructional administrators continuously review student success data, comparing their students' success with that of students in the same courses taught by other faculty. Faculty with low course pass rates (below 70%) collaborate with their deans to develop professional development improvement plans.
- *Training and education.* Faculty, staff, and administrators participate in a range of training and development opportunities to help them better understand and respond to cultural differences. These have included day-long workshops, student focus groups, and communities of practice targeted at linguistics of diversity, closing the achievement gap, and culturally responsive pedagogy.

Need for improvement

SPSCC's achievement gaps persist even though retention and completion data has improved for all student groups monitored for Core Theme 3.

General assessment of Core Theme 3

Core Theme 3 met mission fulfillment targets for ten of twelve of its supporting achievement indicators. However, although the gap has narrowed in relation to baseline data for the three indicators addressing the achievement gap, it has not closed, so there is more work to do in this area.

Core Theme 4: Champion Innovation: Planning, Assessment and Improvement

SPSCC's strategic planning work group for the Champion Innovation core theme recognizes that innovation is needed for the college to lead and keep current with global, state and local changes. The work group's [concept paper](#) emphasizes that the college should support innovative ideas from all levels of the college community, and innovation processes should encourage risk taking and not punish failure. While two strategic objectives with supporting achievement indicators were identified for this theme, identification of achievement indicators proved to be difficult.

The college's chief information officer (CIO) has primary oversight responsibility for Core Theme 4. The CIO ensures alignment of theme strategies, programs, and services to achieve the theme strategic objectives and indicators of achievement; monitors progress on achievement indicators; and reports progress annually to the board of trustees. College governance groups that formally contribute to Core Theme 4 fulfillment include the joint administrative council and the executive team.

Strategic objective and achievement indicators

Strategic objectives for Core Theme 4: Champion Innovation are presented below along with supporting achievement indicators, baseline data, mission fulfillment targets, and current indicator status, followed by indicator definitions.

Mission Fulfillment Scorecard				
Key: Mission Fulfillment Current Status		Meets or exceeds target		Core Theme 4: Mission Fulfillment Status: 3/3 (100%)
		Positive trend, target not met		
		Negative trend, target not met		
Core Theme 4: Champion Innovation				

4.A.1: Establish Culture of Creativity									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Number of emerging, promising and excellent practices implemented collaboratively	7			7	10	9	7		10

4.A.2: Establish Culture of Creativity									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Number of emerging, promising, and excellent practices implemented by single source/unit	5			5	9	11	5		10

4.B.1: Reward Innovation									
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Mission Fulfillment	Current Status	Stretch Goal
Number of faculty & staff recognized for innovation	6		6	7	7	8	6		12

Definitions

- Emerging, promising and excellent practices: references the Excellent Practices Rubric, developed by the Washington State Community and Technical College Research and Planning Commission (RPC).
- Collaboratively: involving the work of two or more units of the college at any point from project initiation through implementation and review.
- Single source/unit: implemented by a single department or work unit.
- Recognized for innovation: recognized with monetary employee of the year awards at the college's annual end-of-year celebration.

Successes

The college has experienced the following successes in relation to Core Theme 4:

- The college was able to identify a way to articulate and quantify “innovation.”
- The college success course (ESS/HDEV 101) has emerged as a significantly excellent innovation. Requiring unprepared students to enroll in this support course has boosted college retention of this population by nearly 20 percentage points.

Specific changes in policies, practices and resource allocation that may have contributed to the successes identified above include:

- Developing a comprehensive High School 21+ program.
- Designing a building specifically to support student success, including location of a Diversity, Equity and Inclusion Center at the heart of the building.
- Implementing a nursing direct transfer (3 + 1) agreement with Washington States' public universities and many of Washington's private institutions.
- Implementing a guided pathways model, through which identified pathways corresponding to students' career interests are identified to facilitate effective course selection.
- Developing a partnership which resulted in the co-location college's center for business and innovation with the Thurston Economic Development Council..
- Outsourcing the college bookstore operations to Barnes and Noble.
- Centralizing the college's tutoring and student academic support services.
- Implementing undergraduate research in the sciences.

