# SPOKANE COMMUNITY COLLEGE



# YEAR ONE REPORT

## Standard One:  Mission, Core Themes, and Expectations

**Submitted to the Northwest Commission on Colleges and Universities**

**September 9, 2011**

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## Institutional Overview

Washington's 34 community and technical colleges operate under the direction of the State Board for Community and Technical Colleges (SBCTC).  Spokane Community College (SCC) is one of two comprehensive community colleges and one institute within the Community Colleges of Spokane District 17.  The District serves approximately 38,600 students annually, spread across a 12,300 square-mile, six county service district in eastern Washington, including Spokane, Stevens, Whitman, Ferry, Pend Oreille and Lincoln Counties.   SCC and Spokane Falls Community College (SFCC) are independently accredited through the Northwest Commission on Colleges and Universities (NWCCU).  The Institute for Extended Learning (IEL) is aligned with SFCC and operates under SFCC's accreditation.  The IEL offers a limited number of SCC classes under the terms of a Service Agreement (A-6) between the IEL and SCC.

SCC was officially established as part of Washington State's community college system in 1963 after having been a vocational training facility since 1916.  By the mid-1960s, SCC was offering a full complement of liberal arts courses to support career and technical education students and those who wished to transfer to a baccalaureate degree granting institution.  Today, approximately 70% of our students are pursuing a professional technical certificate or degree as their educational goal.  Approximately 30% are preparing for transfer to a four-year college or university or are attending for personal enrichment.

In 2009-10, the average age of SCC students was 28.8 years with a median age of 25.9.  Women represented just slightly more than 50 percent of our student population.  Two-thirds of our students were considered full-time. Typically, a high percentage of our students (60-70 percent annually) receive financial aid.

Students who complete our job preparatory programs attain a high rate of employment; data show that 78% of our 2008-09 graduates were employed nine months later in 2009-10.  Sixty percent of those who attended SCC in 2008-09 but did not complete their program were employed in 2009-10.  Health science graduates tended to earn the highest per hour salaries, with those in information technology and electronics earning high entry-level wages as well.

Eastern Washington University, located in nearby Cheney, Washington, is the choice of approximately 73% of our graduates who transfer to public baccalaureate institutions in Washington.  Another 20% attend either the Pullman or Spokane campuses of Washington State University.  The University of Phoenix attracts approximately 78% of our graduates who attend Washington independent and for-profit colleges and universities.  Spokane-based Gonzaga University and Whitworth University are also additional choices.

The 2009-10 student headcount was 13,647 with 11,627 state support students and 2,020 Running Start and International students. The student FTE generated included 6,990 state support students and 365

Running Start and International students.  Spokane Community College's instructional unit consists of five divisions including Apprenticeship, a unit within the Technical Education Division.  The student FTE distribution chart is shown below:

**Student FTEs (in percentages)**

| Division: | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|---|
| Arts & Sciences | | 34.7 | 34.4 | 34.1 |
| Athletics/PE/Recreation | | 5.1 | 4.4 | 4.1 |
| Business/Hospitality/IT | | 19.1 | 19.5 | 18.8 |
| Health/Environmental | | 15.5 | 16.1 | 15.9 |
| Technical Education | | 19.1 | 17.9 | 18.6 |
| Apprenticeship | | 6.4 | 7.7 | 8.5 |
| **Total** | | 100.0 | 100.0 | 100.0 |

Students were served by full and part-time faculty as shown below:

| Headcount/Equivalent: | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|
| Full-time Faculty Headcount | 190 | 196 | 191 |
| Full-time Faculty Equivalent | 231 | 232 | 219 |
| | | | |
| Part-time Faculty Headcount | 168 | 166 | 184 |
| Part-time Faculty Equivalent | 79 | 78 | 91 |

SCC's student:faculty ratio is lower than the Washington State community college system ratio perhaps due to the high number of career and technical programs we offer.  Nonetheless, our college ratio has been increasing in recent years, as has the community college system.  Data are shown in the table below:

| Student:Faculty Ratio: | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|
| SCC Student:Faculty Ratio | 21.2 | 18.70 | 18.36 |
| Washington Community College System | 23.4 | 21.72 | 20.42 |

Spokane Community College places significant emphasis on student services to better meet the needs our low socio-economic, first generation college, and adult student population.  Examples include the First Year Introduction (designed to assist students to become acclimated with college classes and resources), Early Alert (immediate assistance offered to students with academic or behavioral concerns), Behavioral Intervention Team (intervention with students with potential safety issues), Veterans Center, on-campus and online tutoring, and Bigfoot Jobs placement services.

# Preface

### a. Institutional changes since the institution's last report

**Programming Changes**

Like other educational institutions, and the economy in general, Spokane Community College has had to absorb substantial budget reductions over the last several years. The chart below shows that SCC has supplemented the state allocation in an increasing amount in each of the last four years. Operating Support funding is generated through excess enrollment, Running Start classes, and other local funding sources. However, these sources may not be sufficient in future years to support diminishing state allocations and increasing costs.

