



South Puget Sound

COMMUNITY COLLEGE

Policies, Regulations, and Financial Review Report
Prepared for the Northwest Commission on Colleges and
Universities

By South Puget Sound Community College

Submitted July 2025

**APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM**

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



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

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

South Puget Sound Community College

(Name of Institution)

Dr. Timothy Stokes

(Name of Chief Executive Officer)

Dr. Timothy Stokes

(Signature of Chief Executive Officer)

May 27, 2025

(Date)

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Policies, Regulations, and Financial Review Development Process

The Policies, Regulations, and Financial Review report was developed by the College's Accreditation Liaison Officer, the Executive Team, the Director of Institutional Research, and an editor. Each member of the Executive Team was assigned their relevant sections and included departmental staff to develop the narrative and identify supporting evidence. The evidence supplied is guided by the NWCCU PRFR Panel Template document. To ensure continuity throughout the process from report development to commission acceptance, South Puget Sound Community College (SPSCC) has elected to provide electronic copies of our guiding documents via hyperlink to an open portal (SharePoint). Hyperlinks to the relevant college website areas are documented throughout this report; however, using electronic copies ensures evidence hyperlinks remain valid over the life of the report. Throughout this report, local and state policies are designated with an alphanumeric identifier. To ensure clarity and provide context, the following alpha codes are used within these identifiers:

- RCW - Revised Code of Washington
- WAC - Washington Administrative Code
- BORD - Board of Trustees
- CADM - College Administration
- HMRS - Human Resources
- INST - Instruction
- ITSV - Information Technology Services
- PEO - Finance and Operations

Executive Summary: Mission Fulfillment

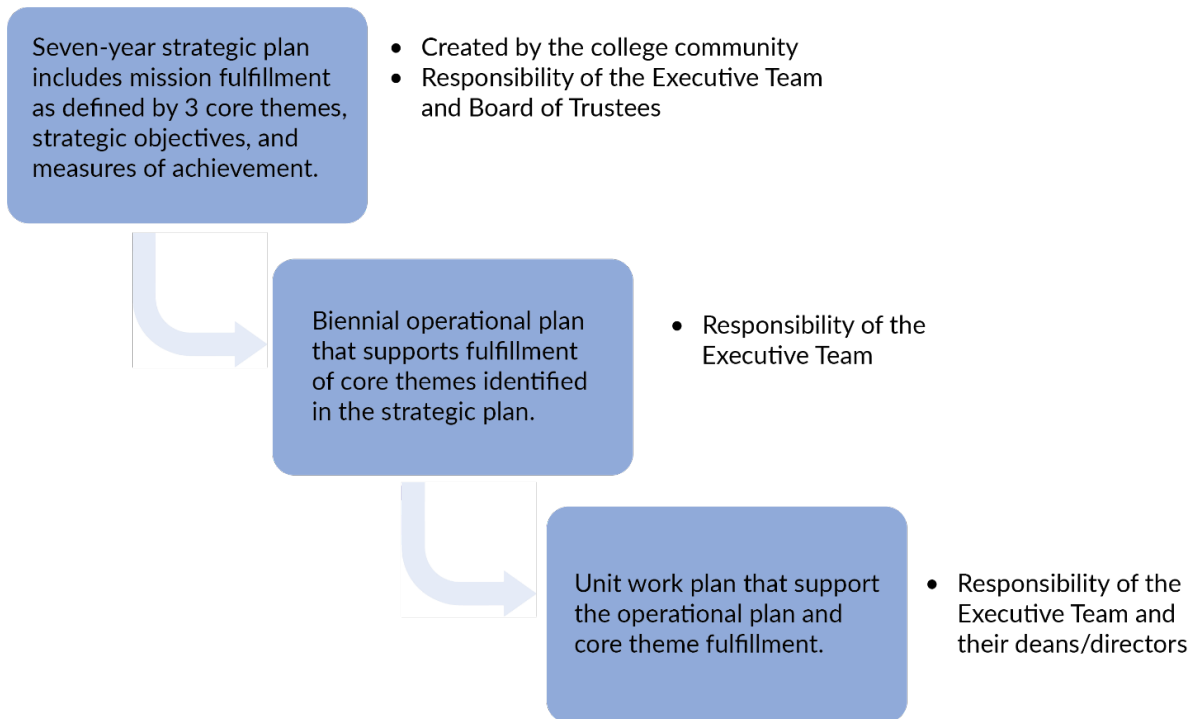
SPSCC's mission is to **support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region**. The mission is the anchor of a seven-year [strategic plan](#) that was launched Spring 2019 after a year-long comprehensive process involving the entire college community. The strategic plan contains the college mission, vision, values, and commitment to diversity statement. Furthermore, the strategic plan has three core themes, seven goals, and twenty measurable indicators of achievement that guide our biennial operational planning and budget cycle. The SPSCC Board of Trustees identifies mission fulfillment for SPSCC as 80% of core theme indicators of achievement moving past the baseline or exceeding the mission fulfillment target. The following narrative outlines the SPSCC Institutional Effectiveness process. The process will be explained in further detail in the upcoming Year Seven Evaluation of Institutional Effectiveness report.

Core Theme 1 is Student Achievement with three goals focused on student outcomes: persistence, completion, and post-college employment. **Core Theme 2 is Equity** and contains half of the College's indicators of achievement with the goal of closing equity gaps in first-year retention and three-year completion rate outcomes.

Each outcome is disaggregated among three strategic priority populations: part-time students, historically underrepresented students, and students who receive a Pell Grant. The second goal in the Equity core theme is increasing the diversity of employees. **Core Theme 3 is Learning and Engagement** with two goals: enhancing general education competency and quality student experiences and campus life activities. The current status of all twenty indicators is presented to the college community and Board of Trustees annually and is publicly available on our [Institutional Effectiveness Indicator Dashboard](#).

The biennial operational plan is the mechanism for implementing strategies that impact our three core themes, goals, and indicators of achievement. The biennial operational plan, including prioritization of proposed strategies and allocation of resources to achieve mission fulfillment, is developed in the first year of the two-year cycle and adopted by the Board of Trustees. The strategy development process takes place in open college forums hosted by the President's Advisory Group (PAG) and the Institutional Effectiveness Committee (IEC). The IEC delivers a presentation of the indicators of achievement. Using this information, the college community has an opportunity to identify potential strategies to support the forward movement of the strategic plan. The PAG and IE groups collect, review, and prioritize all ideas before recommending operational plan strategies to the Executive Team, in the first year of the two-year plan. Each biennial operational plan strategy is reviewed, allocated appropriate resources, and assigned to an Executive Team member who coordinates its implementation. The operational plan is reviewed quarterly by the Executive Team and annually by the Board of Trustees and the college community.

Annual unit work plans are developed by the college's major work units under the supervision of Executive Team members and support operational plan strategies. Unit plans are reviewed by unit members several times a year. The alignment of planning processes is illustrated below.



Eligibility Requirements

SPSCC attests that it remains compliant with all NWCCU [Eligibility Requirements](#) (ERs). ER 4 (Institutional Effectiveness), ER 5 (Student Learning), and ER 6 (Student Achievement) are documented for compliance components in this PRFR report. The full scope of activity will be further discussed in the Year Seven Evaluation of Institutional Effectiveness report.

Standard Two: Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A Governance

2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

SPSCC is part of the Washington State community and technical college system, comprising 34 community and technical colleges and 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 several state boards and agencies. The powers and duties of the SBCTC and its relationship to the college districts are outlined in [RCW 28B.50.090](#). College districts are enumerated in [RCW 28B.50.040](#). [RCW 28B.50.100](#) creates local college boards of trustees and defines the authority, responsibility, and duty of each college board to organize, administer, and conduct the college business. [RCW 28B.50.140](#) outlines the powers and duties of each college board of trustees.

SPSCC has a highly effective, focused, and evolving governance structure that identifies governance relationships, responsibilities, and employee and student participation.

SPSCC is supported by a five-member Board of Trustees who are responsible for local governance of the college and appointed by the Washington State Governor. The Board of Trustees retains the authority to adopt, amend or repeal policies for the governance of the college and the conduct of the business of the Board of Trustees. A schedule for policy review occurs at least once every five years. All Board policies were reviewed and updated as necessary in Fall 2023. The following SPSCC policies, specifically describe the board's powers, duties, officers, organization, election of officers, committees, meetings, and policies and procedures that are supported by RCWs.

- The Name, Composition and Powers of the Board of Trustees 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. This policy also outlines the appointment, removal, composition, and exercise of power for the trustees including the requirement to act as a unit, and assures that board members have no contractual, employment, or financial interest in the college.

- SPSCC's Officers of the Board and their Powers and Duties Policy [BORD102](#) outlines the board member's roles, responsibilities, powers, and duties that include areas such as the designation of officers, election of the chair and vice chair, roles of the chair and vice chair, need to conduct meetings according to state law, the establishment of an annual budget, responsibility for conducting executive, acquisition of real estate, etc.
- Committees Policy [BORD104](#) requires the trustees to act as a committee of the whole and determines the composition and proceedings of special committees.
- Meetings Policy [BORD105](#) provides guidance to the board in carrying out official board meetings. The meetings must be open to the public except in executive sessions. 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.
- Establishment, Revision, and Oversight of Board Legislation Policy [BORD106](#) outlines the classification of bylaws, policies, and procedures.
- Function, Purpose, and Authority of the Board of Trustees Policy [BORD108](#) describes the board's full authority in areas such as approval of annual operating and capital budget requests to the SBCTC, long-term lease requests to the SBCTC, participation in the development and oversight of the college's strategic and operational plans, review of ability to execute negotiated agreements with bargaining units, award and denial of tenure, and approval of the annual budget. This policy also outlines the role of the board in evaluating institutional, presidential, and board performance. The college's Board of Trustees evaluated its performance in relation to its duties, responsibilities, and annual goals from the previous year, and set 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.
- Delegation of Authority to the President Policy [BORD110](#) delegates authority by the trustees to the president to employ administrators, faculty, and staff, and to conduct the daily operations of the college. The president serves as secretary to the board. Additionally, [BORD111](#) allows the president to delegate her/his/their authority to a designee.

- Board Role in College Governing Bodies Policy [BORD112](#) identifies the role of the president and trustees related to operational responsibilities of college groups or individuals.
- Conflict of Interest Policy [BORD114](#) outlines adherence to policies that prohibit conflicts of interest. Board members annually provide Conflict of Interest Annual Statements, which are maintained on file in the college president’s office.
- Financial Stability and Solvency Policy [BORD117](#) directs the College to accumulate and maintain sufficient reserves to accomplish specific, strategic objectives of the college and outlines goals in managing fund balances.
- Governance Model Policy [BORD118](#) identifies the policy of implementing an effective system of governance with clearly defined authority, roles, and responsibilities.

SPSCC board policies are further outlined in the following RCWs:

- SPSCC’s Board of Trustees acts only as a committee of the whole RCW [28B.50.100](#), [28B.50.130](#).
- In conformance with Washington State’s Open Public Meetings Act of 1971 [RCW 42.30](#), board meetings are open to the public.

Exhibits 2.A.1: Required Evidence
Institutional governance policies and procedures
Name, Composition and Powers of the Board of Trustees Policy, BORD101 Officers of the Board and their Powers and Duties Policy, BORD102 Committees Policy, BORD104 Meetings Policy, BORD105 Establishment, Revision, and Oversight of Board Legislation Policy, BORD106 Function, Purpose, and Authority of the Board of Trustees Policy, BORD108 Delegation of Authority to the President Policy, BORD110 Delegation of the President’s Authority to a Designee Policy, BORD111 Board Role in College Governing Bodies Policy, BORD112 Conflict of Interest: Board of Trustees Policy, BORD114 Financial Stability and Solvency Policy, BORD117 Governance Model Policy, BORD118
System governance policies and procedures
Purpose, RCW 28B.50.020 College Board—Powers and duties, RCW 28B.50.090 College districts enumerated, RCW 28B.50.040 Board of trustees—Generally, RCW 28B.50.100 Board of trustees—Powers and duties, RCW 28B.50.140 Boards of trustees—Bylaws, rules, and regulations—Chair and vice chair—Terms—Quorum, RCW 28B.50.130 Public Meetings, RCW 42.30
Multiple board governing policies and procedures (if applicable)
N/A
Bylaws and articles of incorporation referencing governance structure
RCWs referenced above

Exhibits 2.A.1: Optional Evidence

Board's calendar for reviewing institutional and board policies and procedures

[Board Minutes Policy Review](#)

2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, 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 is comprised of the president, vice president for instruction, vice president for finance and operations, vice president for student services, vice president for advancement, executive diversity officer, executive human resources officer, and executive technology officer.

The Executive Team is ultimately responsible, with input from the college community, for creating the operational plan and monitoring the college's achievement indicators associated with the college's three core themes that lead to mission fulfillment: 1) Student Achievement; 2) Equity; 3) Learning and Engagement. The Executive Team completes a thorough review and status update of the operational plan every quarter. Additionally, the Executive Team meets weekly to discuss college policies and practices and problem-solve newly discovered barriers to student success.

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.

The college employs deans and directors who participate in leadership teams of each executive college unit. Deans and directors are critical to SPSCC's leadership structure by meeting regularly with their individual teams and with teams across the college to identify, propose, and implement changes to solve immediate and ongoing policies, practices, and structures that impede student success. For example, the instructional deans and the vice president for instruction meet weekly for three hours. Additionally, the instructional deans, IT directors, student services dean for enrollment, and the registrar meet monthly to share ongoing issues, progress on projects and changes to processes, and solve problems that impact student success.

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. The deans and directors collaborate and coordinate the implementation of operational plan strategies. Deans and directors are evaluated annually by their executive team leader and in compliance with the college's Administrative and Exempt Performance Evaluation Policy.

Exhibits 2.A.2: Required Evidence
Leadership and organizational chart
Leadership Organizational Chart
Curriculum vitae of executive leadership
Dr. Timothy Stokes , President
Dr. Michelle Andreas , Vice President for Instruction
Dr. Tysha Tolefree , Vice President for Finance and Operations
Dr. Dave Pelkey , Vice President for Student Services
Ms. Kelly Green , Vice President for Advancement
Ms. Amanda Ybarra , Executive Diversity Officer
Ms. Samantha Dotson , Executive Human Resource Officer
Mr. Rip Heminway , Executive Technology Officer

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) 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 daily operation of the college.

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 30 years' experience in higher education leadership, maintains professional memberships, and is actively engaged in leadership development programs and community leadership service activities.