Need for improvement

- The college continues to search for more effective ways to encourage and better ways to measure innovation.
- The college institutional effectiveness committee and executive team are considering the possibility of restructuring the “innovation” concept within the strategic plan structure by possibly eliminating it as a theme and identifying a way to embed innovation into the remaining core themes.

General assessment of Core Theme 4

Core Theme 4 met mission fulfillment targets for all three of its supporting achievement indicators. As mentioned above, the institutional effectiveness committee and the college executive team are considering eliminating the theme and embedding innovation into the remaining core themes.

Core Theme 5: Build Community: Planning, Assessment and Improvement

SPSCC’s strategic planning work group for the Build Community core theme believe that building a sense of internal and external community is critical to the success of the college. The group’s [concept paper](#) identifies the need to develop partnerships and new funding sources, as well as promote new perceptions of the community college role. The group identified two strategic objectives with supporting achievement indicators.

The college’s vice president of administrative services has primary oversight for Core Theme 5, with support from the executive director of the foundation and the chief public information officer. In this context, the vice president ensures alignment of strategies, programs, and services to achieve theme strategic objectives and achievement indicators; monitors progress on achievement indicators; and annually reports progress to the board of trustees. College entities that formally contribute to Core Theme 5 fulfillment include outreach, corporate and continuing education, the college Foundation, public relations, and the faculty senate.

Strategic objectives and achievement indicators

Strategic objectives for Core Theme 5: Build Community are presented below along with supporting achievement indicators, baseline data, mission fulfillment targets, and current indicator status, followed by indicator definitions.

Mission Fulfillment Scorecard										
Key: Mission Fulfillment Current Status		Meets or exceeds target								Core Theme 5: Mission Fulfillment Status: 3/3 (100.0%)
		Positive trend, target not met								
		Negative trend, target not met								
Core Theme 5: Build Community										
5.A.1: Deepen Engagement										
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Mission Fulfillment	Current Status	Stretch Goal
External Partnership Experience Survey	4.71				4.71	4.82	4.64	4.5		5.0
5.A.2: Deepen Engagement										
Indicator(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Mission Fulfillment	Current Status	Stretch Goal
Campus Giving Campaign	37.9%		37.9%	44.9%	37.9%	43.4%	43.3%	Annual 2.5% / 5 yr growth: 10% (41.8%)		Annual 5% / 5 yr growth 21% (46.1%)
5.B.1: Foster Economic Development										
Indicators(s)	Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Mission Fulfillment	Current Status	Stretch Goal
Amount of Funding (Grants, Foundation Growth, etc.)	\$634,622		\$894,987	\$1,738,000	\$1,713,561	\$2,058,991	--	\$1.5M		\$2.25M

Definitions

- External partnership experience survey: the average rating on a scale of 1 (very negative) to 5 (very positive) on items related to partner experience with the college.
- Campus giving campaign: the percentage of full-time faculty and staff participating in the annual college giving campaign.
- Amount of funding (grants, foundation growth etc.): annual foundation revenue plus annual grant disbursements.

Successes

The college has experienced successes in relation to Core Theme 5.

- SPSCC has a good relationship with its community. The annual survey consistently rates the college at 4.6 out of 5.0 in partner satisfaction. Most partners would recommend the college to another prospective community partner.
- Campus giving continues to grow annually, demonstrating faculty, staff and administrative commitment to the institution.
- Fundraising revenue and grants have grown significantly in relation to baseline data.

Specific changes in policies, practices, and resource allocation that may have contributed to the successes identified above include:

- The college's February thank-you gram fundraiser.
- The college's five-year, \$2.25 million Title III Strengthening Institutions Grant from the U.S. Department of Education, awarded in 2014.

