

South Puget Sound Community College

Year One Self-Evaluation Report

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President

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Institutional Overview

South Puget Sound Community College was granted candidate status for accreditation by the Northwest Association of Schools and Colleges (now the Northwest Commission on Colleges and Universities). Following a self-study in 1974 and subsequent site visit, the College was granted full accreditation status in 1975. In 1980, the College added an academic college transfer program, and in 1982, it began awarding the Associate of Arts degree. Legislation in 1988 designated South Puget Sound Community College as Community College District No. 24. The College maintains quality transfer programs and professional technical programs and certificates to meet changing needs of its students

The College's main campus is located on 104 acres of beautifully planned and landscaped land and its footprint is fully developed with 20 buildings. The College has 21,000 square feet of leased space at its second location in Hawks Prairie. As a result of increased demand for educational services at this site and projected enrollment growth, the College currently is assessing, aligning and defining the role of Hawks Prairie's relationship to the main campus, with the potential building of a second campus.

Over 11,000 students received educational services from the College in the 2010-2011 academic year. Their learning and retention are supported enthusiastically by counseling, financial aid, career services, placement testing, an onsite bookstore, intercollegiate athletics, service learning, and disability services. Students have a strong voice in college governance as well as student government and leadership.

Together with the College president, the Board of Trustees works diligently to strengthen the College's presence and success in the community. The board is fully engaged in setting policy, serving as college advocates and building effective community relations. The Board of Trustees and the College continue its strategic direction with the 2010-13 Strategic Plan. This plan is comprehensive and is grounded in a realistic assessment of the College's environment. The plan focuses on institutional effectiveness for better ease of tracking and communicating success to the campus community. By identifying key overarching strategies and high-level performance indicators, the College has taken great strides toward mission fulfillment and meeting the needs of its constituents.

The College adopted a formal shared governance model in January, 2009, and continues to refine and develop roles and responsibilities. The model provides a framework that more clearly defines the College's shared governance system and allows the College to more fully develop authority, responsibility, and relationships among and between the board of trustees, administrators, faculty, and staff. The College practices its commitment to inclusiveness and transparency within this shared governance model by working collaboratively with faculty, staff, and students who populate the key governance councils and committees.

The College proudly supports a diverse and highly qualified faculty who are responsible for teaching and learning. They are engaged in scholarly and creative activities that serve to enhance their disciplines. The faculty's intellectual pursuits are supported by grants, sabbaticals, summer/extended studies, and exceptional faculty awards. Assessment efforts are campus-wide and led by the faculty, and assessment tools and documents are regularly reviewed by the faculty.

The College has developed a culture that embraces institutional effectiveness. It aligns its institutional structures and decision-making processes so that data and assessment information drive decision making at all levels in the organization, including tying resource allocation to areas that need improving or where additional resources are needed to attain identified goals. A structure and schedule for program and service review has been implemented, providing a framework within which to effectively evaluate the College's operations. The College's focus on assessment as an integral part of college operations includes adopting a continuous improvement model that ties into benchmarking best practices and enhancing efficiencies.

The College works to diversify its revenue sources and strategically manage its budget in these times of diminishing state resources. Budgeting is tied to the strategic plan, follows recommendations from an equipment prioritization process, and is aligned with a ten-year capital project master plan. The College is successful in obtaining funds from a variety of sources, and has demonstrated good stewardship with an adequate financial reserves and a stellar audit record.

In the spirit of continuous improvement and assessment, the College is engaged in several initiatives that will positively impact operations. Recommendations for technology improvements will allow the College to increase online and hybrid courses and provide expanded access for students constrained by time or transportation. Plans for designing and implementing a content management system will enhance the College's communication and messaging with a single voice, and improve web content and design. Considerable work is being done to update and coordinate the College's policies and manuals. The result of these efforts will enable the College to create and maintain coherent, accurate, timely, and accessible tools for enhanced communication and information.

Preface

Institutional Changes

In response to its technology and web concerns and to address one of the College's overarching strategies, the College hired a Chief Information Officer who began his work on March 1, 2011.

College Council implemented a program and service review model.

Recommendations for a content management process and a continuous improvement model have been forwarded to the president for implementation.