At the time of this writing, Dr. Stokes served as the immediate past chair to the Washington Association of Community and Technical Colleges (WACTC). WACTC is comprised of all presidents and chancellors serving at the 34 community and technical colleges in Washington State. Dr. Stokes is also participating in the Aspen Presidential Fellowship and has led SPSCC to be recognized by the Aspen Institute as a top 10 community college in the country.

Exhibits 2.A.3: Required Evidence
Curriculum vitae of President/CEO
Dr. Timothy Stokes

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

SPSCC's Governance Model Policy [BORD118](#) and Function, Purpose, and Authority of the Board of Trustees Policy [BORD108](#) establish an effective and widely published governance system with clearly defined authority, roles, responsibilities, and decision-making authority.

SPSCC has regularly scheduled Board of Trustees meetings. The college's Meetings Policy [BORD105](#) requires time for public comment, where any member of the public or employee may raise concerns directly to the Board of Trustees. The Board of Trustees also provides dedicated time for a representative from the faculty union, faculty senate, and the student government to provide an update or address concerns.

The college's [administrative organizational structure](#) guides the authority, roles, and responsibilities of college administrators. 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, administrators, and student perspectives.

SPSCC monthly scheduled Labor Management Committee meetings that include faculty union executive members and executive leadership team members: the vice president of instruction, vice president of business and operations, vice president of student services, and the executive director of human resources. These meetings allow anyone to bring forward issues, concerns, and opportunities for improved policies and practices related to faculty and student success. The [Faculty AFT Collective Bargaining Agreements \(CBA\) 2024-2027](#) also outlines the requirement of service work, including committee participation, which ensures faculty input on critical matters related to instruction and college governance.

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 their designee represents the student senate at the board of trustee meetings. The six ASB senate members or their designees serve on various college committees, including the PAG.

Student voice is critical in advancing student success. As such, the executive team meets quarterly with a group of students determined by the ASB to discuss the quarterly student survey and needs, concerns, and changes that can advance student success.

Exhibits 2.A4: Required Evidence

Institutional governance policies and procedures

Governance Model Policy, [BORD118](#)

Function, Purpose and Authority of the Board of Trustees, [BORD108](#)

[Meetings Policy, BORD105](#)
[Organizational Charts](#)
[Current Councils and Committees Membership](#)
[SPSCC Governance Flow Chart](#)
[Faculty AFT CBA 2024-2027](#)
 Article 5.1.1 – Service Work
 Associated Student Body, [Webpage](#)
 Associated Student Body Policy, [STSV406](#)
 Associated Student Body: [Constitution](#), [Bylaws](#), [Financial Code](#)

2.B Academic Freedom

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The Board of Trustees of South Puget Sound Community College affirms academic freedom through [RCW 28B.50.020](#) and the SPSCC Academic Freedom Policy [BORD115](#).

SPSCC publishes and adheres to an Academic Freedom Policy that protects faculty and students from inappropriate internal and external influences, pressures, and harassment. Article 4 of the [Faculty AFT CBA 2024-2027](#) 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).

The first page of the [Code of Student Rights and Responsibilities](#) (CSRR) handbook contains the statement of student rights defined by the SPSCC administrative code, [WAC 132X-60-011](#) and contains four statements ensuring academic freedom for students.

The College Library Access to Information Resources Policy [INST743](#) ensures that the library follows college policy and procedures related to academic and intellectual freedom.

Exhibits 2.B.1: Required Evidence

Academic freedom policies and procedures (evidence could include sample of negotiated agreements with faculty and/or staff, where appropriate)

[RCW 28B.50.020](#)

Academic Freedom Policy, [BORD115](#)

[Faculty AFT CBA 2024-2027](#)

Article 4.3 – Academic Freedom

Library Access to Information Resources Policy, [INST743](#)

Evidence of students' academic freedom

2.B.2

Within the context of its mission 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 test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

SPSCC provides learning-centered experiences that support independent thought and dissemination of knowledge across all areas of its college community. The college mission, vision, values, and commitment to diversity statements as part of the [strategic plan](#) affirm that all members of the college community are invited to participate in the collaboration necessary to build prosperity and help students succeed. Examples of college activities that support independent thought, inclusion and diversity include:

- College equity symposiums
- [College Wide Abilities](#) required of all students who obtain a degree: Analytical Reasoning, Effective Communication, Information Literacy, Multicultural Awareness, and Social Responsibility
- Faculty in-service opportunities focused on student-success topics and initiatives with designated times for Open Space Technology (a model of engagement where participants create a workshop/discussion agenda based on an overarching question that needs strategies for resolution)
- Student publications, including [The Sounds](#) and [English Language Learners Bring 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
- 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

SPSCC's faculty take pride in creating ethical, accurate, and objective learning experiences for students. SPSCC's [Faculty AFT CBA 2024-2027](#) outlines criteria and processes to ensure responsible teaching. Article 4.3 of the contract addresses faculty academic freedom.

SPSCC is dedicated to creating an environment where students can test and examine a variety of knowledge, theories, reasons, and perspectives of truth. As mentioned above, student academic freedom is documented in the [CSRR](#) based upon [WAC 132X-60-011](#).

Additionally, SPSCC houses social media platforms where students, faculty, staff, fans, and followers can share and acquire information about the college. SPSCC's Social Media Policy [CADM107](#) outlines the framework for social media.

Exhibits 2.B.2: Optional Evidence

[Strategic Plan: Mission, Vision, Values and Diversity Statements](#)

[College Wide Abilities](#)

[Faculty AFT CBA 2024-2027](#)

Article 4.3 – Academic Freedom

[Code of Student Rights and Responsibilities](#)

Social Media Policy, [CADM107](#)

2.C Policies and Procedures

2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

SPSCC maintains high quality and integrity of its academic programs. The integrity is guided at the state level by the SBCTC College Program and Course Development [Policy Manual](#) – Chapter 4 and institutional instructional policies that include:

- Degree Requirements Policy [INST715](#) ensures that SPSCC provides academic transfer and professional and technical programs aligned with state policies and statewide agreements.
- General Education Policy [INST740](#) ensures consistent criteria for course inclusion in SPSCC's General Education lists for associate degrees and professional/technical certificates.
- AAS General Education Policy [INST718](#) outlines the need for a minimum of 9 distribution credits in communication, computation and human relations.
- Course, Syllabus, and Program Approval Policy [INST702](#) ensures that SPSCC provides courses and programs that have appropriate content and rigor in meeting its mission and serving students in pre-college, academic transfer, and professional and technical programs.
- Course Requirement Policy [INST705](#) represents statewide policy put forth by SBCTC as a means to ensure integrity and rigor in public higher education.
- Professional and Technical Advisory Committee Policy [INST746](#) ensures curriculum relevance and quality related to the business or industry being served by program graduates.

- Academic Standards for the Awarding of Degrees, Certificates and Credentials Policy [STSV105](#) outlines the GPA requirement for students earning a credential at SPSCC.

For incoming transfer students, the college is guided by policies and procedures outlined in SPSCC's Transfer-In Credit Policy [STSV218](#) and associated procedures. Students transferring in courses from accredited colleges and universities in the United States and internationally, are encouraged at the point of admissions to submit their official transcripts for evaluation.

In addition to the policies specified in this section, college evaluators utilize a collection of information to establish and document course equivalencies. These include the [Transfer Evaluation System](#) (TES), college catalogs, and applying credits for prior learning ([SBCTC Policy Manual](#) 4.10.40).

International students are encouraged to have their transcripts evaluated by a nationally recognized evaluation agency before submitting transcripts of courses taken outside of the United States.

Once course equivalencies are determined for all transfer-in students' transcripts, the evaluated credits are added to the student's SPSCC college transcript and can be used to fulfill program and course prerequisites and degree requirements. Evaluated credits and grades are not calculated into the student's SPSCC grade point average or the number of credits completed at the college.

Transfer in Washington State is efficient and effective among community and technical colleges, state public universities, and private independent colleges and universities through its various statewide agreements. Our well-prepared Educational and Career Planners assist students who seek further education beyond an associate degree.

SPSCC's most awarded degree is the Washington State [Direct Transfer Agreement](#) (DTA) that has several Major Related Programs. The [Associate of Science –Transfer](#) (AS-T) Track 1 and 2 are focused on science, technology, engineering, and math majors. These statewide degrees are authorized by [RCW 28B.77.210](#), [RCW 28B.77.215](#), and reviewed and revised by the [Joint Transfer Council](#) (JTC) comprised of vice presidents representing community and technical colleges and vice provosts or transfer admission directors representing the public and private independent colleges of Washington. The DTA, Major Related Programs, the AS-T are implemented and monitored by the [Intercollege Relations Commission](#) (ICRC) comprised of admissions personnel from all Washington State community and technical colleges, Independent Colleges of Washington, and public universities and is guided by the [ICRC Handbook](#) and its [Inter-College Reciprocity Policy](#) to ensure efficient transfer of credits and degrees among Washington's higher education institutions.

In addition to the popular statewide transfer degrees (DTA, Major Related Programs and AS-T Track 1 and 2), there is a transfer degree for professional and technical program graduates: the [Associate of Applied Science-Transfer](#) (AAS-T). The AAS-T degree is reviewed and revised by the JTC and the ICRC.

The Washington State higher education system (JTC and ICRC) also oversees the transfer of course credits that are guaranteed to transfer from community and technical college to all public colleges and universities and is authorized by [RCW 28B.50.785](#) titled Publication of Transferable College-Level Courses, also known as the [Washington 45](#).

The mobility of credit transfer is also supported by policy at SPSCC:

- Inter-College Reciprocity Policy [INST742](#) ensures mobility and transferability of credits for students moving between and among community and technical colleges in Washington State.
- Public Baccalaureate Institution Reciprocity Policy [INST725](#) describes SPSCC's efforts to reduce barriers to degree completion for students by adopting guidelines for reciprocity of transfer coursework from the baccalaureate institutions to the community college.
- Transfer of Military Credits Policy [INST710](#) describes SPSCC's use of Joint Services Transcript to award military credit.
- Prior Learning Assessment Policy [STSV212](#) is used for individuals wishing to receive academic credit for prior learning.

Washington's community and technical college system has also created a common course numbering system for high-enrolled transfer courses for ease of transfer among community and technical colleges.

Unique to SPSCC are several international transfer agreements built on our existing statewide DTA. SPSCC partners with the following [international institutions](#): Deakin University in Melbourne, Australia, Otago Polytechnic and University of Otago in Dunedin, New Zealand, and University of Glasgow in Glasgow, Scotland. These degrees were created through a relationship with an SPSCC Anthropology faculty member and his contacts in Australia, New Zealand, and Scotland.

Educational and Career Planners assist students in mapping a course of study at the college to fulfill their transfer goals. Additionally, the Advising and Career Services Team hosts transfer and career preparation events and activities such as transfer and job fairs, quarterly visits from university admissions representatives, maintains a [university planning](#) informational webpage and print materials, plans student university tours, and works collaboratively with campus instructional programs on curriculum and course schedule planning. Lastly, Educational and Career Planners assist students in selecting transfer colleges and universities, plan for completing their program and admissions requirements, complete university applications, financial aid forms, and find housing if needed.

Exhibits 2.C.1: Required Evidence

Transfer of credit policies and procedures

[SBCTC College Program and Course Development Policy Manual](#) – Chapter 4

Degree Requirements Policy, [INST715](#)

General Education Policy, [INST740](#)

AAS General Education Policy, [INST718](#)

Course, Syllabus, and Program Approval Policy, [INST702](#)

Course Requirement Policy, [INST705](#)
Professional and Technical Advisory Committees Policy, [INST746](#)
Academic Standards for the Awarding of Degrees, Certificates and Credentials Policy, [STSV105](#)
Transfer-In Credit Policy, [STSV218](#)
[Transfer Evaluation System](#)
[Washington Direct Transfer Agreement](#)
[Associate of Science-Transfer](#)
Statewide transfer and articulation policies, [RCW 28B.77.210](#)
Statewide transfer of credit policy and agreement – Requirements, [RCW 28B.77.215](#)
[Joint Transfer Council](#)
[Intercollege Relations Commission](#), [ICRC Handbook](#), [ICRC Inter-College Reciprocity Policy](#)
[Associate of Applied Science-Transfer](#)
Publication of transferable college-level courses, [RCW 28B.50.785](#)
[Washington 45](#)
Inter-College Reciprocity Policy, [INST742](#)
Public Baccalaureate Institution Reciprocity Policy, [INST725](#)
Transfer of Military Credits Policy, [INST710](#)
Prior Learning Assessment Policy, [STSV212](#)
[International Transfer Programs](#)
[University Transfer Planning](#)

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Admission to SPSCC carries the expectation that students will conduct themselves as responsible members of the community. The college's [CSRR](#) is articulated and codified in the Washington State Administrative Code, [WAC 123X-60](#), and referenced within the Code of Student Rights and Responsibilities Policy [STSV101](#). The CSRR is widely available: [webpage](#), [catalog](#) (p. 207), Canvas, course [syllabi](#), and printed copies are available in the Office of Student Life.

Prohibited student conduct is outlined in the CSRR (pp. 3-7). Academic dishonesty (CSRR, p. 3) defines four characteristics of academic dishonesty and the Plagiarism Policy [INST709](#) sets clear expectations for students. The appeals processes related to student conduct are found in the CSRR (pp. 8-9, 14, 16, 20-21).

The Student Complaints Policy [STSV108](#) provides a process for addressing complaints. The Student Concerns and Reporting [webpage](#) contains information and resources regarding filing complaints, grade appeal, and bias incident reporting.

The Bias and Behavior Intervention Policy [STSV209](#) guides the procedure [STSV419](#) of the college's Behavioral Intervention Team (BIT). BIT was established to support

students, staff, and faculty by creating a process to report concerning behavior as early as possible and provide proactive support mechanisms and appropriate interventions.

The college's Accommodations for Students with Disabilities Policy [STSV405](#) ensures strict adherence to [Section 504 of the Rehabilitation Act](#) and [Title II of the Americans with Disabilities Act](#). Accommodations for Students with Disabilities Procedures [STSV196](#) outlines the academic adjustments, auxiliary aids and services, and program modifications the college provides to accommodate students with disabilities. The [Procedures and Appeals Process for Accommodating Students with Disabilities and Disability Discrimination Complaints Booklet](#) details the process of appealing denial of accommodations and lodging disability complaints and is also available in printed form in the [Office of Access Services](#).