**Annual Budget Allocations – Includes State Allocation, Local Tuition & Operating Support**
**For FY09-FY11 Year-Ends and FY12 To-Date**

| Fiscal Year | Budget | Operating Support (included in budget) |
|---|---|---|
| 2008-09 | $33,276,144 | $      403,975 |
| 2009-10 | $33,014,908 | $      830,190 |
| 2010-11 | $33,090,538 | $   1,370,669 |
| 2011-12 (at 7.1.2011) | $31,434,037 | $   2,740,185 |

Notwithstanding these budget shortfalls, SCC has attempted to remain true to its mission to serve the workforce education needs of our students and our community. Funding available to SCC through the American Recovery and Reinvestment Act (ARRA) of 2009 has alleviated some of the state funding reduction impact. With ARRA support, we have received $549,094 to provide 148 students educational opportunities in Aviation: Airframe and General Aircraft Maintenance; Integrated Basic Education and Skills Training (IBEST): Clerical Assistant – Introduction to Medical/Administrative Office; Licensed Practical Nurse (LPN); Medical Assistant; Machinist/Computer Numerical Control (CNC); and, Project Management.

Through a second round of ARRA funding, we have received $523,464 to provide 129 students educational opportunities in Aviation: Powerplant Maintenance; Building Analyst; Commercial Baking; Integrated Business and Entrepreneurship (IBE); IBEST: Clerical Assistant – Introduction to Medical/Legal Office; IBEST: Clerical Assistant – Introduction to Administrative Office; Registered Nurse (RN); and, Welding and Fabrication.

During the 2005-2010 time period, SCC focused on developing additional health care programs responding to the significant impact this industry sector has on the Spokane regional economy. New programs in Radiology Technology, Diagnostic Medical Sonography, and Vascular Technology were added to SCC's inventory. SCC was among the first colleges in Washington to offer the Expanded

Function Dental Auxiliary program when dental assistants became eligible to perform additional procedures. Also, during this time period, our Business, Hospitality and Information Technology Division recognized the need for entrepreneurial training. With the assistance of the Community Colleges of Spokane Foundation, a classroom and conference room were renovated and dedicated to this effort. In addition, Avista Corporation provided a substantial financial contribution. The Integrated Business Entrepreneurship program continues to educate students who plan to operate their own business.

SCC's most recent focus has been on aerospace education. While SCC has always had a strong presence in the sector of work described as "Aerospace," a significant positive change occurred when Governor Gregoire signed directive 09-16 in October of 2009. In effect she directed that the Washington State community college system would establish two regional Aerospace Technology Education and Training Centers, one west of the Cascades and the other on the east side of the State. The purpose of these technology training and education centers is to provide state of the art instruction and training in current and emerging fields of enterprise for the aerospace industry deemed critical to the state's economic health and well-being.

Spokane Community College was designated as the "east side" lead in establishing these centers and was subsequently awarded the start-up grant for concept and development work ($150,000). We partnered with Spokane International Airport, the local workforce development council, Greater Spokane Incorporated (Chamber of Commerce), and the Inland Northwest Aerospace Consortium (INWAC) of manufacturers to examine options and possibilities.

In 2010 the state transferred approximately 4.5 acres of former state military property to SCC for the purpose of developing the physical site for the Inland Northwest Aerospace Technology Center (INATC). In coordination with the Spokane International Airport Authority, an exchange of the former military property was initiated and will provide a modern, easily renovated facility with approximately 25,000 square feet. This facility will house the Aircraft Maintenance Program, the Flight Operations and Training program, Air Traffic Control/Air Dispatcher program (a new program currently in development), and customized aerospace business training (short term /non-credit). Maintenance and flight operations hangers are being designed to expand this facility and to accommodate these important programs.

We are now in the final stages of the transfer/exchange process and anticipate first occupation sometime in 2012. Spokane Community College's Inland Northwest Aerospace Technology Center is one of two Washington State focal points for this dynamic and important industry and is poised to champion and lead the "east side" well into the future. SCC has taken the lead on a $20-million Trade Adjustment Assistance Community College and Career Training grant proposal to support "Air Washington." With Department of Labor support, Air Washington, a 14-member consortium, will research, design, develop and implement comprehensive, current and innovative education, training and services necessary to meet the growing workforce demands identified by employer partners in the

aerospace industry sectors of advanced manufacturing and machining, aircraft assembly, aircraft maintenance, composites, and electronics.

Specific additions and deletions from SCC's inventory are listed below.  Certificates added respond to industry need for short-term educational opportunities corresponding with a changing environment.  The requirement for health care facilities to use electronic records (Health Informatics) serves as an example.  Others resulted from industry-initiated requests to provide short term, specialized training to develop career paths for their employees (Resort Lodging, Food and Beverage, and Management).

| Additions: | Name of Certificate/Option/DTA |
|---|---|
| Certificate | Automotive High Performance Street Rod |
| Certificate | Architectural Technology |
| Certificate | Expanded Function Dental Auxiliary |
| Certificate | I-BEST Manufacturing |
| Certificate | I-BEST Automotive Technology |
| Certificate | Project Management |
| Certificates | Resort Lodging, Resort Food and Beverage, Resort Management |
| Option | Water and Wastewater |
| Certificate | Health Informatics |
| Degree/DTA | Earth Science Education |

| Terminations: | Name of Certificate/Option/DTA |
|---|---|
| Option | Broadcast & RF Communications Technician |
| Degree | Industrial Mechanics |
| Degree | Machine Shop Technology |
| Degree | Manufacturing Technology |
| Option | Soils |
| Option | Web Technologies General Development |
| Certificate | Electronics Technician (Airway Heights Correctional Facility) |
| Certificate | Front Office Professional (Pine Lodge Correctional Facility) |

**Construction**

Two major construction projects, designed to provide an excellent learning environment for our students, were completed in 2011.