Need for improvement

Although the partnership survey has effectively delivered the information needed to measure mission fulfillment in relation to the strategic plan, the responses have been so overwhelmingly positive since survey inception that future use of this instrument will not be useful. In the college's next strategic planning process, beginning in January 2019, all core themes, along with their strategic objectives and achievement indicators will be reviewed. If Core Theme 5: Building Community is retained, the college will need to identify a different tool to measure success.

General assessment of Core Theme 5

Mission fulfillment in relation to this core theme is strong. Core Theme 5 met and exceeded mission fulfillment targets for all three of its supporting achievement indicators. The college's institutional effectiveness committee and executive leadership are reconsidering the value of this core theme in relation to the college's more pressing focus on student success and closing the achievement gap, the college's two areas of greatest concern.

As mentioned in the introduction of this section, we will now address standards 4.A.3 and 4.B.2, Assessment of Achievement and Student Learning.

4.A.3 and 4.B.2: Assessment of Achievement and Student Learning

- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
- 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

SPSCC documents and uses the results of its student learning assessment process to inform academic and learning-support planning and develop practices that improve student learning.

Results of student learning assessment at the course, distribution area, program, and college-wide abilities levels are made available to faculty, deans, and the vice president of instruction in a timely manner.

The college has identified multiple aligned levels of student learning outcomes:

- The [College-wide abilities](#), communicate effectively; think logically and critically; evaluate and process quantitative data; understand themselves in relation to others in a multicultural world; and understand ethical and responsibilities and consequences, are associated, respectively, with SPSCC's general education requirements for students who graduate with associate degrees.
- Program specific professional technical [program student learning outcomes](#) are published in the college's professional technical program planning guides (for example, [Accounting PPG](#)) and in the [college catalog](#). Program level student learning outcomes support the college-wide abilities.
- [Distribution area student learning outcomes](#) are transfer-level student learning outcomes for each distribution area associated with the college's transfer associate degrees (and aligning with the statewide transfer agreement): communication, humanities, natural sciences, social sciences, and quantitative skills. Distribution area student learning outcomes support the college-wide abilities.
- Course level student learning outcomes are identified and documented in course outlines (for example, ACCT 234 [course outline](#)) and on class syllabi (for example, ACCT 234 [faculty syllabus](#)). The college's course level outcomes support the college-wide abilities, as well as the respective professional technical program level and distribution area level student learning outcomes.

SPSCC's [instructional council](#), composed primarily of faculty members, is responsible for monitoring course, program, and distribution area learning outcomes and college-wide abilities, as well as instructional quality and policy development. To ensure the quality, rigor, and continuous improvement of the college's teaching and learning policies and practices, in 2014 the instructional council created three sub-committees: the course review committee, the student learning assessment committee, and the (instructional) policy committee.

Course review committee

The faculty-led course review committee conducts a five-year cyclical, systematic, and criterion-based course review based on the college's Course, Syllabus, and Program Approval Policy (policy [inst702.1](#)) and Syllabus Policy (policy [inst714](#)), both approved by the college's instructional council for credit bearing courses. All full-time faculty who teach courses undergoing review participate in the course review process, and part-time faculty may participate but are not required to do so. Since its 2014-15 inception, the course review committee has reviewed and the instructional council has approved some 80% of the courses in the college's program of studies. Committee members are also charged with training and supporting faculty in writing high quality, rigorous course learning outcomes and course assessments and assuring that course syllabi align with program learning/distribution area outcomes and college-wide abilities prior to formal review. The committee reviews courses, syllabi, and course- and program/distribution area level learning outcomes prior to recommending them to the instructional council for approval.

Student learning assessment committee (formerly the program review committee)

The committee has developed and implemented a multi-level, criterion-based program review process for the college's credit-based degree programs. The process provides for distribution area and professional technical program faculty to regularly assess learning outcomes and college-wide abilities in their respective programs and disciplines. Additionally, the process identifies strengths and areas needing improvement in their disciplines and programs. The process engages all full-time program faculty. Part-time program faculty, program advisory committee members, past students, or others may also participate. Student learning assessment committee members are charged with supporting and training faculty on how to use college data tools and forms related the student learning assessment process.