Exhibits 2.C.2: Required Evidence
Documentation of student's rights and responsibilities policies and procedures which include:
CSRR handbook , webpage , catalog (p. 207), syllabi South Puget Sound code of student rights and responsibilities, WAC 132X-60 South Puget Sound code of student rights and responsibilities, WAC 132X-60 CSRR Policy, STSV101
Academic honesty
CSRR , p. 3 Plagiarism Policy, INST709
Conduct
CSRR , pp. 3-7 Bias and Behavior Intervention Policy, STSV209 Bias and Behavior Intervention Procedure, STSV419
Appeals, grievances
Student Complaints Policy, STSV108 Student Concerns and Reporting CSRR appeals (pp. 8-9, 14, 16, 20-21)
Accommodations for persons with disabilities
Accommodations for Students with Disabilities Policy, STSV405 Section 504 of the Rehabilitation Act Title II of the Americans with Disabilities Act Accommodations for Students with Disabilities Procedures, STSV196 Disability Appeals and Complaints Procedure booklet SPSCC Office of Access Services

2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

SPSCC has an open-door Admissions Policy [STSV201](#) and the minimum standards for admission to a community or technical college is defined by the Washington Administrative Code [WAC 131-12-010](#) which states that the college admits adult students, 18 years or older, regardless of their educational background and offers courses and programs of study for students seeking degrees, professional certificates, university transfer preparation, adult basic skills, English language skills, and corporate and continuing education. The college also admits underage students enrolled in high school dual enrollment programs, Running Start, and limited under-aged students with parental permission. International students are welcomed to the campus and follow the same enrollment process with the added steps of managing visas and immigration rules and regulations. Admissions procedures for underage, dual enrollment, and international students are included in the Admissions Policy for the college. The college has two special admissions programs, Nursing and Dental Assisting, that have entry requirements and prerequisites in addition to a program application beyond the initial admissions application into the college. The admission process is outlined on the program information page for [Nursing](#) and [Dental Assisting](#).

Students begin the admissions and enrollment process by completing the online [Steps to Enroll](#). Enrollment staff are available to assist students through the process, and for students without access to technology, the college has public use computers available. Once a student completes the first step of admissions, they are guided through each step, including setting up their student accounts, paying for college and financial aid, placement, new student orientation, and registration.

Once admitted to the college, all degree seeking academic programs at SPSCC require an English 101 course and a math course appropriate to the students' educational pathway and degree goal. The Placement Assessment Policy [STSV204](#) defines how students are evaluated and placed into English and math. The placement process is detailed as part of the admissions workflow on the [Placement Options](#) webpage. There are three options for completing placement: document review such as transcripts from high school or another college or university, test scores from another assessment test or high school Advanced Placement or Honors testing, testing such as entry skills testing at another college or university, or the Washington State Math Assessment, and lastly, Guided Self Placement which is a guided personal assessment of the student's past experience with reading, writing and math.

Since the college has an open-door admissions policy, all students are unconditionally welcomed to the college. Students can be suspended or blocked from course

enrollment at the college based on dismissal for academic performance or behavior issues. In the instance of academic performance, the Satisfactory Academic Progress Policy [STSV106](#) requires students to maintain a quarterly GPA of at least a 2.0. If the student fails to maintain the required GPA for three quarters, the Satisfactory Academic Standards Procedure [STSV251](#) documents the process of when a student is placed on academic suspension. The [Academic Warning, Probation, and Dismissal](#) webpage details the process further. Readmission to the college is accomplished by completing an appeal process for an academic suspension or petition to the vice president of student services due to a violation of the CSRR defined by the Readmission after Dismissal/Suspension Policy [STSV217](#). The readmission procedures for academic suspension are outlined in the Readmission Following Academic Dismissal Procedures [STSV219](#). Students who have been suspended or dismissed for violating the CSRR must follow the petition process outlined in the Readmission Following Dismissal/Suspension Procedures [STSV220](#) and further detailed in the CSRR. Students admitted into special admissions programs such as Nursing and Dental Assisting, follow a stricter GPA requirement to stay in good academic standing and can also appeal dismissal from the program and may reenter based upon criteria outlined in the student [Nursing](#) and [Dental](#) handbook. All program specific handbooks must be approved by the SPSCC Instructional Council and follow the Program Handbook Policy [INST733](#).

Students receiving financial aid are held to a Satisfactory Academic Progress requirement in order to be eligible to continue receiving aid. Students must maintain at least a 2.0 GPA but must also make progress toward degree completion, which is reviewed quarterly. A student's financial aid can be suspended after the first quarter of not achieving a 2.0 GPA and, in some cases, must pay back funds before being allowed to reenroll at the college or receive aid going forward. Working closely with their Educational and Career Planner, students must develop a success plan for continued enrollment after suspension or dismissal for financial aid or academic reasons to be considered for reinstatement.

Students in our Transitions Studies program are held to a standard of progress to continue in the program. Under BEDA Progression Policy [INST716](#), students enrolled in Basic Education for Adults courses must educationally progress in career or academic pathways that align with state and federal funding requirements.

Exhibits 2.C.3: Required Evidence

Policies and procedures for admitting, and placing students

Admissions Policy, [STSV201](#)

Minimum standards for admission to a community or technical college, [WAC 131-12-010](#)

Select Program Admission Requirements:

Nursing [webpage](#), [handbook](#) (pp. 14-15), [catalog](#) (pp. 82-83)

Dental [webpage](#), [handbook](#) (p. 11), [catalog](#) (pp. 24-25)

Steps to Enroll, [webpage](#)

Placement Assessment Policy, [STSV204](#)

SPSCC Placement Options, [webpage](#)

Policies/procedures related to continuation and termination from educational programs, including appeal process and readmission policies/procedures

Satisfactory Academic Progress Policy, [STSV106](#)

Satisfactory Academic Standards Procedure, [STSV251](#)

SPSCC Academic Warning, Probation, Dismissal, [webpage](#)

Readmission after Dismissal/Suspension Policy, [STSV217](#)

Readmission after Academic Dismissal Procedures, [STSV219](#)

Readmission following Dismissal/Suspension Procedures, [STSV220](#)

Program Handbook Policy, [INST733](#)

BEDA Progression Policy, [INST716](#)

2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

SPSCC's policies and procedures for student records for retention, confidential release, reliable back-up and retrievability are in accordance with the federal Family Education Records Privacy Act ([FERPA](#)), Preservation and Destruction of Public Records [RCW 40.14](#), the Public Records Act [RCW 42.56](#) and Washington State Records Storage and Retrieval [WAC 434-610 – 434-690](#). To assure the security and privacy of digital records, the College adheres to best practices for IT security based on the [National Institute of Standards and Technology \(NIST\) Cybersecurity Framework](#), and [the Gramm-Leach Bliley Act](#).

SPSCC's student records safety, retention storage (back-up), and confidential release and retrievability are provided under the following institutional policies and procedures:

- The college maintains a robust IT Security Program reviewed and updated regularly, as well as a [Cybersecurity Incident Response Plan](#)
- Data Security Policy [ITSV510](#) outlines essential roles and responsibilities within the college community for creating and maintaining an environment that safeguards data from threats to personal, professional, and institutional interests and to establish a comprehensive data security program in compliance with applicable law and to set requirements for maintaining system and network security, data integrity, and confidentiality
- Electronic Records Retention Policy [ITSV504](#) that assures that SPSCC's policies and practices around electronic records (email, web content, etc.) are consistent with the laws and policies of the state government of Washington
- Records Retention Policy [CADM104](#) that is based on the SBCTC [Colleges Records Retention Schedule](#) and the Washington State [General Retention Schedule](#)
- At the point of hire, staff and faculty complete [New Employee Orientation](#) and attest to adhering to the Confidentiality of Records Policy [STSV104](#), and established policies and training regarding safeguarding confidential records in

the Student Information System, including adherence to the [ctcLink Privacy Agreement](#)

Students are informed of their rights in relation to educational records access and release during the new student enrollment and orientation process. Students are introduced to the concept and directed to the college's [FERPA webpage](#) for written confirmation of their rights. Students wishing access to their student records can do so through the Release of Records form at the same website.

The college uses a number of electronic content information systems to maintain and store sensitive information. The student management system, ctcLink, is a state supported Enterprise Resource Platform (ERP) and is used by the Washington State community college system to manage student information as well as staff and college financial information. The Legacy system, the precursor to ctcLink, continues to be maintained by the state board and a limited number of college employees have access in order to access historical records such as student transcripts and college financial data. The college also uses a central Document Management System called Quillix to store and maintain electronic copies of student enrollment transactions such as program and course changes, transcript records, and evaluation requests. Requested access to Quillix and associated workflows are approved by the dean of enrollment services through an established access request ticket and, once approved, changes are implemented by IT Services. Enrollment change requests received as paper copies are processed and scanned into Quillix and the paper copies are shredded daily. Requests received via email and stored in historical paper records such as residency questionnaires, transcripts, enrollment verifications, and transfer of credit requests are also stored electronically in the Quillix database. A limited number of older requests are currently being stored on campus in a secure archive space and will be disposed of based on the Washington State Records Storage and Retention Policy mentioned above.

The Mental Health Counseling, Access Services, and Dental Clinic programs collect and securely store paper files in compliance with the federal Health Information Privacy Protection Act (HIPAA) and the SPSCC HIPAA Policy [PEAO110](#). Records are maintained and stored in secured file cabinets with access limited to the service provider. The college also has an electronic health records system that is used to manage student records in the Access Services and Counseling program. The HER, Medicat One, is a cloud-based and HIPAA-compliant application with access managed through the college's single sign-on (SSO) system. Access to the software system and paper records will be restricted to service providers, mental health counselors, and disability support staff. Student private records of direct support services is safeguarded and will not be disclosed without expressed written permission.

Exhibits 2.C.4: Required Evidence

Policies/procedures regarding secure retention of student records, (i.e. back-up, confidentiality, release, data security for physical and electronic student records)

Family Education Records Privacy Act, [FERPA](#)

Washington State Preservation and Destruction of Public Records, [RCW 40.14](#)

Washington State Public Records Act, [RCW 42.56](#)

Washington State Records and Retrieval Act, [WAC 434-610 – 434-690](#)
[NIST Cybersecurity Framework](#)
[Gramm-Leach-Bliley Act](#)
[SPSCC Cyber Security Incident Response Plan](#)
Data Security Policy, [ITSV510](#)
Electronic Records Retention Policy, [ITSV504](#)
Records Retention Policy, [CADM104](#)
SBCTC Records Retention Schedule, [CTC RRS](#)
Washington State General Records Retention Schedule, [WA RRS](#)
New Employee Orientation, [webpage](#)
Confidentiality of Records Policy, [STSV104](#)
[ctcLink Privacy Agreement](#)
SPSCC FERPA (Information and Consent), [webpage](#)
Data Security Training, [Vector Solutions](#)
HIPPA Policy, [PEA0110](#)

2.D Institutional Integrity

2.D.1

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 ensure accuracy and integrity in all representations about its mission, programs, and services.

SPSCC's [Public Relations](#) promotes the college and takes pride in its consistent, accurate, and clear information sharing, both internally and to the public. Backed by the Public Relations Policy [CADM101](#) and the Media Relations Policy [CADM214](#), the college invests in communications tools and staff that craft intentional, targeted messaging and visuals to share the college's programs and services. We also focus on overall brand building and integrity to ensure our local community considers SPSCC a relevant and smart choice when considering higher education, career advancement, and personal enrichment.

Our primary communication tool is our website, which was redesigned and built in Drupal 10 in 2023. The redesign project allowed us to better serve web visitors across devices and improve accessibility, usability, structure, appearance, and brand integrity.

All college information, program and degree information, services, and timely announcements are rapidly published on the website first. Then, information may be shared through digital and print methods such as print brochures, social media content, emails and texts, press releases, the college catalog and viewbook, advertisements, and more. Critical dates, such as the academic calendar and quarterly schedule, are available on the main menu of the website with specific calendars for unique audiences, including the student events calendar, employee calendar, information and admissions

calendar, arts and entertainment calendar, etc. The Web Content Governance Policy [CADM109](#) ensures quality control for cross-campus staff content editors.

The [college catalog](#) is in a printable digital format, built in CourseLeaf and launched in 2024, and is a seamless extension of the college's website in both function and design. The catalog's integration with our college's ERP system and instructional content ensure its accuracy and allows us to highlight the college's pathways, degrees and certificates, and provide transparency into program fees and costs outside of tuition.

Published materials for academic programs are reviewed by both Instruction Office staff and Division Deans during the annual catalog build. The Instruction Office staff reviews the Outcomes, Courses by Quarter, and Pathway Maps for each program in the catalog and the Division Deans review the program description, career opportunities, length of program, and anything else that is on the Overview tab as well as special admissions in CourseLeaf. Once the Deans are complete they will submit any necessary changes to the Instruction Office staff for updates to the catalog before publishing.

SPSCC's Public Relations (PR) team has two annual touch points to review published materials about services available to students. 1) Each year before the Catalog is published in May, teams review accuracy of Catalog and published web content related to services available to students. Along with subject matter experts and service area staff, the PR team verifies accuracy of content and updates as needed. 2) Each summer before printed materials are re-printed for use in August, the PR team re-verifies accuracy of content from the May checks and finalizes any needed changes for print publication. Additionally, the PR team accepts and reviews changes anytime from department leads and subject matter experts. Those requests come through Web Edit Request or email requests where the PR team can track and complete needed changes in a timely manner.

SPSCC's Public Relations (PR) and Outreach & Recruitment teams work closely year around to ensure accurate information is provided to prospective students. PR is ultimately responsible for maintaining accurate web content and consistent use of language including high-quality translations, brand elements, and design for web, digital spaces, and print. Through procedures that involve department leads and subject matter experts across campus, PR bases all digital and print materials off of the accurate web-based content. Outreach & Recruitment move all requests for flyers, graphics, printed brochures, catalogs, and other recruitment materials through PR for content check and design support. All of their efforts use only approved materials in collaboration with the PR team.

The college operates in an Advancement model, bringing even further consistency in messaging to the community we serve and the donors we seek to invest in our students' success.

Exhibits 2.D.1: Required Evidence

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity

SPSCC Public Relations webpage Public Relations Policy, CADM101 Media Relations Policy, CADM214 Web Content Governance Policy, CADM109 SPSCC College Catalog
Description of procedures or process for reviewing published materials for academic programs
Course and Class Scheduling Manual (pp. 28, 35)
Links to program information that demonstrate clear information about time to completion for programs
SPSCC College Catalog, Example: Associate Degree Options Section
Description of procedures or process for reviewing published material about services available to students
Description in narrative
Description or evidence of recruiting practices that ensures accurate information is provided to prospective students
Description in narrative

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The College is committed to high ethical standards in the treatment of students, staff, the Commission, external organizations, and all other constituents. The College believes that it is in the best interest of all parties to resolve disputes at the earliest opportunity and at the lowest level. The College encourages informal problem resolution, when appropriate, between employees and management and is committed to assisting in the resolution of disputes as soon as possible. SPSCC has a well-defined Incident and Reporting process identified on the website on the [Concerns and Reporting webpage](#). Reports filed on this page are routed into [Maxient](#) Software, for forwarding to the appropriate person for review. Reportable items include; complaint of college employee or department, bias incident reporting, harassment, sexual harassment or discrimination, Title IX, and grade appeals. All records are maintained for seven years and follow records retention practices. Complaints and grievances are addressed by appropriate college personnel in an equitable and timely manner. Students are introduced to the concerns and reporting webpage during the college onboarding process. Faculty and staff are also aware of this resource and inform students of this path for complaints and grievances. Student Services and Campus Safety remind students of the BIT (Behavior Intervention Process) several times during the year and it is also available on the mobile Navigate app used by the college. The BIT process

represents the first step in SPSCC's concern and reporting process. The following 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 [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](#) (Ethics in State Government) 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 [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 [BORD113](#) and Washington State ethics law, 45.52 RCW.