▪ **Jenkins Wellness Center**

In January, the first classes were offered in the renovated Building 7, now the Jenkins Wellness Center.  This 31,679 square-foot building renovated at a cost of $10,757,000 meets LEED gold standards.  This facility houses our Information Technology staff and equipment as well as several instructional programs.  For the first time, our Physical Education Department faculty members are located in one

building updated with electronic classrooms and study areas for our physical education students and athletes.

The Radiology Technology and Biomedical Equipment Technology programs have their designated laboratories as well as shared space housing CAT Scan, MRI, and two radiographic machines. A second nursing laboratory was also constructed to serve approximately 280 students in our nursing program.

Also located in the Jenkins Wellness Center is the Student Health Clinic through which Advanced Registered Nurse Practitioners (ARNP) provide our students with the diagnosis and management of minor illnesses and injury, interval management of stable chronic illness, diagnostic testing, physical examinations, immunizations and health promotion services and referrals. Through a joint effort with Gonzaga University, mental health counseling services are also available at the Clinic. The Center serves as a learning laboratory for our health science and health informatics students as well.

▪ **Stannard Technical Education Building**

Classes will be offered in the newly constructed Stannard Technical Education building beginning fall quarter 2011. This 70,000 square foot, $33,111,000 structure will house five technical education programs including Welding Technology, Hydraulic and Pneumatic Automation Technology, Electrical Maintenance, Machining, and Heating/Ventilation/Air Conditioning/Refrigeration.

While this structure will provide an outstanding educational environment for our students for the next several decades, it has already proven to be a focal point for our industrial community. The building's "Main Street" design with laboratories, classrooms and offices positioned along both sides of a corridor which stretches the length of the building, it is ideal for training and community events. For example, in addition to the building dedication ceremony, the 2011 Inland Northwest Manufacturers Expo will be held in the building October 11th and 12th. The Association of Washington Businesses will hold its Manufacturing Awards Dinner in conjunction with these events.

### b. Response to topics previous requested by the Commission

Spokane Community College had its Five Year Interim Evaluation in 2008 which resulted in three commendations and three recommendations, as follows:

**Commendations**

1. The college is commended for the district's long-range facilities' master plan to include the Hagan Foundation Center for the Humanities and the library. The Center is a place "where people and ideas connect," where a community of minds gather to explore various perspectives and ideas. The Center for Humanities contributes to the community's cultural life;
2. The college is commended for their commitment to the development of positive and effective working relationships with the business and industry communities;

3. The college is commended for establishing their financial stewardship that has resulted in reserves that are consistent with the Board of Trustees directions.

**Recommendations**

1. The committee recommends that through a participative process involving all constituencies that the college and district implement and disseminate their coordinated strategic planning process;
2. The committee recommends the college clearly define part-time faculty evaluation by the use of multiple indices. Though progress has been made, there is an uneven practice across the campus;
3. The committee recommends that the A-6 agreement/contractual relationship with extended learning (IEL) constitutes a substantive change.

A 2010 focused visit found that the 2008 recommendations had been met; the visit resulted in two commendations and no recommendations:

**Commendations**

1. The College is commended for its streamlined and effective model of shared governance, which includes the College Alliance. This group has been instrumental in disseminating and implementing the strategic plan which drives resource allocation and decision making.
2. The College is commended for its commitment to helping all students achieve their educational goals, especially when college resources are stretched thin.

**Recommendations**

None.

While the focused site visit resulted in no outstanding recommendations, it was suggested that SCC further refine our adjunct evaluation process to include self-reflection and goal setting. Our adjunct faculty protocol has been expanded to include this suggestion.

# Chapter One:  Mission, Core Themes, and Expectations

### a.  Executive Summary of Eligibility Requirements 2 and 3

**Eligibility Requirement #1:   Authority**

SCC is authorized to grant associate degrees and certificates under the Revised Code of Washington (RCW 28.B.50.020) which creates a system of community and technical colleges to provide for "the dramatically increasing number of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for basic skills and literacy education."  RCW 28B.50.040 enumerates the college districts including District 17.  Community college districts operate under the supervision of the State Board for Community and Technical Colleges (RCW 28B.50.050).

WAC 132Q-01-006 organizes the Washington State Community College District 17, Community Colleges of Spokane, including Spokane Community College, Spokane Falls Community College and the Institute for Extended Learning under Title 28B RCW as a public institution of higher education.  It is governed by a five-member board of trustees, appointed by the Governor, which oversees administration, strategic planning and policy development.

**Eligibility Requirement #2:   Mission and Core Themes**

The SCC Mission statement in its present form was articulated in January 2002, affirmed in 2006, and is scheduled to be reaffirmed by the Community Colleges of Spokane Board of Trustees at its September 2011 meeting.  SCC Core Themes have been identified:  (1) Workforce Education, (2) Academic Transfer, (3) Student Success, and (4) Community Responsiveness.  They are also scheduled for Board adoption during the September 2011 meeting.

SCC's Mission and Core Themes are consistent with our legal authorization and are appropriate for a degree-granting institution of higher learning.  Our primary purposes are to service the educational interests of our students, to ensure our principal programs lead to recognized degrees, and to devote substantially all of our resources to support our Mission and Core Themes.