The review process was piloted in winter and spring 2016 and fully implemented in the 2016-17 academic year. Data used in this process indirectly measures student learning based on course completions and student momentum points (tracked through Washington State's Student Achievement Initiative (SAI), a performance funding framework based on key academic benchmarks that measure students' progress toward successful degree and certificate completion) and post-college employment/transfer and data (example: [Academic Program Review](#), [Professional technical Program Review](#)). Faculty reflect on the data and create goals and action plans for the following academic year, which include concrete strategies to improve student success and address areas of weakness identified in the review. For example, in the 2016-17 review cycle, [accounting program](#) faculty determined that African American and Latinx students were passing math and English courses at much lower rates than other students and, therefore, were completing the program at significantly lower rates. To address this issue, program faculty have implemented embedded tutoring in their program to support the student success. They have also identified professional development opportunities to support faculty in adopting culturally responsive teaching strategies to support the success of diverse learners. It is too early for data to be available to evaluate whether these strategies have in fact improved student outcomes.

In fall 2017, a year into the review process, the committee held a retreat to assess and review effectiveness and identify ways to improve the process. The committee determined that the review data elements and questions provided insight for faculty but did not comprehensively and directly assess student achievement of learning outcomes. Based on this concern, the committee changed the process name to Student Learning Assessment, developed a student learning [assessment process](#), and adjusted the review [data collection elements](#). The new process, to be fully implemented in the 2018-19 academic year, will include the following:

- *Annual distribution area/program level data review and analysis.* Data reviewed includes enrollment information; course fill-rates; course completions and program completions; disaggregated student demographic category; and SAI points (academic benchmarks that measure students' progress toward successful degree and certificate completion, as reported for Washington State's Student Achievement Initiative, a performance funding framework). Faculty develop improvement action plans based on program or distribution area level data. The student learning assessment committee compiles and analyzes the reviews and annually provides a [summary of findings](#) to the instructional council, identifying relevant college-wide trends and themes.

- *Three year cyclic review of college-wide ability data and artifacts.* Completed student assignments and projects are collected for use in evaluating student learning at course, distribution area/program and college-wide abilities levels. To accommodate the college's comprehensive evaluation of the five college-wide abilities, all faculty annually collect strong and weak examples of student work on assignments related to the abilities identified in course outlines and syllabi. On the following three year cycle, faculty program and area groups review student learning demonstrated on the collected samples, using criterion-based rubrics to assess the respective abilities, and develop plans to improve student learning in relation to the abilities:
 - Year one: Think logically and critically
 - Year two: Communicate effectively
Evaluate and process quantitative data
 - Year three: Understand self in relation to others in a multicultural world
Understand ethical responsibilities and consequences

Related assessment and analysis forms are submitted by the faculty groups to the student learning assessment committee, which analyzes the information collected to identify areas related to the college-wide abilities that need attention across the college, and reports its conclusions to the instructional council.

In addition to the college's routine program review processes, the college administration requires a comprehensive program viability review of any professional technical program with declining enrollments or low success rates. Since 2013, the administration has conducted viability reviews of three programs:

- [Horticulture](#), viability analysis of which resulted in program closure.
- [Fire Emergency Services Technology](#) program, viability analysis of which resulted in program closure.
- Computer Aided Drafting / Building Information Modeling ([CAD/BIM](#)) program, viability analysis of which resulted in complete revision to the program, which has been renamed Architecture, Engineering, and Construction Technology (AEC).