Report on Previous Topics

The College received seven commendations and four recommendations in its Fall, 2010 Comprehensive Evaluation. The College appreciates having the hard work of faculty, staff and administration being recognized by the Commission through the seven commendations. The following is a summary of actions taken by the College in response to the four recommendations:

1. *The committee recommends the College ensure consistency and accuracy of all statements and representation of basic information, specifically regarding the College website, catalog, organizational charts and other official documents (Policy 3.1).*

In February 2011, the College formed a work group to address the issue of content management. The group devised a three part strategy for developing consistency in the information disseminated to the communities served by the College.

Strategy 1: Identify Document Points of Origin

The group identified sources of origin for documentation to achieve consistency and accuracy of information. This involved inventorying all of the documents distributed in the College's name, both print and electronic, categorizing them in terms of owners and stake holders, and identifying source documents and channels of dissemination fed by those documents.

Strategy 2: Systematizing Document Production

The work group determined that the College's website should be the most current source of information for internal and external stakeholders alike and recommended that it would use a content management system (involving uniform processes and a supporting software platform) to update information from source documents. This would include categorizing each inventoried document and developing procedures for the following:

- Updating documents from protected source documents

- Identifying which documents were for internal or external publication
- Creating an approval process for content and specifying which documents would be subject to approval by College Relations

Strategy 3: Ongoing Version Control

Following best practices at other colleges and addressing the needs of the various departments on campus, the work group recommended a process to ensure ongoing version control so that only the most current information would be distributed to the community. The version control strategic plan includes:

- Establishing a college-wide team of content management subject matter experts (SMEs) assigned to support a defined workgroup.
- Creating a schedule for ongoing document updates and a process where changes to source documents would reach the relevant points of publication and dissemination
- Designing standards for version control to ensure proper labeling and tracking of documents and information

2. *The committee recommends the College fully and consistently implement the institutional policy regarding evaluation of adjunct/associate faculty (Standard 4.A.5; Policy 4.1).*

Article IX, Section 2, pg. 26-27 of the College's faculty contract articulates the process of adjunct professor evaluations. That process requires that new adjunct professors have student evaluations in all classes taught during their first two quarters with the College and at least annually thereafter or when the adjunct professor is teaching a course for the first time. Peer observations by tenured professors are conducted every other year beginning in the second year of teaching. Adjunct professors teaching at least once per year will conduct a self-evaluation beginning their third year of part-time teaching. In the fourth year of part-time teaching the division dean performs an evaluation using student and peer evaluations, and the supervisor's own evaluation with all adjunct professors who teach at least once per year. In the fifth year of teaching, the division dean prepares a summative evaluation which incorporates performance data and information for the five-year evaluation cycle for each adjunct professor who is in the fifth year of the evaluation cycle. The College uses an "Adjunct Professor Summative Evaluation" set of guidelines which includes the evaluative summary, dates and signatures. All evaluative results are shared with the adjunct professor.

The division support personnel chart and track the five year cycle to ensure the evaluations are completed in accordance with the process identified in the faculty contract. During the five year evaluation cycle, individual work files are maintained in the division offices for each of the adjunct professors and all documents connected with the evaluation process are included. At the end of the five years, the cumulating report is forwarded to the College's human resource office, where it is inserted into the adjunct professor's permanent file.

At the time of the accreditation visit, the evaluation cycle was just reaching its fifth year. Since then, the College has been consistently following the above process and documentation in the division and human resources office confirms this assertion.

3. *The committee recommends the College ensure that financial planning includes a minimum three-year projection of financial forecasting (Standard 7.A.2).*

In light of the current economic downturn, it is difficult to project what actions the Washington Legislature will take in the short-term or over the next three years. The College, using historical trends, its current base budget, its perception of normal times, and information provided by the State Board, drew some fairly logical assumptions and made projections based on enrollment, broken out in revenue and institutional expenditures. The President presented the projections to the Board of Trustees on December 10, 2010, but he refrained to ask the Board to vote on something in which he has little confidence in its potential for actualization. The College, however, will continue its practice of closely monitoring legislative actions and align its forecasting projections on an iterative basis, and include the Board of Trustees in discussions related to a minimum of three-year projections.