**Section 1:  Standard 1.A - Mission**

**SCC Mission Statement:**  At Spokane Community College, we strive to provide our community accessible and affordable educational opportunities responsive to the needs of our diverse population.  We do this through:

- Industry-standard, professional-technical certificate and degree programs;
- Liberal arts and professional-technical programs transferable to four-year institutions;
- Developmental and continuing education, distance learning, and lifelong learning opportunities;
- Educational programs that emphasize four critical learning abilities:  Responsibility, communication, problem-solving and global awareness; and
- Instructional support and student services that enhance and promote student success.

As we carry out this mission, our skilled and dedicated faculty, staff and administration continuously support the individual and professional growth of our students and the economic success of our region.

### a.  Interpretation of Mission Fulfillment

The Community Colleges of Spokane Board of Trustees has recently approved a new strategic plan emphasizing four strategic priorities:  1. Student Success: Strengthening Engagement; 2. Collaboration and Communication: Building Productive Communities; 3. Sustainability: Enhancing Operation Efficiency and Effectiveness; and, 4. Innovation: Supporting a Culture of Continuous Improvement.

Consistent with these priorities, Spokane Community College has selected to concentrate on several focuses in the upcoming years.  Our core themes follow consistently and provide the objectives and the indicators of achievement to allow us to assess our level of mission fulfillment.  CCS Strategic Priorities, SCC Focuses, and related Core Themes are shown in the chart below.

**Strategic Priorities and Core Themes**

| COMMUNITY COLLEGES OF SPOKANE STRATEGIC PRIORITIES | SCC FOCUS 2011-2012 | SCC CORE THEMES |
|---|---|---|
| **Student Success:  Strengthening Engagement** | | |
| ▪ Improve student success transitioning among educational levels and careers. | ▪ Implement restructuring to better serve students and garner system efficiencies. | ▪ Theme 3:  Student Success |
| ▪ Improve instructional options to meet diverse student needs. | ▪ Determine appropriate mix of offerings and services. | ▪ Theme 1:  Workforce<br>▪ Theme 3:  Student Success |
| ▪ Strengthen student completion. | ▪ Enhance links between instruction and student services. | ▪ Theme 3:  Student Success |
| | | |

| Collaboration and Communication: Building Productive Communities | | |
|---|---|---|
| ▪ Expand results-oriented partnerships among education, business, labor and community leaders that strengthen workforce development. | ▪ Improve communication with regional partners to better respond to their needs. | ▪ Theme 1: Workforce<br>▪ Theme 4: Community |
| ▪ Build and support cross-district teams to identify and implement best practices. | ▪ Heighten intercampus and District-wide communications. | ▪ Theme 3: Student Success |
| ▪ Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic wellbeing. | ▪ Improve communication with regional partners to better respond to their needs. | ▪ Theme 1: Workforce<br>▪ Theme 4: Community |
| **Sustainability : Enhancing Operational Efficiency & Effectiveness** | | |
| ▪ Recruit, develop and retain high quality diverse faculty and staff. | | ▪ Theme 2: Transfer<br>▪ Theme 3: Student Success |
| ▪ Operate as a district. | | ▪ Theme 1: Workforce<br>▪ Theme 2: Transfer<br>▪ Theme 3: Student Success<br>▪ Theme 4: Community |
| ▪ Sustain fiscal stability. | ▪ Realign, redesign and restructure to maximize student enrollment and reduce duplication of effort. | ▪ Theme 1: Workforce ▪ Theme 2: Transfer<br>▪ Theme 3: Student Success<br>▪ Theme 4: Community |
| ▪ Provide facilities and environments highly conducive to learning with minimal ecological impact. | | ▪ Theme 4: Community |
| **Innovation: Supporting a Culture of Continuous Improvement** | | |
| ▪ Ensure programs and services are relevant, diverse, high-quality and timely. | ▪ Incorporate best practices in program development, delivery, and pedagogy. | ▪ Theme 1: Workforce<br>▪ Theme 2: Transfer<br>▪ Theme 3: Student Success<br>▪ Theme 4: Community |

Elements of Spokane Community College's Mission are incorporated into our core themes.  We interpret mission fulfillment as meeting an acceptable level of achievement on each of our core themes:  1. Workforce Development; 2. Academic Transfer; 3. Student Success; and, 4. Community Responsiveness.

**b. Articulation of an acceptable threshold, extent, or degree of mission fulfillment.**

SCC conceptualizes mission fulfillment via a Mission Fulfillment Matrix, a draft of which is attached as Appendix A. We have selected valid, verifiable and meaningful indicators of achievement related to objectives which support our four core themes. Performance on the core themes constitutes the level of attainment of mission fulfillment.

Benchmark data form the basis for measureable performance on each indicator of achievement. These data have been gathered and targeted performance levels established for many of the indicators; others are in progress. Targeted performance levels of achievement will be established as percentages, which will be aggregated to determine achievement level of goals, goals of core themes, and core themes of mission fulfillment.

A minimum acceptable level of attainment on each will be 70 percent; lower achievement will result in remediation. Eighty percent achievement will be considered acceptable with a desired attainment of 90 percent or better both independently and in aggregate on indicators, objectives, core themes, and mission fulfillment.