Policy Committee

The purpose of the instructional council's policy sub-committee is to assure that policies support the college's student success, teaching and learning, and diversity themes. Active since 2014, policy committee drafts new instructional policies and reviews existing instructional policies for revision or elimination. To date, the committee has recommended and instructional council approved new or revised policies related to topics including Transfer of Military Credit to the college (policy [inst710](#)); the college Residency Requirement (policy [inst711](#)); in State Reciprocity of college-specific diversity course requirements (policy [inst201](#)); and Academic Dismissal (policy [stsv106](#)).

STANDARD 5:
**MISSION FULFILLMENT, ADAPTATION,
AND SUSTAINABILITY**

Executive summary of eligibility requirement 24

ER 24. SCALE AND SUSTAINABILITY: The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources, and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

SPSCC's operational scale is sufficient to fulfill its mission and achieve its core themes for the present and the foreseeable future. The college community regularly assesses progress in fulfilling its core themes and associated strategic objectives and achievement indicators. Progress is displayed in scorecard format on a data dashboard accessible to all college faculty, staff, and administrators. The college annually reviews its human, financial and institutional infrastructure in order to advance progress on its achievement indicators and, therefore, fulfill its mission.

5.A: Mission Fulfillment

Institution Mission Statement 1.A.1 and 1.A.2:

- 5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
- 5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Standards 1 through 4 of this report provide evidence that SPSCC engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its core themes and associated measurable indicators of achievement. The college's faculty, staff, administration, and board of trustees use assessment results to determine the degree to which the college meets, exceeds, or needs to improve in its mission fulfillment as defined by the institution's five core themes and associated strategic objectives and measurable achievement indicators.

The college defines mission fulfillment as 80% of core theme achievement indicators meeting or exceeding their identified targets, and has identified stretch goals to ensure that the college strives to improve, even if targets have been reached. As described in Standards 3 and 4, the college provides opportunities for all college personnel to engage in systematic planning, strategy implementation, results assessment, and improvement activities aimed at achieving mission fulfillment. These processes are intended to encourage employees at every level to understand their ability to affect student success and participate in continuous improvement activities. The college executive team uses input from constituent groups to modify and change operational strategies and prioritize resource allocation. The carefully structured biennial operational planning and assessment processes guide the ongoing work of the college community.

As described in detail in Standard 3 of this report, the college's planning and review processes include:

- *Annual review of the college's five core themes and supporting strategic objectives and measurable achievement indicators* by the college faculty and staff, executive team, and board of trustees. An executive team member is responsible for each core theme, ensuring alignment of the biennial operational plan with the college's longer-term strategic plan, and overseeing effective planning and implementation of activities to advance progress on meeting the measurable achievement indicators identified in the strategic plan.
- *Biennial development and review of the college's operational plan, including strategy prioritization and allocation of resources* to achieve mission fulfillment by the college executive team, faculty and staff, and board of trustees. The executive team is responsible for establishing operational strategies (actions) and outcomes that will advance progress on the measurable achievement indicators identified in the strategic plan. Each strategy is assigned to an executive team member for implementation oversight, and progress monitoring.
- *Annual development of unit work plans* by the college's major work units to support accomplishment of the biennial operational plan. Under the supervision of executive team members, unit work plans identify strategies to achieve operational planning priorities.

Although the planning processes described above engage the entire college community, final responsibility for mission fulfillment rests with the college's executive team and is reviewed and monitored by the board of trustees.

Currently, the work of college employees, administrators, and board of trustees has been driven by the five core themes and related strategic objectives and achievement indicators. Assigning responsibility for individual core themes to executive team members has proved effective in assuring planning alignment and development of operational strategies to support improvement.

Early in the planning process, the community learned that language related to the core themes strongly impacts the ability of college personnel to identify reliable and verifiable improvement measures. Core Themes 1 and 3, "Expand student retention and completion" and "Advance equity and embrace diversity", include strong, measurement-compatible verbs and have provided powerful focus for the college. Although the college will refine the indicators associated with these core themes in the future, the themes themselves have significantly impacted college understanding of strengths and areas needing improvement in relation to student success and closing achievement gaps for historically underrepresented students. Alternatively, Core Theme 2, "Inspire teaching and learning excellence," while recognized as critical to the college's student success efforts, uses a verb that has proved difficult to associate with measurement. The college has experienced similar challenges in relation to Core Theme 4, "Champion innovation" and Core Theme 5, "Build community." The college has, therefore, modified achievement indicators included in its strategic plan to improve measurement validity.