Nondiscrimination

SPSCC complies with federal and state laws related to affirmative action and non-discrimination as described in our Affirmative Action Policy [HMRS101](#). The College's Nondiscrimination and Discrimination Complaints/Grievances 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 [SPSCC Human Resources webpage](#).

Title IX Reporting

SPSCC complies with federal and state guidelines for reporting and investigating Title IX complaints. SPSCC's Sexual Harassment and Title IX Policy [HMRS102](#) defines sexual harassment, and the College's responsibility to investigate, resolve and implement corrective measures. [SPSCC's Title IX webpage](#) contains general background information about gender-based discrimination, and the need to report concerns to the executive director of human resources for handling complaints. Additional governing policies include the Title IX Supplemental Employee Disciplinary Hearing Procedure [HMRS7079](#) and the Title IX Grievance Procedure [HMRS7078](#).

Students

SPSCC's [CSRR](#) is based on the overarching CSRR Policy [STSV101](#) last revised in January 2024 and articulated and codified in the Washington State Administrative Code [WAC 132X-60](#). The CSRR deals with such things as student rights, academic honesty, appeals, grievances, and disability accommodations. The CSRR handbook is publicly available on the [SPSCC Student Rights webpage](#) and from the College's Office of Student Life. Directions for reporting incidents and concerns are published on the [SPSCC Student Concerns & Reporting webpage](#). This reporting webpage outlines the process and forms for grade appeals and complaints of college employees or departments.

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's has an Accommodations for 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 – Accommodation [RCW 28B.10.914](#).

The College adheres to the Confidentiality of Records Policy [STSV104](#) which mandates that the confidentiality of all student educational records be handled in accordance with [FERPA](#).

Employee Workplace Behavior and Grievances

Classified staff are governed by the Non-Discrimination Article 2, Workplace Behavior Article 3, Discipline Article 29 and the Grievance Article 30 in the [Washington State Federation of State Employees \(WFSE\) Classified CBA 2023-2025](#).

Educational and Career Planner and Learning Support Services Administrators are governed by Nondiscrimination Article 2, Workplace Behavior Article 5, Corrective Action, Discipline, and Discharge Article 30 and Grievance Article 31 of the [WFSE Career Planners CBA 2023-2025](#).

Faculty are governed by the Rights of the Faculty Article 4, Discipline and Dismissal with Cause Article 11, and Grievance Article 12, of the [Faculty AFT CBA 2024-2027](#).

Exhibits 2.D.2: Required Evidence
Policies/procedures for reviewing internal complaints
Ethics in Public Service, RCW 42.52
Ethical Conduct Policy, HMRS111
Washington State Executive Ethics Board training
SPSCC New Employee Orientation, webpage
Whistleblower Program-Improper Governmental Actions Policy, HMRS112
Code of Ethics Policy, BORD113
Accommodations for Students with Disabilities Policy, STSV405
SPSCC Disability & Access Services, webpage

<p>Americans With Disabilities Act, ADA Section 504 of the Rehabilitation Act of 1973 Students with Disabilities Core Services, RCW 28B.10.912 Students with Disabilities Accommodation, RCW 28B.10.914 Confidentiality of Records Policy, STSV104 Family Educational Rights and Privacy Act, FERPA</p>
<p>WFSE Classified CBA 2023-2025 Article 3: Workplace Behavior Article 29: Discipline Article 30: Grievance Procedure</p>
<p>WFSE Career Planners CBA 2023-2025 Article 5: Workplace Behavior Article 30: Corrective Action, Discipline and Discharge Article 31: Grievance Procedure</p>
<p>Faculty AFT CBA 2024-2027 Article 11: Discipline and Dismissal with Cause Article 12: Grievance</p>
<p>Student academic-related grievances</p>
<p>CSRR handbook, webpage, catalog (p. 207), syllabi South Puget Sound Code of Student Rights and Responsibilities, WAC 132X-60 CSRR Policy, STSV101 SPSCC Student Concerns & Reporting, webpage Disciplinary proceedings, WAC 132X-60-100 Student judicial board appeals process, WAC 132X-60-105</p>
<p>Discrimination</p>
<p>Affirmative Action Policy, HMRS101 Nondiscrimination and Discrimination Complaints/Grievances Policy, HMRS108 SPSCC Nondiscrimination Statement, webpage</p>
<p>Title IX</p>
<p>Sexual Harassment and Title IX Policy, HMRS102 SPSCC Title IX, webpage Title IX Supplemental Employee Disciplinary Hearing Procedure, HMRS7079 Title IX Grievance Procedure, HMRS7078</p>
<p>Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint. SPSCC Student Concerns & Reporting, webpage</p>
<p>Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints</p>
<p>Maxient Software</p>
<p>Policies and procedures for reviewing external complaints and grievances</p>
<p>Same policies and procedures already identified</p>

2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

SPSCC is a Washington State public institution of higher education without social, political, economic, corporate or religious affiliation. The College's policies and regulations bar the board and college employees from using their positions to directly support, advocate, or benefit from any social, political, corporate, or religious affiliations, perspectives, or outcomes. The College has established clearly defined policies that prohibit conflict of interest on the part of its board of trustees, administrators, faculty, and staff.

Conflict of Interest

SPSCC clearly defines conflict-of-interest criteria and consistently complies with:

Institution and state policies established to prevent misconduct, preserve appropriate levels of institutional autonomy, and prioritize education as the College's primary focus.

The College's policy, Conflict of Interest- Employees and Students Policy [HMRS120](#), applies to all employees and outlines the expectations for ethical behavior between employees and students.

The Board of Trustees' policy, Conflict of Interest: Board of Trustees Policy [BORD114](#), outlines the Board's ethical responsibilities.

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 [HMRS111](#) complies with and supports RCW 42.52.

In addition, the Washington State Executive Ethics Board [training](#) is required for all full-time employees as part of their [new employee orientation](#) (Ethics in State Government) 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 executive director for human resources, who serves as the college ethics advisor, is responsible for ensuring that employees follow college ethics policies. The Whistleblower Program-Improper Governmental Actions Policy [HMRS112](#) ensures the 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 [BORD113](#) and Washington State ethics law RCW 42.52.

Exhibits 2.D.3: Required Evidence

Policies/procedures prohibiting conflict of interests among employees and board members

Conflict of Interest – Employees and Students Policy, [HMRS120](#)

Conflict of Interest: Board of Trustees Policy, [BORD114](#)

Ethics in Public Service, [RCW 42.52](#)

Ethical Conduct Policy, [HMRS111](#)

Washington State Executive Ethics Board [training](#)

SPSCC New Employee Orientation, [webpage](#)

Whistleblower Program-Improper Governmental Actions, [HMRS112](#)

Code of Ethics Policy, [BORD113](#)

2.E. Financial Resources

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

SPSCC is governed by the following policies and practices regarding the financial health of the organization:

- Financial Management Policy [PEAO400](#) outlines that the College will follow all state laws, regulations, and Office of Financial Management guidelines to ensure strong financial and accounting integrity and use of college resources. This policy also ensures that accounting and reporting follow the procedures set forth in the State Administrative and Accounting Manual ([SAAM](#)) and ctcLink Accounting Manual ([CLAM](#)). All transactions are recorded and tracked electronically through the SBCTC ctcLink system, PeopleSoft ERP, which is used for all community and technical colleges in Washington State. Using ctcLink data, the SBCTC produces a single system-wide financial statement. The data is also uploaded to OFM's Agency Financial Reporting System ([AFRS](#)) to be included in the statewide Comprehensive Annual Financial Report ([CAFR](#)).

The vice president for finance and operations oversees the College's accounting, budgeting, and auditing functions as well as purchasing, central services, risk management, contracting, and other duties. Accounting functions are directly managed by the accounting manager and the associate vice president for finance.

The financial statements for the College are audited yearly by the Washington State Auditor's Office (SAO). SPSCC produces its annual financial statement in the Governmental Accounting Standards Board (GASB) format and contracts with the SAO to perform an independent annual audit of the report.

To accommodate this audit process, the SBCTC provides a uniform financial statement template for each college. In this context, the SBCTC is working to facilitate community

and technical college compliance with NWCCU accreditation reporting standards as well.

The audit includes a review of the College's internal control systems and compliance regarding financial reporting. The audits are performed in accordance with Government Auditing Standards, issued by the Comptroller General of the United States. These audited statements provide a comprehensive way to assess the College's financial health.

Results of the SAO's independent audits of financial statements are reviewed by the college board of trustees finance committee, the president, the vice president for finance and operations, and the associate vice president for finance. Subsequent to this review, the results of the independent audit, and any resulting corrective action steps in response to the audit, findings, or management letters are then reviewed with the board of trustees at a regularly scheduled meeting. The most recent audited financial statements are for fiscal year 2023.

Because of reduced staffing in the Auditor's Office in recent years, the transition of staffing at SPSCC, and impacts regarding the deployment of ctcLink at the College, SAO did not begin a comprehensive financial statement audit of SPSCC for fiscal year 2023, until June of 2023. All audit reports can be found on the SPSCC Finances & Reports [webpage](#).

The College's audited financial statement report also includes [financial statements](#) for the South Puget Sound Community College Foundation (discreet component unit). The College's Foundation, a separate 501(c)(3) organization, is audited annually by an independent audit firm. Foundation audit reports are provided to the college president, vice president for finance and operations, the College board of trustees, and the Foundation board.

In addition to audited financial statements, the SAO performs accountability audits on a four-year cycle, and SPSCC's last accountability audit was for fiscal year 2019-2023. Reviews of college programs, departments, and auxiliary and enterprise accounts are performed to ensure adherence to sound accounting practices. The College did not receive an audit finding or management letter for the SAO accountability audit. Final audit reports are posted on the SAO and the SPSCC Finances & Reports webpage.

The SBCTC also performs an annual analysis of each college's fiscal health and maintains an audit cycle of operational and fiscal reviews. The College's last SBCTC review was conducted in 2023 for fiscal year 2021-2022. In addition, state and federal granting agencies periodically audit college financial and personnel systems relevant to grants from these agencies.

The SBCTC also analyzes the College's fiscal health on an annual basis. State and federal granting agencies periodically audit the College's financial and personnel systems affecting the scope and reporting of grants associated with their agency.

Month-end financial and budget reports are prepared 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 College regularly monitors its funding resources, expenditures, and reserves to maintain fiscal stability and long-term sustainability. Doing so means carefully managing risk, debt, and proper planning for long-term obligations. Reserves are prudently monitored for cash and investment management throughout the year outlined in the Financial Stability and Solvency Policy [BORD117](#).

Using information extracted from the ctLink system, the accounting manager with oversight from the associate vice president for finance prepares monthly financial reports. The vice president for finance and operations reports quarterly to the board of trustees on the College’s operating budget status.

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 BORD117 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.

Exhibits 2.E.1: Required Evidence
Policies/procedures that articulate the oversight and management of financial resources
Financial Management Policy, PEAO400 State Administrative and Accounting Manual (SAAM) ctcLink Accounting Manual (CLAM) Agency Financial Reporting System (AFRS) Comprehensive Annual Financial Report (CAFR) SPSCC Finances & Reports, webpage Financial Stability and Solvency Policy, BORD117
Latest external financial audit including management letter 2022-2023 SPSCC Financial Statements Audit Report
For institutions for whom the most recent external financial audit is more than one fiscal year from the time of PRFR submission, also include for the most recent completed fiscal year
Statement of cash flow Statement of Cash Flow
Income Statement (or equivalent) Statement of Revenue, Expenses and Changes in Net Position
Balance Sheet (or equivalent) Statement of Net Position

2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

SPSCC is committed to inclusive, 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.

The Washington State Legislature biennially allocates funds to the SBCTC to operate the state's 34 public community and technical colleges. The SBCTC distributes the allocation to colleges using a formula reviewed and approved by the college presidents. Colleges are authorized by the legislature to collect and retain tuition to subsidize state funding. 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 complies with its College Budget Implementation Policy [PEAO401](#) and the [SAAM](#).

Prudent budget forecasting provides stability for college operations. 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 [BORD117](#). While SPSCC depends on the use of state allocations for a large portion of its funding base, its financial resources also include funds from grants and contracts, space rental to external entities, and corporate and continuing education (CCE). The supplemental revenue is considered in the budget planning process as it supports the mission and goals of SPSCC.

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's operating budget. The College does not use one-time funds, such as excess tuition revenue, to fund ongoing operational expenses.

While it is the responsibility and practice of SPSCC's executive team to establish its annual [operational budget](#), SPSCC has a very inclusive budget and planning process. From a conservative approach, it is based upon several variables, including projected enrollments, cost of facilities repairs and upgrades, necessary equipment for educational programs, cost of living adjustments for employees, and other institutional responsibilities.

For example, the fiscal year 2023 audit period was during COVID when many colleges were experiencing enrollment declines, teaching and learning modality changes, staffing challenges, and increases in mental health and counseling needs while continuing to maintain excellence in support and academic offerings to our students.

While SPSCC faced these same challenges, the executive team anticipated lower enrollments than the previous fiscal year (pre-pandemic), and adjusted for the operational and fiscal impacts related to changes in modality, economic environment, and staffing challenges when developing the annual operational budget. The College strategically held vacant positions, optimized space utilization usage where possible, offered telework options, and continued to market programs and prioritize student success and support while remaining fiscally responsible for long-term sustainability.

During the annual budget and planning process, the executive team meets in “retreat” day-long sessions 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 for finance and operations works closely with the leadership team to ensure that enrollment trends are reflected in budget planning. During this annual budget planning process, faculty, staff, directors, and deans provide budget requests to their executive team members for consideration in the budget process.

The board of trustees is updated during the College’s annual budget development process on such topics as budget projections and funding priorities. The board typically receives a draft of the proposed budget at the May meeting, with final budget approval scheduled for the June meeting. The operating budget for the college is reviewed and adopted for approval by the board of trustees in the summer of each year.