**Section 11: Standard 1.B – Core Themes**

| Core Theme 1: Workforce Development | |
| --- | --- |
| **Description:** SCC's professional technical certificate and degree programs are industry standard. | |
| **Objectives** | **Indicators of Achievement** |
| **1.1** Students enrolled in SCC's Career and Technical Education programs are well prepared for entry level employment in their chosen discipline. | **1.1.1** Eighty percent of employers surveyed rate SCC graduate skills as satisfactory or better. **1.1.2** Graduates report that they are well prepared for jobs in their chosen discipline as indicated by satisfaction rates significantly higher than those expressed by students at other public, two-year schools. **1.1.3** Community College Survey of Student Engagement (CCSSE) data show constant or improved engagement percentages on items related to SCC student abilities (Problem Solving, Global Awareness, Communication, and Responsibility.) **1.1.4** Workforce development students continue to report statistically significant gains in pre- and post-graduate student abilities via the Online Graduation Petition survey. **1.1.5** Student passage rates on license or certification examinations are equal to or exceed state or national cohort rates. |
| **1.2** Students graduating from Career and Technical Education programs secure well-paid employment for entry level positions in their chosen discipline. | **1.2.1** Seventy-five percent of workforce education graduates secure employment in their chosen discipline within one year of graduation. **1.2.2** Based on Program Review Report Card data, 80 percent of graduates who secure positions will earn salary levels of at least 135 percent of Washington State minimum wage. (See example in Attachment B.) |
| **1.3** SCC's Career and Technical Education program mix responds to student and regional economic needs as perceived by students and industry. | **1.3.1** Eighty percent of programs are filled to 80 percent of capacity. **1.3.2** Student retention, the percent of students who graduate or remain enrolled in their program at the end of the academic year, meets program standards. **1.3.3** Ninety percent of programs are considered to be "in demand" or "balanced" or are within industry clusters prioritized by regional economic development organizations. |

**Rationale – Why the Indicators are Assessable and Meaningful Measures**

**1.1.1    Employer Satisfaction.**  Career and technical program advisory committees, which meet a minimum of twice annually, consist of employers who select, employ and evaluate program graduates and of individuals who do the job on a daily basis.  Advice is sought regarding curriculum development, entry level skills, and level of satisfaction regarding graduate job preparation.  SCC will develop and administer an annual advisory committee survey to generate more concrete, consistent data for program improvement.  Many of our accredited programs already gather these data from employers in their discipline.  Eighty percent of employers surveyed will rate SCC graduate skills as satisfactory or better.

**1.1.2    Job Preparedness.**  SCC has administered the ACT Student Opinion survey at five-year intervals with the most recent in 2007; the next would be scheduled for 2012.  Our goal is that students will continue to rate job-preparedness variables higher than they did in previous surveys and higher than comparison groups at other public, two-year colleges.  Sample variables include:  Course content in your major area of study, Instructor quality in your major study area, Preparation you are receiving for your chosen occupation, Laboratory facilities, and Classroom facilities.

**1.1.3    CCSSE Results.**  SCC has four student abilities (Problem Solving, Global Awareness, Communication, and Responsibility) which we foster within our degree and certificate programs.  SCC periodically administers the Community College Survey of Student Engagement (CCSSE).  Many of the CCSSE measures of engagement correlate to our student abilities.  Though they thread through multiple CCSSE sections, Problem Solving most closely corresponds to CCSSE #4 and #12; Global Awareness relates to #4 items s. and t. and #12 items k. and m.  Communication relates to CCSSE sections #4 and #12 and Responsibility is incorporated into #12.  Our goal is that student engagement remains constant or improves as CCSSE is administered over the years, especially in the items related to our student abilities.

**1.1.4    Student Abilities.**  A measure of student abilities achievement is our Online Graduation Petition survey through which students assess gains in their abilities to set and recognize priorities, to make and follow through on commitments; to work independently as well as cooperatively to develop awareness and sense of personal responsibility; to read and to critically evaluate written material; to write clearly; to speak clearly; to actively listen; to formulate questions and reasoned solutions and to interpret them to others; to recognize that accurate and complete information is the basis for effective decision making; to analyze, interpret and synthesize information critically recognizing viable solutions; to demonstrate understanding and openness toward another point of view; to recognize bias, stereotyping and manipulation; and, to evaluate information on the basis of its origin, viewpoint, relevance and completeness.  Our goal is that workforce development students report statistically significant gains on each of these abilities.

**1.1.5    Passage Rate.**  Our goal is that 90 percent  of programs whose graduates take licensure or certificate examinations at graduation show a passage rate that meets or exceeds regional or national norms.  These external examinations provide an objective benchmark of students' knowledge and skills mastery and, in some cases, are required for job entry.

**1.2.1    Employment.**  Employment within the discipline of study is of primary importance to our workforce development students and, thus, is a meaningful measure of SCC mission fulfillment.  Historically, our graduates have performed well in securing entry level positions in their chosen industry; data show that 78 percent of our 2008-09 graduates were employed nine months later in 2009-10.  However, the current economy has made it more difficult for entry level job seekers.  Our target is to have 75 percent of our graduates at work in their industry within one year of graduation.  Data are collected via the Online Graduation Petition survey; graduate placement managers follow-up at intervals thereafter.

**1.2.2    Salary Levels.**  As with employment, entry level salaries are of utmost importance to our graduates.  Our annual Program Review generates graduate entry level salary data by program for the previous year's graduates.  Salaries vary significantly by profession; however, our target is for 80 percent of graduating students with jobs to earn 135 percent or more compared with Washington State's minimum wage.  Though significantly higher than the national minimum wage, this standard is more reflective than other standards of our economy which we considered.

**1.3.1    Program Capacity.**  Programs fill rates of 80 percent or higher reflect efficient use of resources.  If enrollment is less than 80 percent, it may result from inappropriate program mix or scheduling, inadequate marketing, outdated program curriculum or other deficiencies requiring remediation.  Admissions and registration data are readily available.