4. *The committee recommends the College develop and adopt a governing board policy guiding the use and limit of debt (Standard 7.A.4).*

On November 10, 2011, the College's Board of Trustees reviewed a draft proposal to incorporate a Use and Limit of Debt statement in the Board's current Financial Stability and Solvency policy. The proposal was based on a statewide review of other colleges. The current Board policy on Financial Stability and Solvency (Chapter 2, IXX) requires only that the board maintain a level of fund balances (12.5% of the Operating Budget). The proposed changes to the policy have been shared with the College Council for review, input and suggestions. The motion that "The Board adopt the proposed changes to the Board policy on Financial Stability and Solvency expanding it to include the College's Use and Limit of Debt as presented was carried. The complete statement is as follows:

The administration is to comply with the following for debt management:

- A. In accordance with RCW 29B.50.140(b) and with approval by the board of trustees and by the State Board for Community and Technical Colleges (SBCTC), the College may borrow money and issue and sell revenue bonds in accordance with the provisions of RCW 28B.10.300 through RCW 28B.10.330 and RCW 39.94.
- B. The College shall not incur debt or borrow money which will cause the aggregate debt contracted by the College to exceed that amount for which payments of principal and interest in any fiscal year would require the College to expend more than 7 (seven) percent of the average general operating revenues, to include general operating revenue and auxiliary services revenue, for the three immediately preceding fiscal years.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2. AUTHORITY:

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

Eligibility Requirement 3. MISSION AND CORE THEMES

The College has a clearly defined mission supported by an equally clearly defined vision, five value statements and seven overarching strategies. The mission, vision, values and strategies were developed as part of the 2010-2013 strategic planning process as were the three core themes that are taken directly from the mission statement. South Puget Sound Community College's mission is to support student success in postsecondary academic transfer and workforce education that responds to the needs of the South Sound region. The College's three core themes are: 1) Support student success; 2) Academic transfer; and, 3) Workforce education. The College's Board of Trustees approved the 2010-2013 strategic plan at its June 9, 2010 meeting. The College's mission and core theme goals drive the allocation of financial and human resources.

Standard 1.A Mission

Institution's Mission Statement

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

Interpretation of mission fulfillment

South Puget Sound Community College defines mission fulfillment by successfully meeting the objectives of its core themes. As demonstrated in Table 1 (Core Theme Indicator and Mission Fulfillment Scorecard), each core theme is represented by a series of indicators that represent the dimensions that comprise each core theme. As stated above in Eligibility Requirement 3, the core themes, associated objectives, and indicators were established during the College's strategic planning process of 2010. In 2011, each core theme was assigned an accreditation subcommittee for further development of the indicators to ensure that they were meaningful, assessable, and verifiable, and to establish baseline measures and goals for each indicator. This process involved significant discussion and vetting of the objectives and associated indicators to ensure that the College is not only tracking the most meaningful elements of its mission, but is aligning its resources and action plans in accordance with the goals of the College's strategic plan.

The College has historically evaluated its institutional effectiveness annually using multiple methods such as program reviews, strategic enrollment management, and review of core indicators with the College Board of Trustees. The objectives of these efforts are in direct support of the College's core themes, as are the associated action plans. The College regularly tracks its progress on the goals within each of these efforts by reviewing baseline data, the status of assigned strategies, and updated data to identify impacts of those strategies. Several of the College's indicators include comparing institutional data to that of a comparable group, which is typically comprised of the other 34 community and technical colleges in the Washington State system and other similar colleges who have participated in the Community College Survey of Student Engagement. The scorecard of indicators for each of the College's core themes demonstrates where the College is today by way of baseline data for the indicators, and the associated goals demonstrate the College's articulation of mission fulfillment.

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

The process of establishing meaningful indicators for each core theme revealed several areas where data are not yet available. The development of appropriate measurement tools for those indicators will serve as a continuous formative assessment of the College's articulation of its mission. For those objectives where indicators are available, the College expects ***80% of all core theme indicators to reach the intended goal as an acceptable threshold of mission fulfillment.***