The College has a long history of responsible and strategic financial planning that advances the achievement of its mission and core themes. Every two years, the college community participates in operational planning 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. This process includes the following:

- The PAG and IEC members, led by the director of institutional research, hold [college-wide forums](#) and provide current data that outlines SPSCC’s areas of improvement. Based on the data, college community participants generate a list of strategies to be prioritized, [summarized](#), and recommended to the executive team by the PAG and IEC members.
- The executive team identifies annual institutional priorities largely 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 members develop a proposed budget and biannual operational plan that is presented to the college community the following fall.
- The vice president for finance and operations presents the proposed budget to the board of trustees for review and approval.
- Once the budget is approved, the associate vice president for finance prepares the budget document and posts it on a shared drive for use by college staff for budget tracking and reconciliation.

- The vice president for finance and operations presents quarterly financial reports to the board of trustees.
- Expenditures greater than \$250,000 from unobligated reserves are submitted by the president to the board of trustees for prior approval. The maximum amount the president can spend annually under this provision is \$500,000 according to the Financial Stability and Solvency Policy [BORD117](#).

Long-Term Obligations

- State law outlined in Washington State’s Revised Code of Washington [RCW 28B.50.350](#), [RCW 28B.50.330](#), [RCW 39.94](#), the SBCTC [Policy Manual 6.40.30](#), and the College Financial Stability and Solvency Policy [BORD117](#) prescribes when and how the College borrows money and issues or sells revenue bonds. The 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.

Exhibits 2.E.2: Required Evidence
Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds
Budget Implementation Policy, PEAO401 SBCTC Accounting Manual (CLAM) State Administrative and Accounting Manual (SAAM) Operational Budget, fiscal year 2023 Bonds—Requirements, RCW 28B.50.350 , Revenue bond financing—Public bid, RCW 28B.50.330 Financing contracts, RCW 39.94 Significant Contracts and Grants SBCTC Policy Manual 6.40.30 College Financial Stability and Solvency Policy, BORD117
Exhibits 2.E.2: Optional Evidence
Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders
Operational Planning Forum Operational Planning Summary

2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.

SPSCC maintains clearly defined policies for oversight and management of college financial resources. College policies are governed by Washington State’s Revised Code

of Washington Authorized Investments [RCW 43.88D.010](#), [RCW 28B.15.045](#), and include approving and monitoring operating and capital budgets, reserves, fundraising, cash and debt management, and transfer between funds. The College’s governing policies are located on the website for transparency. The specific college policies related to financial resources are the following and have already been discussed in previous sections of this document in 2.E.

- Financial Stability and Solvency Policy [BORD117](#)
- Financial Management Policy [PEAO400](#)
- Budget Implementation Policy [PEAO401](#)

SPSCC’s Board of Trustees is responsible for financial oversight of the College, including approval and evaluation of its annual operating and capital budgets outlined in the Function, Purpose, and Authority of the Board of Trustees Policy [BORD108](#). Each college division develops an annual budget using available resources to support the 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.

Exhibits 2.E.3: Required Evidence
Description of internal financial controls
Capital budget projects—Objective analysis and scoring—Prioritized lists—Additional supporting information, RCW 43.88D.010
Services and activities fees—Guidelines governing establishment and funding of programs supported by—Scope—Mandatory provisions—Dispute resolution, RCW 28B.15.045
Board-approved financial policies, state financial policies, or system financial policies
Financial Stability and Solvency Policy BORD117
Financial Management Policy PEAO400
Budget Implementation Policy PEAO401
Function, Purpose, and Authority of The Board of Trustees Policy BORD108

2.F Human Resources

2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

SPSCC includes employment conditions and work assignments in all full-time and part-time job postings and job descriptions. Responsibilities and criteria for evaluation are included in annual performance reviews, and supervisors are encouraged to have performance conversations with their direct reports throughout the year to motivate and celebrate successes and make just-in-time corrective actions.

Once hired, employees receive employment letters and/or agreements that confirm the terms and conditions of their employment. New full-time employees attend benefit

orientations presented by human resources staff, which include how to locate the bargaining agreements and policies and procedures that affect their employment and benefits. New employees also review and sign a comprehensive onboarding checklist that the supervisor goes over with them that includes conditions of employment, safety, security, professional development opportunities, and much more. The College's Administrative and Exempt Professionals – General Policy [HMRS105](#) in combination with the represented employees' CBAs outline the process for retention, promotion, and termination. CBAs are negotiated every three years.

Administrative and exempt professional employees are appointed by and serve at the discretion of the college president. These employees receive annual appointment letters every July with current salary, benefits, and terms of employment. The College's Administrative and Exempt Professionals – General Policy [HMRS105](#) addresses these employees' rights, responsibilities, benefits, and conditions of employment. Exempt employee evaluation and professional development forms and guidelines are found in the policy for Administrative and Exempt Professional Performance Evaluation Policy [HMRS116](#).

Exempt Educational and Career Planners and Learning Resource Center Administrators are represented by the WFSE. The represented exempt conditions of employment, including hours of work, expectations, annual performance development evaluations, and professional development opportunities are outlined in the [WFSE Career Planners CBA 2023-2025](#).

Classified staff are represented by the WFSE. The classified staff conditions of employment, including hours of work, expectations, annual performance development evaluations, and professional development opportunities are outlined in the [WFSE Classified CBA 2023-2025](#).

Faculty conditions of employment are governed by the South Puget Sound Federation of Teachers Local Number 4603, AFT/AFL-CIO. Faculty conditions of employment, including hours of work, expectations, performance evaluations, and professional development opportunities are outlined in the [Faculty AFT CBA 2024-2027](#).

Exhibits 2.F.1: Required Evidence
Human resources policies/procedures
Administrative and Exempt Professionals – General Policy, HMRS105 Administrative and Exempt Professional Performance Evaluation Policy, HMRS116
Policies and procedures related to teaching, scholarship, service, and artistic creation Faculty AFT CBA 2024-2027 Article 5 – Terms and Conditions for Probationary and Tenured Faculty Article 6 – Terms and Conditions for Adjunct and Associate Faculty
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination WFSE Career Planners CBA 2023-2025 Article 6 – Hiring and Appointments Article 8 – Training and Development Article 10 – Performance Evaluation

[WFSE Classified CBA 2023-2025](#)

Article 4 – Hiring and Appointments

Article 6 – Performance Evaluation

Article 9 – Training and Employee Development

2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

SPSCC provides appropriate professional development opportunities and support for its faculty, administrative, exempt, and classified staff. These opportunities are intended to advance their knowledge, skills, and abilities to be effective with colleagues, supervisors, and those they supervise to fulfill their roles, responsibilities, and tasks to advance student success.

Faculty

SPSCC is committed to providing our faculty with professional development opportunities outlined in the [Faculty AFT CBA 2024-2027](#) and through grants and contracts administered by the SBCTC. 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.
- Sabbatical leave opportunities extended to tenured, full-time faculty as described in Article 5.12 of the faculty contract.
- Quarterly Exceptional Faculty Awards (EFAs) described in Article 7.1 of the faculty contract. Awards are based on program guidelines and faculty proposals and are funded by a partnership between the College and the College Foundation.
- A portion of federal Carl Perkins funds are available for professional technical faculty development upon application and approval.
- Division funds are used to support faculty development on an as-needed and pre-approved process negotiated by the division dean and the division faculty.
- Open Education Resources and Inclusive Pedagogy mini-grants are awarded every year to support faculty who go beyond a course redesign to research strategies and comprehensively redesign their course(s) with no cost Open Education Resources and/or fully immersed Inclusive Pedagogy.
- SPSCC's Center for Teaching and Online Learning ([CTOL](#)) is staffed by an assistive technology specialist, instructional designer, director of student learning and assessment, and faculty professional development manager who coordinates communities of practice, facilitates workshops, coordinates the probationary and adjunct series, and provide individual support to faculty to increase their knowledge, skills, and abilities to deliver high quality, culturally inclusive and cost-efficient teaching and learning aimed at increasing student success. In the 2024-2025 academic year, our communities of practices and workshops included:

- Asian American Inclusion and Visibility at SPSCC
- Mind Over Monsters: Supporting Youth Mental Health with Compassionate Challenge by Sarah Cavanagh
- Open Education and Showcasing Student Work
- Open-Source Digital Media Symposium
- Reading Group: “Retelling” and (Re)presenting Canonic Novels
- Book Discussion: Understanding Generational Culture
- 3D Printing and Modeling for Instruction
- Decolonial Ecologies: Daniel Heath Justice’s Why Indigenous Literatures Matter and Reframing our Relationalities Across Disciplines
- Generative AI and Student Success
- Strategies for Closing Equity Gaps
- Peer Coaching

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 are outlined in the College’s Professional Development and Training Funds Policy [HMRS300](#). The College funds this professional development account for classified and exempt employees at \$50,000 annually.

The College’s Classified Staff Performance Development Plan Policy [HMRS117](#) is described in Article 9 – Training and Employee Development of the [WFSE Classified CBA 2023-2025](#). 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 Community and Technical College Leadership Development Association (formerly known as The Association) which provides knowledge, experience, and professional connections for administrators and exempt staff in Washington’s community and technical colleges through conferences and leadership training. Exempt staff are also eligible for sabbatical leaves to pursue professional development as outlined in the College’s Leave: Types of Leave and Reporting Policy [HMRS220](#).

Exhibits 2.F.2: Required Evidence

Employee professional development policies/procedures for faculty, staff, and administrators

[Faculty AFT CBA 2024-2027](#)

Article 7.1 and 7.3 – Professional Development Funds

Article 7.4 – Sabbatical Leave

SPSCC CTOL, [webpage](#) (Calendar of Events)

Professional Development and Training Funds Policy, [HMRS300](#)

Classified Staff Performance Development Plan Policy, [HMRS117](#)

[WFSE Classified CBA 2023-2025](#)

Article 9.0 – Training and Employee Development

Leave: Types of Leave and Reporting Policy, [HMRS220](#)

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

SPSCC maintains a strong workforce, facilitates professional development, and promotes diversity, respect, and inclusion in hiring processes and policies that support and protect an equitable environment for all employees. This commitment is written and published on our website through our [Vision, Values, and Diversity Statements](#), our [Nondiscrimination Statement](#), and our Commitment to Diversity Policy [HMRS100](#). Personnel selection is guided by clear and published criteria, qualifications, and procedures. Position descriptions accurately reflect position duties, responsibilities, and authority ([exempt position example](#)). The College's human resources (HR) staff is responsible for ensuring that positions are appropriately classified, have identified requisite qualifications, and use 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 and the current CBAs for the [WFSE Career Planners CBA 2023-2025](#), in the [WFSE Classified CBA 2023-2025](#), and [Faculty AFT CBA 2024-2027](#).

The college executive team discusses and recommends to the president when there is a need to fill vacant positions and create new positions. The president has final authority for all hiring decisions. The [full-time position request form](#) includes a review of position duties, funding sources, relation to the college mission, and efficiencies. In the process of reviewing positions, the executive team reviews unit organizational charts to ensure alignment of positions with needs. For example, when requesting to refill a faculty position or to add a line position, deans complete a matrix describing total FTES in the discipline, full-time to part-time faculty ratio, and student to faculty ratio. This data is used to make the final decision about refilling the position, moving the position to another discipline or adding a new faculty or line position to our staffing. HR staff meet with supervising administrators to assist in developing job descriptions and identifying essential position functions and competencies. The vice president of instruction's office has been using standardized essential functions and duties for full-time faculty positions

since 2015. 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.

HR representatives work with screening committee chairs to review job descriptions, draft recruitment information, and establish screening processes to effectively attract qualified applicants. All members of screening committees must complete diversity and bias training from the [Implicit Bias Training Toolkit](#) in preparation for serving as a recommending body for new hires. 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 Guide](#). The composition of all screening committees is expected to reflect the diversity of the college community.

Since the adoption of our current strategic plan in 2019, the college administration and board of trustees annually assess SPSCC’s workforce in relation to its goals to ensure that our faculty, staff, and administrators reflect the diversity of our students. Our new strategic plan tracks the diversity of each employee group in [Core Theme 2, Equity](#).

Exhibits 2.F.3: Required Evidence
Documentation about engagement and responsibilities specified for faculty and staff, as appropriate
WFSE Career Planners CBA 2023-2025 Article 6 - Hiring and Appointments WFSE Classified CBA 2023-2025 Article 4 - Hiring and Appointments Faculty AFT CBA 2024-2027 Article 5 - Terms and Conditions for Probationary and Tenured Faculty Article 6 - Terms and Conditions for Adjunct and Associate Faculty
Personnel hiring policy/procedures
Vision, Values, and Diversity Statements Nondiscrimination Statement Commitment to Diversity Policy, HMRS100 Exempt Position Example WFSE Career Planners CBA 2023-2025 Article 6 - Hiring and Appointments WFSE Classified CBA 2023-2025 Article 4 - Hiring and Appointments Faculty AFT CBA 2024-2027 Article 5 - Terms and Conditions for Probationary and Tenured Faculty Article 6 - Terms and Conditions for Adjunct and Associate Faculty Full-Time Position Request Form Implicit Bias Toolkit Screening Committee Guide Core Theme 2, Equity

Organizational charts

SPSCC Organizational Charts, [webpage](#)

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

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 perform in accordance with [SPSCC's Mission, Vision, Values, and Diversity Statement](#). The evaluation processes are guided by due process. The College's performance evaluation processes are designed to provide employees with feedback, encourage personal reflection, and promote professional growth and improvement. All evaluation forms and processes are outlined in policy (for exempt administrators) and collective bargaining agreements for employees associated with a union.

SPSCC's exempt and administrative performance evaluations are conducted annually. The College's Administrative and Exempt Professional Performance Evaluation Policy [HMRS116](#) is designed to help administrative and exempt employees achieve personal and professional excellence and contribute to the College's mission, vision, values, diversity statement, strategic plan, and goals. A positive campus climate is encouraged in this context by providing opportunities for classified staff and exempt employees 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. This is completed annually with the [evaluation form](#) completed by both the employee and supervisor.

The College complies with the classified staff evaluation processes described in Article 6.2 of the [WFSE Classified CBA 2023-2025](#). The process is a collaboration between employees and supervisors and results in the mutual development of annual performance goals, objectives, outcomes, and implementation plans. The process also allows for an employee to respond to anything they may believe is unfair, inequitable, or outside the scope of their responsibilities and duties.

Supervisors are encouraged to provide informal and ongoing feedback (positive and corrective) throughout the year for just-in-time encouragement and opportunities to promote improvement. Supervisors are also encouraged to provide regular performance feedback to part-time staff.