**1.3.2    Retention.**  Program Review defines retention as program students who graduate or remain enrolled at the end of the academic year.  Retention varies significantly from program to program and our selected measure of satisfactory retention is keyed to individual programs.  This results, in part, because students in some disciplines, such as automotive technology, may be in a position to secure an entry level position with modularized certificates or with less than an AAS degree.  These same retention rates are unsatisfactory for Diagnostic Medical Sonography students, for example, as students must secure a degree to practice their chosen profession.

**1.3.3    Industry Demand.**  Employment Security or Spokane Area Workforce Development Council designations of "in demand" or "balanced" industries will indicate we are enhancing the skills of individuals in industries that contribute to the economic success of our community and to these individuals.  SCC works closely with our workforce development and economic development organizations regarding priority industry clusters.  Ninety percent of our workforce development programs will relate to in-demand or balanced industries.

| Core Theme 2:  Academic Transfer | |
|---|---|
| **Description:**  Students enrolled in Academic Transfer courses are well prepared and successful as they transfer their coursework and/or Associate degrees in pursuit of the next step in their education plan. | |
| **Objectives** | **Indicators of Achievement** |
| **2.1** Students who express an intent to transfer complete their chosen transfer degree (e.g., Associate of Arts, Associate in Business, Elementary Education.) | **2.1.1** Percentage of students with transfer intent complete their Associate's degree. |
| **2.2** Students are successful as they transfer to bachelor degree granting colleges and universities. | **2.2.1** Percentage of students who apply to transfer are accepted. <br> **2.2.2** The students who transfer are on par academically (GPA and graduation rates) with those who started as traditional freshman at those institutions, according to Washington State Higher Education Coordinating Board data. |
| **2.3** Students who transfer to a bachelor degree granting institution with less than an Associate's degree find that their SCC coursework furthers their educational goals. | **2.3.1** Washington State Higher Education Coordinating Board data show that SCC students who transfer with less than an Associate's degree maintain GPAs and graduation rates equivalent to native students. |
| **2.4** Students who take liberal arts transfer courses as pre-requisites to Spokane Community College AAS degree programs are well prepared and successful in their AAS programs. | **2.4.1** Survey/focus group data collected from SCC faculty who teach in and students who enroll in SCC CTE pre- and co-requisite courses in liberal arts show that the classes prepare students well for their programs. <br> **2.4.2** Percentage of students who take pre-requisites at SCC who complete their AAS degrees. |
| **2.5** Students report that they have increased their knowledge and skills in SCC Student Abilities (Problem Solving, Global Awareness, Communication, and Responsibility.) | **2.5.1** Community College Survey of Student Engagement data show constant or improved engagement percentages on items related to SCC student abilities. <br> **2.5.2** Academic transfer students will continue to report statistically significant gains in pre- and post-college degree abilities via the Online Graduation Petition  survey. |

**Rationale – Why the Indicators are Assessable and Meaningful Measures**

**2.1.1     Degree Completion.**  Students who apply and register with a transfer intent code are easily tracked to determine whether they complete their degrees.  While not the only objective of an institution of higher learning, degree completion is a measure of mission fulfillment of both the Associate and Bachelor degree granting institutions, the students and the public.  For many students, completion of an Associate's degree will result in an efficient transfer of credits towards their bachelor's degree as articulation agreements are already in place.  If, for some reason, students do not complete

their bachelor's degree, they have a recognized credential in attaining their Associate's degree, which may prove beneficial both professionally and personally, as in sense of accomplishment.

**2.2.1    Transfer Acceptance Rate.**  Data on transfer rates are available through our State Board for Community and Technical Colleges.  While current economic realities may negatively impact in-state acceptance rates to public four-year colleges and universities as they move to off-set their budget shortfalls with international and out-of-state students, SCC transfer students will be accepted on par with students at other Washington community and technical colleges.

**2.2.2    Transfer Success.**  Of SCC students who transfer to in-state public colleges and universities, just under three-fourths attend Eastern Washington University (EWU) and another 20 percent attend Washington State University (WSU).  Both EWU and WSU have student GPAs of approximately 3.0; SCC transfer students will be expected to meet a 3.0 GPA.  Native student graduate rates are approximately 54 percent at EWU and 63 percent at WSU all campuses combined.  Our goal will be to exceed these graduation rates among our transfer students.  Transfer data are available through the Washington State Higher Education Coordinating Board.

**2.3.1    Transfer Without Degree.**  Some students are better served if they transfer earlier in their academic career rather than after they earn an Associate's degree.  This may be the case where the bachelor's degree institution is reluctant to accept certain courses contained within the student's Associate degree.  Our philosophy is to encourage transfer when in the best interests of students.  GPA and completion data will be tracked for SCC transfer students via the Washington State Higher Education Coordinating Board.

**2.4.1    Pre- and Co-Requisites.**  A primary function of our liberal arts transfer classes is to support students who take pre- and co-requisite classes prior to enrolling in an SCC Career and Technical Education (CTE) program, such as those in the health and environmental sciences.  Successful completion of the CTE program is partially a function of how well students are prepared in such disciplines as mathematics, communication, and science.  Data will be collected directly from faculty and students in the CTE programs to assess program preparedness and areas for improvement.

**2.4.2    AAS Degree Completion.**  While there are multiple factors which influence AAS degree completion, one is the degree of student preparedness based on pre- and co-requisite liberal arts classes.  Degree completion in these programs is tracked.  Further study and faculty-to-faculty dialog will be completed when non-completion is based on academic shortcomings.