Table 1. Core Theme Indicators and Mission Fulfillment Scorecard

Core Theme Indicators:	Baseline Data	Goal	Status
Academic Transfer Education			
<i>1. Proficiency:</i>			
1. Transfer students performance on college-wide abilities	Critical thinking = 3.48, Comm. = 3.05, Comp = 3.32	Average 3.0	
2. Transfer students self report of college-wide abilities	CCSSE = 41%, Graduate Survey = 83%	"Adequate"	
<i>2. Completion:</i>			
1. 4-YR Completion or Transfer Rate	SPSCC = 41%, System = 42%	Comparable	
<i>3. Success:</i>			
1. SPSCC Student GPA at transfer institution compared to resident students	SPSCC = 3.04, WA Transfer Inst = 3.02	Comparable	
2. SPSCC Graduate level of preparation for upper division coursework	87% report "well to very well prepared"	Successful preparation	
Workforce Education			
<i>1. Responsiveness:</i>			
1. Workforce curricula are kept current to meet industry needs and standards	1. Measurement tool under development, 2. 79%	100% of workforce advisory committees and IC will review/update	
2. Students served in non-credit job-related training courses	2612	5% annual increase	Pending
3. Businesses served in non-credit job-related training courses	103	10% annual increase	Pending
4. Number of customized classes	47	3% annual increase	Pending
<i>2. Partnerships:</i>			
1. Student satisfaction with related work experience, etc	Survey questions under development	Average 4.0	Pending
2. Employer satisfaction with cooperative internship programs	Survey questions under development	Average 4.0	Pending
3. Satisfaction of College and partner with partnerships	Survey under development	Survey under development	Pending
<i>3. Success:</i>			
1. Student performance on college-wide abilities	Critical thinking = 2.90, Comm. = 2.72, Comp = 3.4	Average 3.0	
2. Workforce students performance on program outcomes	72.0%	80.0%	
3. 4-YR Completion rate	SPSCC = 26%, System = 32%	Comparable	
4. Percent of completers employed in related field one year later	75.0%	70.0%	
Support Student Success			
<i>1. Access:</i>			
1. Percent of applicants to enrollment	40%	Increase annually by 2%	Pending
2. Enrollment by demographics	Comparable	Comparable	
3. Distribution of online/hybrid offerings	17% FTE	20% FTE	
<i>2. Engagement:</i>			
1. Percent of student retention	FT = 81%, PT=57%	Increase 3% for all students	
2. Percent of student participation in college-sponsored activities	Survey currently under development		Pending
3. Percent of students actively involved in their learning	Active Learning = 47.8; Student Effort = 45.9	Comparable; Active= 49.7, Effort = 50	
4. Student rating of student interaction and contact with faculty	Student-faculty = 45.8	Comparable; = 49.8	
5. Student rating of support for learners	Support for Learners = 45.3	Comparable = 49.6	
<i>3. Completion:</i>			
1. Percent of students completing a certificate or Associate degree or transferring within four years	SPSCC = 38%, System = 38%	Increase to 50% and comparable	
2. Graduates' satisfaction with instruction and support services	Instruction = 81%; Student Services = 75%	Maintain 80%	
Key:	Goal Met	Goal Partially Met	Goal Not Met

Standard 1.B Core Themes

1.B.1: Core Theme: Academic Transfer Education

Academic transfer at South Puget Sound Community College (SPSCC) provides educational programs and services that prepare students for associate degrees and transfer to baccalaureate institutions (Strategic Plan, 2010-2013). The 2009-10 SPSCC Fact Book reports that 47% of students are part of the academic transfer program. Students in the academic transfer program complete general education courses and prerequisites for their major prior to transfer to a four year institution. Transfer paths include special transfer (articulation) agreements with four- year institutions for Associate in Arts, Associate in Science, and general Associate in Arts degrees. Transfer students may also complete the Associate in Arts degree in specific areas of study. These degrees are designed for students to complete the lower-division prerequisites needed for transfer into upper division classes at a four-year college or university. Such degrees are as follows: Associate in Science Track 1, Associate in Science Track 2, Associate in Biology Direct Transfer Agreement (DTA)/Major Related Program (MRP), Associate in Elementary Education DTA/MRP, Associate in Pre Nursing MRP/DTA, and Associate in Business DTA.

1.B.2. Objectives and Indicators of Achievement

1. Objective- Proficiency: Students demonstrate the College Wide Abilities

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Transfer students performance on college-wide abilities	2010-2011: Critical Thinking=3.48 Communication=3.05 Computation= 3.32	Average of 3 (out of 4) in capstone courses	College-wide abilities (CWA) have been established at SPSCC because as a comprehensive community college it is important that transfer students learn these higher order skills. The intent is that students completing a transferable degree program will have gained skills in all five of the college-wide abilities throughout their course of study.	1. Rubric data collected quarterly by the Office of Institutional Research
2. Transfer students self report of college-wide abilities	1. CCSSE ¹ All CWA: 41% 2. Graduate Survey All CWA: 83%	1. Students report “adequate” learning of the comparable	The effectiveness of strategies aimed to increase student’s acquisition of the CWA’s can be measured not only through the rubric analysis but also through the	1. 2008 CCSSE 2. 2010 Graduate Survey