In addition, the college community has struggled with the sheer number of achievement indicators identified in the strategic plan to define mission fulfillment. The college now recognizes the need to identify a more realistic number of strategic objectives and indicators in future plan development.

Questions the college hopes to answer in relation to identification of core themes, strategic objectives and achievement indicators for the next strategic plan include:

- What core themes will most effectively support the college's strong focus on student success?
- What core themes will best support college mission fulfillment?
- What modifications to core themes, strategic objectives, and supporting achievement indicators will most effectively accommodate provision of meaningful evidence for identification of college successes and areas needing improvement?

Development of SPSCC's biennial operational plan, including strategy prioritization and resource allocation to support mission fulfillment, is now a well defined aspect of the college culture. This process includes spring forums, organized by the president's advisory group (PAG), that provide an opportunity for employees to annually review accomplishments related to the plan and biennially identify new improvement strategies. However, effectively encouraging staff participation in the planning process presents a challenge. While the PAG strives to encourage all college personnel to participate in the forums and attendance was strong in the early years, attendance has waned over time. The PAG has tried to organize groups by work units, by mixed groups, and by offering multiple days and times for employee participation, and in the future will seek to identify new ways to encourage employee involvement.

The college's unit work plans, providing the on-the-ground detail to accomplish the strategies and priorities identified in the operational plan, are a work in progress. Although the college provides a standardized format for units to follow, the definition of goals, strategies, and analysis included in the plans are sometimes vague or incomplete. Some units use the format to outline tasks for the year, to identify measurable goals, and identify a combination of goals and tasks. The original purpose for the unit work plans was to provide maps for unit improvement in relation to priorities identified in the operational plan, thereby advancing progress on the college achievement indicators and mission fulfillment. Realistically, some of the work of some units, while vitally necessary to the operation of the college, is only indirectly tied to the core themes identified in the strategic plan.

Critical questions related to the unit work plan effort include:

- How can the college assure that unit work plans support core theme and mission fulfillment?
- How can the unit work planning process encourage deeper analysis to guide and document continuous improvement efforts within the units?
- How can unit work plans take into account functional differences between work units?
- How can the college ensure that the unit work planning format and process is meaningful to unit personnel?

Faculty understand processes and expectations related to their courses and syllabi. The course review process, overseen by the instructional council and its subcommittee, is strong, ensuring development of quality courses that align course syllabi with college-wide abilities and program outcomes. A weakness that has been identified in relation to the process, however, is that when a course, program, or policy is modified, all related syllabi do not always reflect the change in a timely, accurate manner. Beginning fall 2018, the vice president of instruction's office will address this concern by initiating processes intended to more effectively bring course, programs, and policies approved by the instructional council to faculty attention. First, the vice president's office will send

quarterly summaries of all instructional council actions to instructional and student services administrators to be shared with their faculty and staff. Second, an annual summary of course, program, and policy changes approved by the instructional council will be sent to faculty and student services personnel to facilitate their adoption. The college will review the impact of these changes on course syllabi.

The college's current program review process has been in place for two years, and a pilot project to holistically and meaningfully measure student learning in relation to the college's five college-wide abilities is underway. After the 2018-19 academic year, a group of faculty and instructional administrators will participate in a retreat to review strengths and areas needing improvement in program review and learning assessment processes in relation to the college-wide abilities, and to identify process improvements and faculty training needed to implement the improvements.