**2.5.1    CCSSE Results.**  SCC has four student abilities (Problem Solving, Global Awareness, Communication, and Responsibility) which we foster within our degree and certificate programs.  SCC periodically administers the Community College Survey of Student Engagement (CCSSE).  Many of the CCSSE measures of engagement correlate to our student abilities.  Though they thread through multiple CCSSE sections, Problem Solving most closely corresponds to CCSSE #4 and #12; Global Awareness

relates to #4 items s. and t. and #12 items k. and m.  Communication relates to CCSSE sections #4 and #12 and Responsibility is incorporated into #12.  Our goal is that student engagement remains constant or improves as CCSSE is administered over the years, especially in the items related to our student abilities.

**2.5.2    Graduation Petition.**  A second measure of student abilities achievement is our Online Graduation Petition survey through which students assess gains in their abilities to set and recognize priorities, to make and follow through on commitments; to work independently as well as cooperatively to develop awareness and sense of personal responsibility; to read and to critically evaluate written material; to write clearly; to speak clearly; to actively listen; to formulate questions and reasoned solutions and to interpret them to others; to recognize that accurate and complete information is the basis for effective decision making; to analyze, interpret and synthesize information critically recognizing viable solutions; to demonstrate understanding and openness toward another point of view; to recognize bias, stereotyping and manipulation; and to evaluate information on the basis of its origin, viewpoint, relevance and completeness.  Our goal is that students report statistically significant gains on each of these abilities.

| Core Theme 3: Student Success | |
|---|---|
| **Description:** Students are provided with the opportunity to succeed in a supported environment that enhances individual and professional growth through academic, personal and professional development. | |
| **Objectives** | **Indicators of Achievement** |
| **3.1** Consistent with their academic skills and abilities, students are effectively placed in courses/programs which meet their educational intent. | **3.1.1** Students in developmental education courses complete their courses and advance to college-level classes.<br>**3.1.2** Student Achievement Momentum Points (SAMP) data show that student cohorts in academic transfer and workforce development disciplines increase momentum points year-to- year.<br>**3.1.3** SAMP data show that female, economically disadvantaged, and first generation college students and students of color cohorts increase momentum points year to year. |
| **3.2** Students are provided orientation services to assist their success in college level courses. | **3.2.1** Students who attend the New Student Orientation (NSO) will have a higher retention rate from the first quarter to the second quarter than the previous year control group when NSO was not available.<br>**3.2.2** Students who attend the voluntary First Year Introduction (FYI) program will earn statistically significantly more SAMP than will non-participating students.<br>**3.2.3** Female, economically disadvantaged, and first generation college students and students of color who attend the voluntary FYI will earn statistically significantly more SAMP than will non-participating students.<br>**3.2.4** eLearning students will receive sufficient orientation and assistance to facilitate class success rates equal to the equivalent on-ground class. |
| **3.3** SCC supports student learning and engagement and provides assistance to facilitate retention and completion. | **3.3.1** Students are highly engaged in their learning environment compared to those at other medium-sized, two-year schools.<br>**3.3.2** Students report a high rate of satisfaction with their instruction and student services.<br>**3.3.3** Student retention rates quarter-to-quarter and year-to-year are equivalent to other Washington community and technical colleges.<br>**3.3.4** SCC's completion/graduation rate is equivalent to or exceeds that of other Washington community and technical colleges. |

**Rationale – Why the Indicators are Assessable and Meaningful Measures**

**3.1.1    Developmental Education.**  College readiness, or lack thereof, is a critical factor in student success.  Developmental education courses are designed to assist students with mathematics, reading, or writing proficiency at less than college level.  Appropriate placement in developmental classes results in a higher likelihood of success – that is, completing classes with a passing grade and advancing to college-level classes if applicable to the student's educational plan.  Our goal is to have 55 percent of developmental math students and 66 percent of developmental English students successfully complete their coursework.

**3.1.2    SAMP.**  The Washington State Board for Community and Technical Colleges has designed a Student Achievement Initiative (SAI) based on the concept of success generating success towards certificate or degree completion.  As students achieve several key benchmarks, they reach a "tipping point" which advances them along to completion.  These benchmarks include:  Basic Skills, College Readiness, First 15 Credits, First 30 Credits, College Math, and Completion.  Each of Washington's 34 community and technical colleges is awarded Student Achievement Momentum Points (SAMP) for each student as they achieve these benchmarks.  Student placement in programs and classes appropriate for their skill level and educational interests increases the likelihood of certificate or degree completion and increases their number of momentum points achieved.

**3.1.3    SAMP High Risk.**  To better serve our diverse population and our students with significant challenges, we will evaluate our placement success based on SAMP for female, economically disadvantaged, and first generation college students and students of color.  With our enhanced emphasis on accurate program and course placement, we expect that momentum points and completion will increase for these students.

**3.2.1    NSO Retention.**  The purpose of the New Student Orientation is to provide a three-hour program for students to focus on College Knowledge, Academic Advising, Financial Aid, Student Life and Technology.  Students complete the session registered for their first quarter of classes.  Students who have no college experience are encouraged to register for the First Year Introduction class which provides additional orientation services.  Student retention will be tracked from the first quarter to the second quarter comparing students who have received the New Student Orientation and those in a previous class who have not.  Our goal is to attain increased student retention with students who have participated in the New Student Orientation.