¹ Community College Survey of Student Engagement

		college-wide abilities on the CCSSE 2. Students self report “adequate” learning of the college-wide abilities on the Graduate Survey	use of student surveys such as the CCSSE and the College’s annual Graduate Survey. As a nationally normed survey, the CCSSE can provide both longitudinal and comparative data for the College which helps identify areas of improvement. The College’s Graduate Survey, also administered annually, gives a significant opportunity to measure the effectiveness of strategies employed from year to year.	
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2. Objective- Completion: Students seeking associate degrees will complete

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. 4-YR Completion or Transfer rate (AA, AS, AB or A-ELEM)	2006 Cohort: SPSCC- 41% CTC System²- 42%	Transfer students’ completion or transfer rate is at or above the rate of the CTC system average	Transfer intent students who come to SPSCC take classes with the intention of completing a degree and preparing for transfer to a four year college or university. The percent of students who either complete a degree program or transfer is an important indicator of student success in the area of academic transfer.	2006 GISS ³ transfer cohort; total completions or transfers within four years

² Washington State Community and Technical College (CTC) System

³ Governance Institute for Student Success: A subset of the Washington State Student Achievement Initiative

3. Objective- Success: Students who transfer to a baccalaureate institution will be successful upon transfer at that college or university

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. SPSCC Student GPA at transfer institution compared to resident students	SPSCC: 3.04 WA Transfer Universities: 3.02	SPSCC student's GPA is comparable or better than students native to the transfer institution	Transfer data and GPA are available from comparable colleges for comparison. Transfer students are expected to perform successfully in 300 and 400-level coursework, and SPSCC uses this information to measure how well SPSCC prepares transfer-intent students.	GPA Data supplied by WA Transfer Universities
2. SPSCC Graduate level of preparation for upper division coursework	2010 Graduate Survey: 87% report "well" to "very well" prepared	Graduates who transfer will report successful preparation for upper division coursework	The Graduate Survey specifically asks students to report how prepared they felt for their upper division coursework and to identify areas of deficiency. This information gives the College specific feedback from the students on how well it has prepared them for transfer, and subsequently indicates areas that require strengthening. Additionally, the graduate responses are effective, valid, and assessable indicators of overall transfer program effectiveness because all students responding have completed an entire academic program and transferred to a senior institution.	2010 Graduate Survey

1.B.1: Core Theme: Workforce Education

Workforce education at South Puget Sound Community College works in partnership with business and industry to provide educational programs and services that prepare students for employment (Strategic Plan, 2010-13). The 2009-10 SPSCC Fact Book states that 41.4% of students are part of the degree- or certificate- seeking workforce education program. Students in the workforce education program may take prerequisite courses, courses in their discipline and general education courses in order to prepare them for direct entry into the workforce. Workforce education credentials include certificates of achievement, certificates of proficiency, certificates of completion, Associate of Applied Science (AAS) and Associate of Applied Science – T (AAS-T). This core theme is also inclusive of non-credit, non-degree workforce education offerings available through the Hawks Prairie Center.

1.B.2: Objectives and Indicators of Achievement

1. Objective- Responsiveness: The College aligns its workforce curricula and non-credit program offerings in response to state and local trends and business and industry needs

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Workforce curricula are kept current to meet industry needs and standards	<p>1. Measurement tool under development</p> <p>2. 79%</p>	<p>1. 100% of workforce advisory committees will biennially review program outcomes for rigor and relevancy and make suggestions for updates as appropriate</p> <p>2. 100% of workforce course outlines will be updated and reviewed by Instructional Council at a minimum of once every five years</p>	The two goals established for the indicator describe how responsiveness is evaluated at a system level within instruction, and helps identify trends in relevant job skill needs and corresponding gaps in workforce training programs and curricula.	<p>1. Advisory committee meeting minutes</p> <p>2. Instructional Council meeting minutes</p>
2. Students served in non-credit job-related training courses	2010-11: 2,612	5% annual increase from baseline data	The goals reflect the identification of business needs for employees so that	Hawks Prairie Center student database

3. Businesses served in non-credit job-related training courses	2010-11 103	10% annual increase from baseline data	non-credit training can be customized to develop appropriate skill sets
4. Number of customized classes	2010-11: 47	3% annual increase from baseline data	

2. Objective- Partnerships: The College has partnerships that mutually benefit students, faculty, business and industry, and community.