College work groups, including the executive team, have identified the following ongoing concerns in relation to student learning:

- How can the college sustain effectiveness in developing processes to identify and close student learning gaps?
- How can the college continue to improve its instructional processes to address academic achievement gaps?
- How can the college assure that its course and syllabus review processes remain meaningful and provide ongoing feedback to faculty on alignment of course outcomes with learning and assessment strategies?
- How can the college assure that course modifications are immediately reflected on syllabi of all faculty teaching the affected courses?
- How can the college assure that instructional curriculum and policy decisions promote equity?
- How can the college assure that student learning assessment processes provide the best information to support improvement efforts?
- How can the college best train and support faculty regarding changes and improvements to its student learning and assessment processes?

5.B: Adaptation and Sustainability

- 5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.
- 5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

- 5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

As described in Standards 3 and 4 of this report, responsibility for mission fulfillment and developing comprehensive planning, assessment, and improvement processes rests with SPSCC's executive team and is reviewed and monitored by the college's board of trustees. Within this structure, and using data-informed decision-making and effective resource allocation, the college has largely succeeded in fulfilling its mission by aggressively addressing areas identified as needing improvement.

The college operates on a July 1 to June 30 fiscal year. Annual operating budget development is embedded in its annual planning, review, and assessment processes and involves the entire college community as described under Standard 3. The budget development process begins in January and includes the following:

- Budget and finance personnel use year-end revenue, expense, and enrollment projections for the current fiscal year to develop a tentative revenue budget for the coming year, based on conservative enrollment estimates.
- College personnel participate in college-wide "town hall" planning forums in early spring to review annual progress in relation to the college's core themes and related strategic objectives and achievement indicators as reported on "scorecards" for each theme; identify areas to be improved; and, every two years, provide suggestions for development of a new operational plan to advance fulfillment of the college mission, core themes, and related strategic objectives and achievement indicators.
- Based on initiatives identified in the proposed operational plan, budget and finance personnel develop a tentative wage and benefit budget for the following year.
- The executive team schedules several budget retreats in April and May to prioritize funding for new initiatives, positions, and equipment, and, if needed, to determine how budget cuts will be made.
- A balanced budget is presented to the board of trustees for review in May and for final approval in June.

These processes are documented on a [budget](#) spread sheet and the SmartSheet software used to outline, monitor, analyze, and assess the college's biennial [operational plan](#).

It is important for the college to be aware of internal and external factors that may impact its financial health. The executive team monitors local, state, and regional economic trends by actively engaging with regional workforce development agencies including the Pacific Mountain Workforce Development Council, the Thurston Economic Development Council, and local chambers of commerce. Quarterly, the executive team reviews college enrollment patterns and annually considers employment projections, local high school graduation rates, and census information. The college president collaborates with the Washington State Board for Community and Technical Colleges (SBCTC) to study and try to influence state legislation affecting higher education in general and community and technical colleges in particular.

Over the past decade, the college's adaptability and sustainability has been tested in a number of ways. During the recent recession, the college was simultaneously fiscally challenged and overenrolled. In spring 2014, the board of trustees established a Financial Stability and Solvency Policy (policy [bord117](#)), which provides for financial sustainability by requiring the college to maintain a minimum of 15% of its annual operating budget in a reserve account to ensure continued operation and sustainability in the event of unanticipated budget challenge. The policy also caps the amount of debt service to be incurred by the college at 7% of the average general operating and auxiliary services revenues for the three preceding fiscal years. In addition, the vice president of administrative services bases the college's annual operating budget on conservative revenue projections.