SPSCC faculty are organized into seven divisions: humanities and communication, social science and business, applied technology, transitions studies, natural and applied sciences, healthcare, and academic support services. In addition, the College's counselors and professional librarians have faculty status. Faculty evaluations are

specified in the [Faculty AFT CBA 2024-2027](#) contract that was renegotiated and ratified in June 2024. All new faculty are oriented to the evaluation processes at orientation with the vice president for instruction and the deans, then reinforced by their committee in their first probationary faculty committee meeting.

Probationary faculty (pre-tenured faculty) participate in a Probationary Review Process consisting of a faculty and administrative committee that works with the candidate and makes recommendations to the board of trustees regarding the continuation and approval of tenure. The evaluation process consists of student evaluations, peer observations, self-evaluations, and administrative evaluations and is outlined in Article 5.7.4.

Tenured faculty participate in a five-year post-tenure review process that includes participating in Teaching Excellence Committees (previously known as post-tenure review committees). Like probationary faculty, tenured faculty evaluations include student evaluations, peer observations, self-evaluations, and administrative evaluations and the process is outlined in Articles 5.9 and 5.10.

Faculty evaluation tools and processes are negotiated and prescribed in the Federation Agreement with the process for the development of those tools outlined in Article 5.9.2.

Adjunct or part-time faculty evaluations are outlined in Article 6.4 and include student evaluations, administrative observations, and an optional peer observation.

Exhibits 2.F.4: Required Evidence

Administrator/staff/faculty evaluation policies/procedures

[Mission, Vision, Values, and Diversity Statement](#)

Administrative and Exempt Professional Performance Evaluation, [HMRS116](#)

[Employee Evaluation Form](#)

[Classified Staff WFSE CBA 2023-2025](#)

Article 6.2 – Evaluation Process

[Faculty AFT CBA 2024-2027](#)

Article 5.7.4 – Probation Review Process

Article 5.9 – Tenured Faculty Evaluation

5.9.2 – Faculty Evaluation Forms

Article 5.10 – Teaching Excellence Community

Article 6.4 – Adjunct and Associate Professor Evaluation

2.G Student Support Resources

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

SPSCC is an associate and bachelor degree-granting public institution dedicated to the inclusion of all of its communities and to closing equity gaps based on our college's

strategic plan built upon three core themes of Student Achievement, Equity, and Learning and Engagement. Strategies for our strategic plan are developed by our college community every two years and implemented through our operational plan approved by our board of trustees. Our executive team and board of trustees use up-to-date disaggregated data to monitor our strategic plan measures and operational plan strategies.

SPSCC offers comprehensive educational, training, and service programs on multiple campuses often built specifically for a designated program (i.e. the Dr. Angela Bowen Center for Health Education for the Nursing and Medical Assisting programs, and the Craft Brewing and Distilling (CBD) Center for the CBD program). Programs and services at each site effectively support student learning consistent with the College's [strategic plan](#); mission, vision, values, diversity statement; and core themes. Courses are offered in-person, online, and in hybrid formats to accommodate the wide range of schedules, learning styles of its students, and course subject matter.

SPSCC is fortunate to have faculty committed to closing equity gaps and increasing student success. Our faculty are evaluated on aspects related to inclusion, equity, and closing equity gaps. Faculty are required to review their individual courses and discipline and program enrollment, retention and completion disaggregated data as part of the faculty annual Professional Development Planning, pre and post-tenure formal evaluation processes, and three-year program and discipline review process (known as the [Data Analysis and Action Plan](#)). Through these processes, faculty identify areas of equity and inclusion strengths and opportunities needing improvement. Faculty work with their dean, peers, and CTOL to grow equitable content, learning environments, and assessments of student learning. Faculty also seek and are supported for additional professional development outside of SPSCC for improvement.

The College provides comprehensive services to support continuous improvement and fulfillment of the college mission and core themes in relation to student learning needs and closing equity gaps. These services include:

Exhibits 2.G.1: Required Evidence	
List of programs and services supporting student learning and success needs	
SPSCC Strategic Plan	
Data Analysis Action Plan	
Outreach and Enrollment Services	Based on Guided Pathways priorities, the College has created a seamless entry process for prospective and enrolled students that includes professional admissions advisors and educational and career planners. Students are then guided through the process of enrollment, admissions, new student orientation and advising, in person or online, by an easy-to-navigate and well-designed process. Staff are available to assist students at each step in the enrollment process and quarterly enrollment is facilitated by enrollment and advising staff.
Advising, Career, and Transfer Center	Professional Educational and Career Planners are available to assist at the point of admissions and continuous enrollment. Utilizing a case-load management plan, Educational Planners

	<p>use intentional advising and support strategies to support continued enrollment and student success. Strategies include creating educational plans, responding to academic and support alerts, assisting students in academic difficulty, and managing a case load of students by academic programs or majors. Staff offer quarterly career and transfer related events and activities to facilitate students continuing their education at transfer institutions as well as employment connections with local employers.</p>
<p><u>Student Financial Services</u></p>	<p>The College participates in federal, state and campus financial aid programs to assist students in receiving the funds needed to pay for tuition, fees, and living expenses while pursuing their education. Students have access to federal financial aid, including grants and loans. State funding in the form of grants and scholarships are also made available to support students. The College's Foundation plays a crucial role in securing scholarships for the benefit students while they are pursuing their education. Financial aid advisors are available to assist students in navigating the application processes and assist students with financial literacy education topics such as budgeting, understanding debt, paying for higher education, etc.</p>
<p><u>Mental Health Counseling</u></p>	<p>Mental health counseling and support is a priority for the College. SPSCC currently employs three full-time, licensed, faculty mental health counselors. In addition to mental health counseling, the counselors also present workshops and trainings on mental health topics, facilitate student support groups, assist with behavioral interventions, and make referrals to community resources when needed.</p>
<p><u>Access Services</u></p>	<p>To create an inclusive campus environment where students of all abilities have access to a quality education, the College has a full-service Access Services department that facilitates and provides accommodations for academic support services, events, and activities. Whether students need extended test time, note takers, assistive technology, or special seating arrangements, Access Services staff work collaboratively with instruction to ensure students have the tools they need to be successful.</p>
<p><u>Academic Support Services</u></p>	<p>Providing academic support services, i.e., tutoring (24 hours in person and online), writing support, library services, computing and printing resources, quiet study spaces, and textbook loans, are services offered to students to meet the Guided Pathways priority of keeping students on track to success. Students are informed of available support services during the new student orientation process and also as a support strategy when seeking assistance in class and through Student Services. Academic support services are planned and coordinated to correspond to instructional programs and curriculum.</p>

<u>Student Personal Support Services</u>	<p>The Personal Support Center meets a student's most immediate basic needs that increasingly are becoming barriers to student persistence and graduation. The Center raises campus awareness of the availability of services available such as food, housing, childcare and healthcare among others (showers, laundry, storage, transportation, technology) that are foundational to student persistence. Students referred to the Center are provided with one-on-one support for these services upon intake, and may receive coordinated community referrals to meet other basic needs to include medical, employment, public and social services. The Personal Support Center is designed to be a one-stop support for college and community resources.</p>
<u>Diversity, Equity, and Inclusion Center</u>	<p>In an effort to assist all students in finding a place of belonging on campus, the Diversity Equity and Inclusion Center (DEIC) is a gathering place for students of diverse identities and ethnicities. The DEIC is a place on campus where students can become part of a community among diverse students. The Center offers resources, support, and mentoring to assist students in reaching their academic and personal goals.</p>
<u>Campus Technology Support</u>	<p>The College's Information Technology (IT) department is a full-service support destination for staff and students. Students are able to get assistance in-person or online for all their technology questions, log-in and account set-up assistance, accessing the learning management software for online courses, and assistance with personal computing tools and set-up. During heavy enrollment periods and at the beginning of the quarter, IT staff are stationed in the Student Success Center to assist students on demand.</p>
<u>Student Life and Leadership</u>	<p>Whether students are interested in getting involved in student leadership or participating in student events and activities, Student Life and Leadership offers opportunities for students to get involved with co-curricular events and activities that are an important part of the student development process and further contribute to a sense of belonging on campus. Students have the opportunity to participate in club activities, take trips, experience performance events and activities, and participate in campus governance by becoming a student leader.</p>
<u>Veteran and Military Services</u>	<p>Veteran and Military Services is a place where students who have served gather and find community. The Veteran Center is staffed by a certifying official who is also prior military and serves as a resource for support and benefit certification, navigating financial aid, and responding to personal support needs.</p>
<u>Athletics and Health and Wellness Center</u>	<p>The College offers resources and activities for students to get involved and also maintain their physical health and wellness. The athletics program at the College offers a variety of sports teams such as men's and women's basketball, women's</p>

	volleyball, men’s and women’s soccer, and men’s and women’s golf. Enrolled students are able to attend sports competitions and get involved in team activities and events. Additionally, students have the opportunity to use the Health and Wellness Center’s facilities free of charge.
International Student Services	International Student Services manages all aspects of international student onboarding including admissions, academic planning, placement testing, orientation, and SEVP advising. Every international student is assigned an international peer mentor (IPM) in their first quarter. The IPM program assists new international students in making a successful academic and personal transition to campus. They help students make new friendships, learn about local culture, and understand the campus resources available to them. The program matches new students (mentees) with trained current students (mentors) based on background, common interests, and pathway program. Mentees will engage with their mentors in one-on-one as well as in group settings at campus events and programs offered during orientation and throughout their time on campus. Additional support services and interventions are available for students on academic warning, or who are out of F-1 status.

2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; 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; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The college website is the main source of information and is accessible to the public, students, and employees. The current [college catalog](#) is on the website along with historical catalogs. All catalogs are developed to accommodate an easy-to-read [printable version](#) available for download. The catalog addresses the following:

- Accreditation of the college and various professional and technical programs
- Mission, vision, commitment to diversity
- Student services and academic division office information
- General requirements for degrees, diplomas, and certificate completion
- College-Wide Abilities requirements

- English and Math requirements
- Mandatory College and Career Success requirements
- Diversity course requirements
- Transition Studies information including I-BEST, High School+, ESOL, ABE, GED
- Running Start
- College in the High School
- Associate degree, bachelor's degree, and certificate program requirements that outline specific program description, career opportunities, program outcomes, admission requirements, courses by quarter, and pathway map
- Distribution requirements for general education
- Descriptions of all courses offered by SPSCC
- Academic statements and regulations that include but are not limited to
 - Military service members' rights and opportunities
 - Definition of the academic year and absence standards and opportunities
 - Drop versus withdrawal
 - Course substitutions, waivers, arranged courses, and independent studies
 - Grading policy
 - Academic standards policy
 - Tuition, fees and registration
 - Student Rights and Responsibilities
 - Student privacy
 - Financial aid eligibility requirements
- Administration, exempt staff, and faculty names and positions

Exhibits 2.G.2: Required Evidence
Catalog (and/or other publications) that provide information regarding:
Institutional Mission
SPSCC Printable Catalog (used for all references below)
SPSCC Strategic Plan webpage Catalog, p. 6
Admission requirements and procedures
SPSCC Admissions Overview webpage Catalog, p. 203
Grading policy
Grading Policy, STSV203 Catalog, p. 206
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines for completion
SPSCC Areas of Study: Pathways webpage Catalog, pp. 10-12
Academic Programs webpage Catalog, pp. 13-142
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
Catalog, pp. 211-216
Rules and regulations for conduct, rights, and responsibilities
SPSCC Student Rights webpage Catalog, p. 207
CSRR handbook
Tuition, fees, and other program costs
SPSCC Tuition and Fees webpage Catalog, p.207

Refund policies and procedures for students who withdraw from enrollment
Tuition and Fees Refunds Policy, STSV206
SPSCC Financial Aid Refunds webpage Catalog, p. 208
Opportunities and requirements for financial aid
SPSCC Financial Services webpage Catalog, pp. 207-208
Academic calendar
Website

2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

SPSCC's [college catalog](#) and [pathway pages](#) provide information to students and college stakeholders regarding each academic program. Each program page provides information so that students can make informed academic decisions, including:

- SPSCC degree requirements and possible discipline majors for students who seek to transfer to a bachelor granting institution or university
- SPSCC degree requirements for professional and technical certificates and degrees
- Career opportunities and earning potential in the pathway or discipline major upon transfer and bachelor's graduation
- Career opportunities and earning potential for graduates of a professional and technical associate degree or certificate
- Program accreditation information where appropriate
- Special application process information for specialized programs and select admission programs such as Nursing
- Information on national and/or state legal eligibility requirements for licensure or entry into the fields

Additionally, several specialized programs in professional and technical areas and bachelor programs hold information sessions to respond to student interest and questions regarding program details.

Exhibits 2.G.3: Required Evidence
Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered
Areas of Study: Pathways webpage Catalog , pp. 10-12
Nursing webpage Catalog , pp. 81-83 Handbook
Medical Assisting webpage Catalog , pp. 33-35 Handbook
Dental Assisting webpage Catalog , pp. 24-26 Handbook
Expanded Function Dental Auxiliary webpage Catalog , pp. 99-100 Handbook

Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials

Nursing, Medical Assisting, Dental Assisting, and Expanded Function Dental Auxiliary: Same resources as above

Exhibits 2.G.3: Optional Evidence

A list of programs leading to fields with licensure requirements

Nursing

Medical Assisting

2.G.4

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 is dedicated to ensuring access to higher education for all students, regardless of financial circumstances. Our institution's financial aid program is designed to be effective, accountable, and aligned with our mission of fostering student success while responsibly managing institutional resources.

In pursuit of SPSCC's core theme of Equity, the Office of Financial Aid coordinates all federal, state, private, and institutional financial aid programs, including grants, scholarships, federal loans, and work-study employment opportunities. These aid programs provide financial assistance to qualified, deserving students who can benefit from further education, but who lack the financial resources to do so. Aid is awarded according to individual needs as determined by the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA). Students are informed about their financial aid rights and responsibilities on our [Important Financial Aid Information webpage](#).

At SPSCC, our financial aid program is deeply rooted in our mission to provide accessible, affordable, and high-quality education to our diverse student population. We recognize that financial barriers should never hinder academic aspirations, and our financial aid program reflects this commitment by:

1. **Need-Based Assistance:** We prioritize the distribution of financial aid based on demonstrated financial need, ensuring that students facing economic challenges have access to the resources they need to pursue their educational goals.
2. **Merit-Based Scholarships:** In addition to need-based aid, SPSCC offers a range of merit-based scholarships to recognize and support students' academic achievements, leadership qualities, and community involvement. These scholarships help attract and retain talented individuals who enrich our campus community.
3. **[Work-Study](#) Programs:** Our institution provides work-study opportunities to further assist students in financing their education while minimizing reliance on

loans. These programs aim to alleviate financial burdens and promote student success by offering funding that does not require repayment.