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Student satisfaction with related work experience/cooperative internship programs, experiential learning, clinical experiences, and/or service learning	<i>Survey questions under development</i>	1. Average of 4.0 (out of 5.0) on satisfaction survey	The measures are meaningful because they show an understanding and ownership of SPSCC's workforce education goals by external and internal shareholders. They demonstrate that the student: <ul style="list-style-type: none"> • has been initiated to the workplace culture, processes, and responsibilities, • sees the relevancy of academic and technical skills needed on the job • has converted a career interest into a marketable skill • has accomplished individual objectives 	Surveys taken by students enrolled in relevant programs
2. Employer satisfaction with cooperative internship programs	<i>Survey questions under development</i>	1. Average 4.0 (out of 5.0) on satisfaction survey	Results from employer evaluations provide feedback to program faculty, the Co-op Coordinator, and the Career Services Program Director about the preparedness of students.	Surveys taken by internship employers
3. Satisfaction of College and partner with partnerships	<i>Survey under development</i>		Partner and college evaluation helps to determine if partnerships are of high quality and mutually beneficial	Surveys taken by both the College and partners

3. Objective- Success: Students are prepared with the knowledge, skills, and abilities to be successfully employed in a related field

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Workforce students performance on college-wide abilities	2008-2011: Critical Thinking=2.90 Communication =2.72 Computation=3.4	Average of 3.0 (out of 4.0) in capstone courses	All degree programs require coursework that incorporates these higher order skills. They are measured using a scoring rubric, which is a reliable tool that is applicable across all disciplines. The rubric data produces formative assessment results that lead to the improvement of teaching and learning.	Rubric data collected quarterly by the Office of Institutional Research
2. Student performance on program outcomes	31 of 43 = 72%	80% of program outcomes assessment goals, excluding college-wide ability outcomes are met	The indicator represents essential elements of the objective: knowledge, skills, and employment.	Biennial assessment data collected by programs
3. 4-YR Completion rate of certificates completion and the AAS, ADN or AAS-T	2006 Cohort: SPSCC- 26% CTC System- 32%	30% and comparable to system average	Completers by definition will have been exposed to more learning and program objectives and, thus, can increase their potential for achieving higher knowledge and skill levels	2006 GISS workforce cohort; total completions within four years
4. Percent of completers (45 college credits or more) employed in related field one year later	2008-09 completers employed in 2009-10: 75%	80%	Students becoming employed show that employers are satisfied with students' preparedness for entering the work place.	State Board DLOA ⁴ database for 2009 completers

⁴ Data Linking for Outcomes Assessment: A cross-sector database of program enrollment, completion, and employment information

1.B.1: Core Theme: Support Student Success

The College provides educational programs and services that ensure and prepare for ready access to, retention in, and completion of postsecondary educational goals. In practice, this core theme includes all programs and services that assist with supporting student success from entry through educational goal completion. This core theme comes directly from the College mission "...to support student success," and the vision as being "...recognized in the South Sound Region for student success." An institution's ability to support student success can be assessed using a variety of indicators. Providing open access to a wide variety of courses and degrees, fostering engagement in the learning process, and retaining students through attaining their educational goals are all indicators of a system which supports student achievement. The outcomes of all credit-bearing and basic skills students are tracked through this core theme.

1.B.2: Objectives and Indicators of Achievement

1. Objective- Access: College enrollment mirrors the demographics of the South Sound region; and courses are provided in a variety of formats to meet the needs of the South Sound region.

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Percent of applicants to enrollment	2009-10: 40%	Applicants to enrollment increase annually by 2%	The use of the percent of applicants to enrollment is useful to illustrate trends in the conversion rate over time. Enrollment trends are also an important way to monitor learning opportunities accessed by students.	Institutional Data
2. Enrollment by demographics compared with community demographics	<i>See Appendix A</i>	The College's student demographics are comparable to the surrounding community it serves	The comparisons give the College information on how well it provides access to various populations in its service area	College and Thurston county demographic data
3. Ratio of online and hybrid enrollment to total enrollment	2009-10: 17% FTE	20% of total FTE via online and hybrid courses	Online and hybrid courses increase access by providing instruction in alternative and flexible formats to meet the needs of certain students.	Institutional Data