As the college's state-supported enrollments decreased from 2013 through 2018, significantly decreasing state revenues flowing to the college, the college identified ways to serve students more efficiently and effectively by streamlining processes, adopting better technology, re-deploying human and financial resources, and attracting non-state financial resources. Examples of efficiency measures adopted by the college in this context include:

- Improving college enrollment reports to accommodate analysis of enrollment trends and course fill-rates, in order to create course enrollment efficiencies.
- Revising the faculty collective bargaining agreement to allow per-student payment for low-enrolled courses.
- Implementing NEOGOV, a human resources software to automate hiring, student "onboarding," and staff performance evaluation processes.
- Outsourcing college bookstore operations to Barnes and Noble, to generate a bookstore revenue stream in place of previous revenue deficits.
- Strategically planning for the expansion and relocation of the college's corporate and continuing education program, increasing program revenues from \$2,748,513 in fiscal year 2015 to \$4,676,933 in 2017.
- Implementing a document management system to move from paper to electronic records.
- Closing the college's horticulture and fire emergency services technology programs, which no longer addressed community employment needs.

As a result of the measures described above, the college is now in a strong financial position to grow its current instructional offerings and develop the new programs needed for community's economic development.

Conclusion

Completing the NWCCU seven year self-study has allowed South Puget Sound Community College staff, faculty, and administration to review internal goals and processes and validate our success at meeting each standard. Our report documents SPSCC's core themes, strategies, and measurable indicators of achievement that meet or exceed mission fulfillment. The report highlights our college's effective and efficient governance structure, policies, and institutional capacity to carry out our mission, vision, and values. The self-study report also details our well-defined planning, implementation, resource allocation, assessment, and continuous improvement methods to fulfill the mission of supporting student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region.

The college community has identified strengths and successes and recognizes several areas for change and continued development. Our commitment to achieve more than the minimum criteria for the standards will help us thrive as we face a changing higher education landscape.

Strengths and Successes

- The Board of Trustees, President, and Executive Team are qualified, dedicated stewards of college resources.
- Employees are committed to the institutional mission, vision, values, and five core themes.
- SPSCC has well-documented policies and procedures that direct all aspects of the college.
- SPSCC has defined governance structures to carry out its mission, vision, and values.
- SPSCC demonstrates financial stability and informed financial planning policies and practices.
- SPSCC employees engage in strategic planning, biennial operational planning and review, unit work planning and review, which in turn enables effective program implementation, and revision.
- The college employs data-driven assessment for continuous improvement to meet and exceed mission fulfillment.
- College faculty assess student learning and success at the course, department, program, and college-wide ability levels to increase student achievement and close equity gaps.
- SPSCC's faculty members are engaged in professional development that maintains their content expertise and increases their strategies for teaching and learning.
- The college's technological infrastructure enables an ever-increasing effective and efficient environment for students and employees.
- SPSCC's administration, faculty, and staff are creative and innovative.
- SPSCC actively seeks opportunities and partnerships to build community and strengthen individual and community prosperity.
- The college is prepared to continue to meet the needs of day-to-day operations along with emergency plans in the event of a critical incident.

Challenges and Next Steps

- While SPSCC has exceeded the mission fulfillment targets in all of the core themes, some sub-areas need improvement (1.B.2, 3.B.1, and 3.B.2).
- The college must continue closing the achievement gap among relevant student populations.
- During the next strategic planning cycle, the college faculty and staff will revisit and possibly revise both Core Themes 4 and 5 to ensure that useful objectives are being measured.
- The college is implementing Guided Pathways and will be carefully assessing quantitative and qualitative data to adjust elements of the program as needed.
- The librarians and other faculty will be creating a structured Information Literacy curriculum that will be offered consistently and assessed for learning outcomes.
- SPSCC faculty members will evaluate our new Student Learning Assessment process as we gather data and use it to guide further action.

SPSCC is a higher-education institution poised to meet the academic needs of the college's diverse and changing community. We have met and exceeded the standards of NWCCU and dedicate our resources to student success. We look forward to insights that come from the NWCCU visiting team that will be incorporated into our continuous improvement processes.



South Puget Sound
COMMUNITY COLLEGE

2011 Mottman Rd. SW, Olympia, WA 98512

spscc.edu | 360-596-5200

South Puget Sound Community College does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies and Title IX compliance inquiries:

Chief Human Resource Officer
2011 Mottman Rd. SW
Olympia, WA 98512
360-596-5361