4. [Workforce Programs](#): These funds include Worker Retraining, BFET, and WorkFirst. These programs provide necessary start-up funds for recently unemployed students, as well as students on Temporary Assistance to Needy Families (TANF) and students on the Supplemental Nutrition Assistance Program (SNAP).
5. [Foundation Grants](#): In addition to scholarships, our SPSCC Foundation provides individual emergency grant funds to support students who need support for housing, transportation, food, health, or other emergencies that can support their continued involvement in reaching their educational goals. In 2023, our [Foundation](#) awarded \$705,049 in student scholarships and \$304,406 in student grants, totaling more than \$1,000,000 in support of student success.

SPSCC is committed to maintaining accountability and transparency in our financial aid program. We believe that students and their families have the right to access clear and comprehensive information about financial assistance options. To ensure transparency and facilitate informed decision-making, we:

1. **Publish Financial Aid Information:** Detailed information regarding the categories of financial assistance, including scholarships, grants, loans, and work-study opportunities, is readily available and accessible to both prospective and enrolled students. This information is prominently featured on our institution's [website](#), in printed materials, and during campus orientations and information sessions. Additionally, SPSCC has the Student Financial Assistance Policy [STSV300](#) that outlines the need for students to complete the FAFSA in order to receive federal financial aid and the [financial aid refund](#) process.
2. **Offer Financial Aid Counseling Services:** SPSCC offers financial aid counseling services through [ECMC Solutions](#) to assist students in understanding their options, completing applications, and making informed decisions about financing their education. Our trained financial aid advisors provide individualized support and guidance to address students' unique financial circumstances and goals.
3. **Conduct Regular Review and Evaluation:** Our institution conducts regular reviews and evaluations of the financial aid program to assess its effectiveness, identify areas for improvement, and ensure alignment with the evolving needs of our student population. Feedback from students, faculty, staff, and external stakeholders informs ongoing refinements and enhancements to our financial aid processes.

SPSCC's financial aid program exemplifies our commitment to promoting access, equity, and student success. By providing need-based and merit-based assistance, fostering transparency and accountability, and prioritizing the effective allocation of institutional resources, we strive to empower students to overcome financial barriers and achieve their educational aspirations at SPSCC.

In order to ensure our students are informed of the costs of attending SPSCC and the numerous financial resources available to them to do so, we have a website dedicated to sharing comprehensive financial information. This includes the [iGrad](#) Financial Wellness Program; the College's [net price calculator](#); information on scholarships, grants, and [student loans](#); and the criteria under which we award these types of funds. Our Satisfactory Academic Progress Policy [STSV106](#) helps students understand their obligatory responsibility in accepting financial aid funds, and provides additional [consumer information](#) to students.

Exhibits 2.G.4: Required Evidence
Published financial aid policies/procedures including information about categories of financial assistance
Financial Aid Rights and Responsibilities, webpage
Work-Study Programs, webpage
Workforce Programs, webpage
Foundation Scholarship and Grants, webpage
Foundation Impact, webpage
Financial Services Department, webpage
Net Price Calculator
Loan Information, webpage
Consumer Information, webpage
Student Financial Assistance Policy, STSV300
SPSCC Financial Aid Refunds, webpage
Financial Aid Procedure, PEA0207
SPSCC Veteran Benefits, webpage
SPSCC Financial Aid Policies catalog pp. 207-208
Financial Aid Counseling, webpage
Financial Wellness Program, iGrad

2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

At SPSCC, we are committed to ensuring that all students receiving financial assistance are fully informed of their repayment obligations. Our institution recognizes the importance of financial responsibility and transparency in higher education, particularly concerning loan programs. We prioritize the provision of comprehensive information to students regarding their financial obligations and the resources available to support them throughout their educational journey at SPSCC.

For students receiving federal or state funds at SPSCC, we monitor academic progress and review student activity quarterly and annually to ensure progress is being made in accordance with our Return of Title IV Funds Policy [STSV320](#). This includes determining if students must repay funds for dropping courses after aid is disbursed or if they withdraw from courses prior to 60% completion of the quarter. Students who must

repay funds are notified in writing of this obligation, and “holds” are placed on them to prevent further enrollment. Exceptions are made for students who demonstrate financial hardship and agree to satisfactory payment arrangements with the College.

Upon receiving financial assistance, whether through federal loans, grants, or scholarships, students undergo a thorough orientation process that includes detailed information on their repayment obligations. Through in-person sessions, online resources, and printed materials, we educate students on various aspects of loan repayment, including:

1. **Loan Terms and Conditions:** We provide clear explanations of loan terms, interest rates, repayment plans, and options for deferment or forbearance.
2. **Financial Literacy Program:** Our institution partners with [iGrad](#) Financial Wellness and [Solutions at ECMC](#) to provide students with individualized and interactive money management tools, courses, live webinars, and resources designed to support and increase financial knowledge. These programs empower students to make informed financial decisions and understand the implications of borrowing.
3. **Personalized Counseling:** Students have access to one-on-one financial aid counseling sessions with a designated loan specialist where they can discuss their individual circumstances, explore repayment options, and address any concerns they may have regarding loan repayment.

SPSCC maintains oversight and accountability in our loan programs. We implement rigorous monitoring mechanisms to track student loan usage and ensure compliance with federal regulations. Key aspects of our monitoring efforts include:

1. **Data Analysis:** We regularly analyze data related to student loan disbursements, repayment rates, and default trends to identify patterns and areas for improvement.
2. **Risk Management:** Our institution proactively identifies students at risk of defaulting on their loans and provides targeted support and interventions to mitigate this risk.
3. **Public Disclosure:** We believe in transparency and accountability. Therefore, we publicly disclose access to our institution's [loan default rate](#) online, allowing students, families, and stakeholders to access this information and make informed decisions.
4. **Our Satisfactory Academic Progress Policy** [STSV106](#) helps students understand their obligatory responsibility in accepting financial aid funds.

At SPSCC, we prioritize the financial well-being of our students and are committed to equipping them with the knowledge and resources needed to navigate the complexities of student loans responsibly. Through comprehensive education, personalized support, and diligent monitoring, we strive to empower our students to make informed financial decisions and achieve their educational goals without undue financial burden.

Exhibits 2.G.5: Required Evidence

Information to students regarding repayment obligations

Student Loan Repayment Resources, [ECMC Solutions](#)

Return of Title IV Funds Policy, [STSV320](#)

Policies/procedures for monitoring student loan programs

Satisfactory Academic Progress Policy, [STSV106](#)

Most recent loan default rate published on institutional website in accessible location

Cohort Default Rate, [webpage](#)

2.G.6

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 and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Since the previous accreditation, SPSCC has invested significantly in student support network software (Compass) to enhance student advising. Additionally, the College has completely revised the advising model to include well-qualified staff, instituting a case-load management approach, increasing collaboration with instruction to better understand course and program requirements, creating a culture of student support and care, and implementing strategies to assess and evaluate the effectiveness of the model.

Advising Qualifications, Onboarding, and Training

SPSCC has a team of professional and [well-qualified](#) educational and career planners. They are required to have master's degrees, if not at the time of hire, in progress. They must demonstrate the experience and the ability to work within a multicultural and diverse campus community, and as part of a collaborative and high-performing work team both in Student Services and Instruction. Once hired, the educational planners complete a four- to six-week onboarding training plan depending on experience that includes job shadowing, peer observation and review, informational interviews, shadowing student services and enrollment areas, and lastly, meeting with instructional faculty and administrators in which they will be working collaboratively to serve students. Educational and career planners meet regularly with instructional deans and faculty to clarify course, program, degree or pathway modifications and revisions. Educational and career planners participate in an annual performance assessment and evaluation process that provides coaching and feedback to impact preparation and professional growth. Staff are encouraged to seek growth opportunities for personal and professional development, and in most cases, the training costs are covered out of college professional development funds or departmental budgets.

Advising Technology

Since the College initially purchased and implemented Hobsons' Starfish Student Success software, rebranded as "Compass" for campus adoption, there has been significant use by campus staff and faculty. The system is used broadly in Student Services as a kiosk and notes system to track admissions and enrollment transitions, and as an advising tool to track meeting notes and generate and respond to alert messages such as poor attendance or danger of failing. Additionally, there are positive

updates posted in the student's notes regarding quarterly progress and completion of credits. Students have access to this information, and the system is used to encourage students to use academic and personal support services on campus. Students can also see their personal success network that includes educational planning and financial aid staff, support services staff, and faculty members of classes the student is currently enrolled in. Students can send email messages, schedule appointments with their educational planner, and receive messages to their email accounts via the system.

A key feature of Compass is the degree planner, which is the planning function that allows a student, in collaboration with advising staff, to select their course of study at the College based on pathway maps with pre-programmed degree and certificate information. An extra feature is the ability for students to try "what-if" scenarios in the system before submitting a plan to their assigned educational and career planner for approval. The plans have the ability to be easily changed or adjusted based on the student's progression. The degree planner function can generate a level of predicted class scheduling information for the annual instructional schedule built each fall through collaboration between educational and career planners, instructional deans, and faculty leads.

Advising Model

SPSCC has instituted an advising model based on student support and advocacy through case management. This approach follows a prescribed set of strategies and interventions intentionally designed to increase student persistence and success, such as sending weekly reminders about degree plans, preparing students for the quarterly registration period, and reaching out to students who are facing academic difficulty, i.e., warning, probation, or suspension. The College has mandatory advising for new students, and continuing students are encouraged to meet with their educational planner as often as needed. Students can schedule appointments through their Compass account or visit during the weekly walk-in advising days.

Over the past eight years, SPSCC has made an intentional and strategic effort to build a culture of student support in the campus community. We have done this by first becoming a Guided Pathways school, which has five pillars: (1) Mapping pathways to student end goals, (2) Helping students choose and enter a pathway, (3) Keeping students on the pathway, and (4) Ensuring students are learning. The enrollment services team, with feedback from student survey data and guidance from the executive team, streamlined entry into the College by removing barriers in the enrollment process, increasing opportunities for students to contact and connect with their Compass Student Support Network, and increase career and transfer related services and advising for students in the Advising, Career and Transfer ([ACT](#)) Center.

Evaluation of Effectiveness

Each quarter, the College surveys students and holds focus groups to collect data related to their quarterly classes, experiences with student services such as enrollment and financial aid, and their overall impression and experience at the College. Based on student feedback, we continuously improve the enrollment process by eliminating barriers for students that include but are not limited to: providing in-person and online

new student orientation, changing the name of orientation from New Student Advising and Registration to New Student Orientation for more clarity, and providing a new [student orientation webpage](#) and a [self-advising webpage](#). We have also reviewed and revised our enrollment steps on the College's website to make it easier to navigate and understand.

SPSCC has created a culture of collaboration across the college with a particular focus on aligning Advising and Instruction. Each educational and career planner is designated as a primary contact to each of the instructional divisions: Humanities, Social Sciences, Professional Technical programs, etc. They attend division and planning meetings and act as an advocate for students in policy and curriculum revision conversations. They also provide information back to the Advising team on departmental curriculum revision decisions. Advising staff play an integral role in the planning and implementation of the College's biannual [Pathways Day](#) by serving on the planning committee and collaborating in offering student workshops and related educational planning resources. Educational Planners are also invited to do quarterly classroom presentations and give advising workshops in the required College and Career Success class. Lastly, faculty are key collaborators when delivering advising and educational planning information, such as quarterly workshops, presenting at staff meetings, career and transfer-related activities and events, and sharing quarterly enrollment information with students.

To ensure SPSCC is using its resources effectively to implement strategies that positively impact the student experience at the college, we developed assessment and evaluation outcomes that are closely aligned to the College's [core themes](#) of Student Achievement, Equity, and Learning and Engagement. The following goals and measures to determine our success in working with students that are aligned with each of our core themes include:

Student Achievement

- Increasing the number of students completing their degree plans by their second quarter of enrollment
- Decrease the Early Alert Flag response time to within a week of receiving the notice

Equity

- Develop annual evaluations and staff professional development plans
- Continue to institute inclusive advising practices to engage a diverse student population

Learning and Engagement

- Review and annually revise the Caseload Management Plan
- Continue to build collaborative relationships with instructional staff by including program faculty and administrators in bimonthly staffing meetings and also annual program retreats

Exhibits 2.G.6: Required Evidence

Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages -please note specific pages or areas)

Advising, Career, and Transfer Center, [webpage](#)
New Student Orientation, [webpage](#)
Self-Advising Tools, [webpage](#)

Description and evidence of systematic evaluation of advising

[Exempt WFSE CBA 2023-2025](#) WFSE Educational and Career Planners - Advising, Career & Transfer Center and Learning Support Services Administrators
Article 10 – Performance Evaluation

Professional development policies/procedures for advisors

[Exempt WFSE CBA 2023-2025](#) WFSE Educational and Career Planners - Advising, Career & Transfer Center and Learning Support Services Administrators
Article 8 – Training and Employee Development

2.G.7

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that 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 has policies and procedures in place to ensure students, in person or online, are positively identified and their records are safeguarded and protected as regulated by [FERPA](#). Throughout the student's enrollment at the College, there are protections put in place to safeguard their identity.

Students apply for admission to the College using SBCTC's Online Admissions Application (OAAP). This online statewide admissions application is maintained and secured on SBCTC's website and can only be accessed by authorized staff at the State Board or the College's Enrollment Office. Once the admissions application is completed and submitted by the student, it is used to create a student record that includes their system-assigned identification number, a user account that includes access to the Student Support Network and Canvas, the College's Learning Management System (LMS).

The user account information, passwords, and any other records can only be accessed by the student through the College's secure networks. Students are advised to safeguard their ctcLinkID and password information at the OAAP stage, network account setup, and course enrollment steps. The College's IT department requires an additional level of security for the College's networks by requiring the campus community, faculty, staff, and students to use multi-factor authentication (MFA) software to gain access. If college staff suspect a student or community member is fraudulently attempting to access college systems using information illegally obtained, the account and enrollment information is blocked until they can positively identify themselves either in person or online through conference software such as Zoom or Microsoft Teams. If the student or community member fails to positively identify themselves in the time

period required, usually two weeks, they are then reported to SBCTC where there is a system-wide fraud indicator placed on the impacted student account information, preventing enrollment at any other college in the system.