2. Objective- Engagement: Students are engaged in the college community

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Percent of student retention	Fall 2010 to Winter 2011: Full time- 81% Part time- 57%	Increase first to second quarter retention of all students by 3%.	Student retention from the first to second quarter is a critical tipping point in determining whether or not a student continues at college and completes educational goals.	Institutional Data
2. Percent of student participation in college sponsored events and activities	<i>Survey currently under development</i>		Participation in co-curricular/extracurricular activities and events enhances student engagement and retention. Measuring student satisfaction provides an internal student assessment of services and campus-specific evidence of the institution's ability to support student success.	Institutional Survey
3. Percent of students actively involved in their learning	2008: 1. Active & Collaborative Learning benchmark score— 47.8 2. Student Effort benchmark score— 45.9	Student response to CCSSE is statistically equivalent or higher compared to other medium sized peer colleges in the CCSSE survey	Students actively involved in their learning are more likely to continue on to completion of their educational goal. Also, using a nationally normed instrument also provides a comparison with which to gauge that success at a regional and national level.	2008 CCSSE
4. Student rating of student interaction and contact with faculty	2008: 45.8 benchmark score		Student interaction with faculty both in and outside of the classroom strengthens the connection with the college, which contributes to students persisting to complete their educational goal.	2008 CCSSE
5. Student rating of support for learners	2008: 45.3 benchmark score		Student engagement is stronger when college support services align with student needs.	2008 CCSSE

3. Objective- Completion: Students will complete their educational goals

Indicator	Assessable		Meaningful	Verifiable
	Baseline Data	Goal		
1. Percent of students completing a Certificate, Associate degree, or transferring within four years	2006 Cohort: SPPSCC - 38% CTC System - 38%	Increase the four year graduation rate or transfer rate of students to 50%, and comparable with other institutions in the CTC system (SBCTC data)	Students with associate degrees are more likely to earn higher wages than those whose highest educational credential obtained is a high school diploma. Additionally, a student's educational goal may be only to take select classes to transfer to a four year college. Measuring the transfer rate to 4 year institutions provides the College with a better understanding of the needs of this student population.	2006 GISS transfer and workforce cohort; total completions or transfers within four years
2. Graduates satisfaction with instruction and support services	2010 Graduate Survey: Instruction Rating: 81% Student Services Rating: 75%	Maintain an average 80% satisfaction with college instruction and support services	The Graduate Survey provides valuable information to the college on its instruction and support services to students. Information on the survey is used to improve services to students, which in turn supports students with completion of their goal(s).	2010 Graduate Survey

Conclusion

South Puget Sound Community College's vision is to be recognized in the South Sound region for student success, active partnership in community development, and innovative use of technology to enhance learning. The College's 2010-2013 Strategic Plan encompasses overarching strategies that identify how the College will move forward in accomplishing not only this vision but also its mission as articulated through the College's core themes of Academic Transfer, Workforce Education, and Support Student Success. The College has historically employed multiple measures for evaluating institutional effectiveness; the new accreditation process provides another opportunity for institutional assessment and tracking of progress.

To track mission fulfillment, the College has established a set of indicators for the core themes with corresponding baseline data and goals attached. The College operationalizes mission fulfillment by successfully reaching 80% of the indicator's goals for the core themes. The College's mission fulfillment scorecard currently shows several areas where a measurement tool has yet to be developed. The gap at this time transpired through the formative process of preparing the Year One Report by way of careful and thoughtful analysis of why each indicator was meaningful and assessable. The College has continuing work to do to collect data for those indicators before establishing goals. Of the other indicators where there is not only baseline data but also goal measurement data, the College is currently meeting approximately half of the established goals. As the College moves forward with its usual cycle of institutional assessment and planning, the viability of the core theme components will be tested, evaluated, and refined to determine the most appropriate means to articulate the mission fulfillment of the College.

South Puget Sound Community College embraces the framework established through the process of preparing the Year One Report. This framework will guide the College into the next phase of accreditation where the College's available resources and capacity to support the core themes will be studied and evaluated.

Appendix A: Enrollment and Community Demographics: 2010

	South Puget Sound	Thurston County
Hispanic	6%	7%
<i>Non-Hispanic:</i>		
White	74%	82%
Black/African American	3%	3%
American Indian & Alaskan Native	2%	1%
Asian	7%	5%
Native Hawaiian & Other Pacific Islander	1%	5%
Other Race	3%	5%
Two or more races	9%	5%