Students are required to show picture ID when coming to the College's Enrollment Services, Start Here, One Stop, Advising and Career Services, Financial Aid, and Placement offices to process enrollment transactions or find out information about their academic status. Online or distance education students are required to log into Zoom or Microsoft Teams to show their picture identification to a staff member to access information about student account transactions or records. Students sending in online transaction forms, i.e., requesting enrollment changes, via email must send the request from their official school email account.

The College offers many tests and exams through its on-campus and online Assessment and Placement Center. Staff administer and supervise exams through Pearson Vue and offer exams such as the GED, CLEP, career and technical certifications such as Emergency Medical Technician (EMT), office skills exams, and Teachers Education Assessment (TEAS). Staff also offer in-person and online entry skills assessment testing and the required high school test for dual credit students enrolled at the College. Students are required to provide valid government-issued identification, whether taking an exam in person or online. Online students are required to log into Zoom or Microsoft Teams to show their picture identification to a staff member.

Faculty monitor student identification in fully online courses through their substantial interaction required by federal law and the Distance Education Policy [INST736](#), and course assignments and assessments. SPSCC faculty and enrollment staff have taken more precautionary steps since the increase in "fraudulent students" taking online classes. Faculty monitor online chats, assignments, and assessments to ensure ongoing identity of students throughout the quarter. If there is a suspected case of a fraudulent student or a person completing assignments or assessments that is not the registered student, faculty can immediately request a Zoom meeting to ensure identification and work with the registrar's office to do a formal check on [student identity](#).

Exhibits 2.G.7: Required Evidence
Policies / procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit
Fraudulent Reporting Procedure Document
Policies / procedures make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy
SPSCC FERPA, webpage
Notification to students at the time of registration of any additional charges associated with verification procedures
N/A
Academic policies/procedures for instructors to implement requirements for <i>regular and substantive interaction</i> in distance education courses/programs
Distance Education Policy, INST736

2.H Library and Information Resources

2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

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 [INST743](#) and the Library Gifts Policy [INST744](#). 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 of faculty and students and are guided by the procedures on the [Collection Development Policy webpage](#).

[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 titles and volumes in its robust circulating book collection and subscribes to over 80,000 electronic books through subscription services. The Library offers a reserve service for items in its print and physical media collections and faculty-supplied textbooks and supplemental materials.

New to SPSCC and as an extension of the Library's commitment to racial equity, all physical monographs are purchased from BIPOC-owned bookstores whenever possible as part of a reparations-informed purchasing model. Reparations-informed purchasing intentionally and purposefully redirects a portion of collection budget dollars to small, BIPOC-owned bookstores across the country. The model is rooted in the beliefs that higher education institutions have an obligation to acknowledge the historical harm of the academic research industry, that BIPOC communities should fiscally benefit from content about them, that BIPOC bookstore owners are content curators whose expertise is currently underutilized by library collection builders, and that there is a critical need for libraries to be intentional not only when deciding what to buy, but also where they buy it from.

As the College uses the Canvas LMS 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 course-specific [LibGuides](#) (online research guides and tutorials for specific departments) are embedded directly into Canvas at the request of instructors. The library subscribes to two film databases, Kanopy and Films on Demand, from which content 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 purchasing physical materials and subscribing to online article databases and e-book collections by conferring with faculty regarding curriculum relevance, cost, accessibility, and ongoing use.

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 technologies to support student learning. Public workstations, including four iMacs, with a full complement of digital media software, are available for students. Some public workstations include specialized software in support of unique programs such as architecture, computer science, and cybersecurity and network administration.

The Library provides virtual reference service 24/7 via membership in the national consortium of librarians.

Exhibits 2.H.1: Required Evidence
Procedures for assessing adequacy of library collections
Library Gifts Policy, INST744
Library planning committee and procedures for planning and collection development
Collection Development Policy, webpage
Library instruction plan; policies/procedures related to the use of library information resources
SPSCC Library Instruction and Information Resources Support Policy, webpage
Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
Library Access to Information Resources Policy, INST743
SPSCC Library Research Guides, webpage

2.1 Physical and Technology Infrastructure

2.1.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

SPSCC maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to support its mission, core themes, and educational programs. The College's main campus and the Dr. Angela J. Bowen Center for Health Education are located in Olympia, Washington, a community of about 56,000 residents. The College has a smaller campus in the neighboring town of Lacey, Washington, a community of about 53,000 residents. In addition to these three locations, the Craft, Brewing, and Distilling (CBD) program is located in Tumwater, Washington, a community of approximately 25,000 residents. In addition to the instructional CBD program, SPSCC has a Tasting Room on the same property where it sells the products from the instructional program.

The College's facilities are generally defined as "adequate" using the rating guide referenced in the 2023 [Facilities Condition Report](#) conducted by the SBCTC staff in Spring 2023.

The College maintains a well-developed [Campus Master Plan](#) that was updated in 2024 to reflect current needs. The master plan facilitates submission of timely capital requests through the 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 campuses are equipped with multimedia presentation equipment. Similarly, conference rooms on campuses are equipped with computer access and video projectors or large screen video displays. Facilities, media, IT, 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 possesses 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 Campus Safety 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. Campus Safety 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 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.

The College's Campus Security ensures the safety and protection of the campus community and its property as outlined in the Campus Safety, Security, and Access Control Policy [PEAO200](#). The College's Emergency Operations Plan ([EOP](#)) Policy [PEAO204](#) and Procedure [PEAO204](#) uses an all-hazards approach in compliance with National Incident Management System guidelines, is reviewed annually, and updated as needed. The College also adheres to all local, state, and federal regulations regarding the handling of hazardous materials and waste as outlined in the Hazardous Materials Policy [PEAO304](#).

The EOP is in hard-copy form in the Campus Safety 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 for finance and operations; director of facilities; director of campus safety; executive director of human resources; chief information officer; director of public relations; director for diversity, equity, and inclusion; and vice president for advancement, 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 Program Policy [PEAO202](#), as well as the laws and standards referenced in these policies.

SPSCC's technology systems are maintained by the College's IT department, which maintains the campus network, physical infrastructure and cable plant, telecommunications, on-premise data centers, software development and cloud integrations, and computing support and maintenance, all of which support fulfillment of the College's mission and core themes. The college has undergone a number of third-party security assessments and reviews to ensure we are meeting or exceeding state and federal security standards. The results of these assessments are used by the college's security team to identify security gaps in our technology and update our systems accordingly. The IT Services department conducts periodic tabletop exercises for training and to build awareness regarding cybersecurity event management.

To assure the security of college digital assets, the College adheres to best practices for IT security based on the [National Institute of Standards and Technology \(NIST\) Cybersecurity Framework](#), and [the Gramm-Leach Bliley Act](#).

- The college maintains a robust IT Security Program reviewed and updated regularly, as well as a [Cybersecurity Incident Response Plan](#)
- Data Security Policy [ITSV510](#) outlines essential roles and responsibilities within the college community for creating and maintaining an environment that safeguards data from threats to personal, professional, and institutional interests and to establish a comprehensive data security program in compliance with

applicable law and to set requirements for maintaining system and network security, data integrity, and confidentiality

- All faculty and staff are required to complete annual data security training through [Vector Solutions](#). This training covers elements of IT security best practices including how to protect against malware, social engineering threats, breach reporting, and password management best practices.

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

ctcLink

SPSCC recently migrated from a legacy ERP system to ctcLink, the SBCTC's Oracle Peoplesoft ERP. Although the transition proved challenging, the College is continuing to learn and optimize the new system. With the current common process alignment work underway at the state board level, improvements should be realized, including process efficiencies, administrative process improvement, enhanced reporting and data access, and better training. Embedded business analysts in IT continue to work with business units to evaluate, improve and document business workflows

The College instituted a college ctcLink user group to provide ongoing problem-solving, instruction, and information sharing to help employees learn and disseminate best practices with respect to ctcLink. This group merged with the Data Governance Committee to streamline operations and allow for stronger cross-college collaboration.

Network and Telephony

The LAN includes secure wireless connectivity across all buildings located on all campus locations. The College maintains robust open wireless access that is distinctly separated from the College's authenticated network, allowing easy access for students, faculty, and staff from any device with strong security at the foundation.

College internet access is provided by Washington State's K-20 network and supported by the IT department. Bandwidth has increased in the past three years to provide consistent and reliable access to online resources. All the switch matrices are now at 10 Gb, which provides 1 Gb/sec to the desktops across all campus locations.

The College recently implemented an ongoing funding model that replaces all infrastructure hardware on an annual schedule. This has allowed the College to maintain and replace core technology infrastructure across the enterprise, such as network switches, servers, firewalls, and wireless access points before they reach end-of-life or become a security risk due to lack of support.

College-wide telecommunications services include a Mitel 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. The College's Use of Cellular Device for College Business Policy [ITSV501](#) is the basis for designated personnel to be partially reimbursed to

conduct business using their own cell phones, eliminating the need to carry separate phones for personal and business calls.

The current Mitel system has announced that they are ending this service and will reach its end-of-life by 2029. The College is proactively looking to move the current telephony system to a higher-performance cloud solution over the next two years.

Cloud Applications

Where appropriate, the College has implemented cloud productivity tools that provide considerable functionality to meet business needs. All SPSCC cloud applications are protected behind Okta, a secure cloud identity platform, and MFA is required for access by all students, staff, and faculty.

The College's administrative technology infrastructure includes a digital building management system and software that monitors the campus building environment and electrical usage. The College leverages 25Live to manage classroom scheduling and to monitor and report on space utilization. In addition, the College has been building out exterior electronic door access on all existing and new buildings using the S2 system. The plan for the next year is to complete this work to ensure all exterior entrances are controlled primarily through electronic access, and that all buildings can be opened and locked down from a central and secure location.

SPSCC subscribes to the highest level of the Microsoft enterprise education suite (A5) that includes Office 365 cloud-based employee office productivity tools with both full remote access via web client and installed desktop applications. All Microsoft Office applications are available online through the Office 365 interface. College staff and faculty use Microsoft Teams and SharePoint extensively to manage internal collaboration from work teams, projects, and governance.

Canvas, the College's LMS, 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 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 also uses Zoom and Microsoft Teams for online collaborations, synchronous and asynchronous instructions, and hybrid classroom activities.

Compass is central to the College's pathway work and commitment to student engagement via a student success software hosted by Starfish (EAB). User, class, program, and assessment data are leveraged from ctcLink, the College's SIS, and Canvas to provide a unified student advising and mentoring experience, and provides increasingly powerful predictive and analytic functionality.

Planning and Support

The College's computer lab infrastructure boasts over 30 computer classrooms and labs across four locations that include over 500 desktop and laptop computers available to students. Some of these are specialty labs for specialized instruction, such as architectural, engineering, and design classes; allied health programs; and computer

science and cybersecurity. Student technology fees go primarily toward maintaining and upgrading classroom technologies, including standardized podia equipped with A/V, document cameras, web cams, as well as computers on wheels in some locations.

The College's Learning Support Services and CTOL areas are equipped with additional computer stations and multiple classroom-style projection systems to accommodate group tutoring sessions. The student technology support center has recently been added to CTOL, where there are full-time professional staff available to assist students with technology support and training. Online web resources include a [knowledge base](#) of support documentation for students, faculty, and staff.

IT Services staff install and maintain computer equipment and software, including college-standardized multimedia equipment, in all instructional and administrative areas, consulting with departmental and program personnel and leadership to determine standard and specialized technology needs. The College operates on a centrally funded, five-year [computer replacement schedule](#) for all college-owned computers.

The College follows its Computer Resources Acceptable Use Policy [ITSV502](#) where all college faculty, administrators, staff, and students, by virtue of their use of SPSCC information technology resources, accept the responsibility of using these resources only for appropriate college activities and limited personal use that does not undermine public trust and confidence.

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 [CADM145](#). The Technology Purchasing Policy [ITSV507](#) ensures that all purchased software is thoroughly evaluated for support, data, and network security and accessibility. College technology planning is woven into the culture of the College's larger strategic and operational planning process, which translates to a two-year [unit operation plan](#) for the IT Services Division.

Exhibits 2.1.1: Required Evidence
Facilities master plan including:
Equipment replacement policies/procedures
IT Technology Purchasing Policy, ITSV507
Computer Replacement Schedule, webpage
Procedures for assessing sufficiency of physical facilities
SPSCC Campus Master Plan
Facilities Condition Report
Policies/procedures for ensuring accessible, safe, and secure facilities

[Emergency Operations Plan, EOP](#)
[Emergency Operations Plan Policy, PEAO204](#)
[Emergency Operations Plan Procedure, PEAO204](#)
[Use of Cellular Devices for College Business, ITSV501](#)
[Campus Safety and Health Committee, PEAO201](#)
[SPSCC Accident Prevention Program, PEAO202](#)
[Campus Safety, Security, and Access Control Policy, PEAO200](#)
[Campus Safety, Security, and Access Control Procedure, PEAO200](#)
[Emergency Procedures Instruction Policy, INST713](#)
[Computer Resources Acceptable Use, ITSV502](#)
[Accessible Technology, CADM145](#)
[User Knowledge Base, webpage](#)
 Policies/procedures for the use, storage, and disposal of hazardous waste
[Hazardous Materials Policy, PEAO304](#)
 Technology master plan and planning process
[IT Unit Plan](#)
 Link to Clery Annual Security Report posted on website
 Clery Report, [webpage](#) | [document](#)
 Cybersecurity Policies/Procedures, including description of training
[National Institute of Standards and Technology \(NIST\) Cybersecurity Framework](#)
[Gramm-Leach Bliley Act](#)
[Cybersecurity Incident Response Plan](#)
[Data Security Policy, ITSV510](#)
[Data Security Training, Vector Solutions](#)

Previously Recommendations Evaluated

Not Applicable

Moving Forward

Supporting student success at SPSCC includes the consistent evaluation of our policies and processes to ensure a safe, equitable, and compassionate learning environment for all students to reach their educational goals. Our Year Three Mid-Cycle report introduced the work that is at the forefront of what we do: student achievement and student learning. Each year, the College continues to review data in our strategic plan and put in place student supports that are crucial for academic success, such as the Personal Support Center. Each year, faculty continue to engage in the learning assessment process. Through their work building an assessment process that is meaningful and research-based to evaluate program and general education, assessment is becoming stronger with each cycle. Each year, Student Services is learning new technology systems to improve advising and communicate critical information with students. Moving forward, SPSCC looks forward to sharing a detailed report of how our processes for student achievement and student learning are aligned

from the strategic plan down to each course taught, and communication across campus from the Executive Team to the student-facing employees is all about helping students succeed. We look forward to sharing the substantial work accomplished within the Guided Pathway framework that is implemented and has shown progress for students in specific, challenging areas, such as completing college-level math in year 1. All of this is to come in the next report, and we look forward to sharing that with the Year Seven evaluators.