**3.2.2    FYI.**  SCC's First Year Introduction (FYI) one-credit course is designed to assist incoming students transition to college life.  It provides tools necessary to succeed – college vocabulary and terminology, student responsibility, resources including library and online access (Angel), processes and procedures, diversity, relationships with peers, faculty and staff – as well as the development of an educational plan.

We expect that students who take this voluntary class will earn statistically significantly more momentum points than will non-participating students.

**3.2.3   FYI Special Populations.** The FYI class is especially important to female, economically disadvantaged, and first generation college students and students of color as they typically face additional challenges in certificate and degree completion.  We expect data will show that the students in these populations who have taken FYI will earn statistically significantly more momentum points than will similarly situated students who have not.

**3.2.4   eLearning.**  Significant web-based, help-desk, and face-to-face orientation and assistance are provided to students before and while they are enrolled in hybrid, online or videoconferencing courses. While these types of instructional delivery provide access to today's educational environment, there are challenges associated with successful completion.  Our target is that our eLearning students are as successful as our on-ground students concerning class completion and grades.

**3.3.1   CCSSE.**  SCC periodically administers the Community College Survey of Student Engagement (CCSSE).  Many of the CCSSE measures of engagement correlate to our instructional and student services learning environment.  Our goal is that future student engagement scores remain constant or improve upon our 2011 scores regarding Active and Collaborative Learning, Student Effort and Academic Challenge and improve concerning Student-Faculty Interaction and Support for Learners.

**3.3.2   ACT.**  SCC has administered the ACT student Opinion Survey at five-year intervals with the most recent in 2007; the next would be scheduled for 2012.  Although students reported a higher level of satisfaction between 2002 and 2007 with such services as financial aid, day care, counseling and college-sponsored social and cultural activities, our target is to earn a statistically significant increase in mean satisfaction rates for additional services when the survey is next administered.

**3.3.3   Retention.**  SCC's fall quarter 2009 to fall quarter 2010 retention rate for full and part-time students was low due to several identified factors, some of which we were able to rectify.  Our target for the upcoming year is to increase the retention rate for full-time students from 49 percent to 55 percent and from 35 percent to 38 percent for part-time students.  We will target additional, but more modest gains thereafter.  Data are available through the Department of Education and our Institutional Effectiveness Office.  Quarter-to-quarter retention will also be monitored via student registration records.

**3.3.4   Completion.**  According to the Department of Education, completion is defined as the percentage of full-time, first-time students who graduate within 150 percent of the "normal time" required to complete their program. Our completion rate is 24 percent, somewhat lower than the mean for Washington community and technical colleges.  Our target is to increase our completion rate to 26 percent within the 150% of normal time.  In addition to DOE data, our Institutional Effectiveness Office will also track these data.

| Core Theme 4: Community Responsiveness | |
|---|---|
| **Description:** Spokane Community College is responsive to the educational needs of our diverse community, contributing to its economic success. | |
| **Objectives** | **Indicators of Achievement** |
| **4.1** Students, staff and the community attend and value SCC sponsored cultural and enrichment offerings. | **4.1.1** The number of cultural and enrichment events and classes remains constant or increases year to year. **4.1.2** The number of attendees at cultural and enrichment events and classes increases by 10 percent year-to-year. **4.1.3** Eighty percent of attendees who evaluate cultural and enrichment classes rate them as satisfactory or better. |
| **4.2** Our continuing education programming provides offerings that contribute to attendees' professional development and the community's economic success. | **4.2.1** Professional development offerings relate to industries considered "in demand," "balanced," or are within industry clusters prioritized by regional economic development organizations. **4.2.2** The number of individuals who enroll in professional development classes increases annually. **4.2.3** Eighty percent of attendees who evaluate their continuing education professional development classes rate them as satisfactory or better. |
| **4.3** SCC is actively involved in our community. | **4.3.1** Faculty, staff and students engage in community partnerships with mutual benefits to our partners and our college. |
| **4.4** SCC employs sound management practices as responsible stewards of public resources. | **4.4.1** Student enrollment targets are met. **4.4.2** Cash reserve targets, as established by the Community Colleges of Spokane Board of Trustees, are met. **4.4.3** Maintenance costs, carbon footprints and environmental impacts are reduced. |

**Rationale – Why the Indicators are Assessable and Meaningful Measures**

**4.1.1    Cultural and Enrichment Programming.**  It is to our students' benefit to graduate from an institution that is recognized in the community as one that offers high quality programming to all of its citizens.  SCC has several ongoing cultural and enrichment series including year-long theme explorations at the Hagan Foundation Center for the Humanities, the President's Speakers Series, and the Geology Lecture Series.  We offer continuing education classes considered cultural and enrichment in addition to professional development offerings.  We have added online, web-delivered courses on topics such as the humanities and self-improvement.  These endeavors create learning opportunities for our students but also offer opportunities for the community to participate.  Our goal will be to continue and perhaps

increase the number of events we are able to sponsor even in our current difficult financial environment.

**4.1.2    Attendance.**   A measure of community responsiveness is our ability to offer cultural and enrichment events and classes that citizens choose to attend.  Our goal is to increase the number of attendees at these offerings.  As students register for classes, we are able to measure attendance year to year.

**4.1.3    Evaluation.**  We request written evaluations of cultural and enrichment classes.  Eighty percent of participants who provide an evaluation rate these offerings as satisfactory or better.

**4.2.1    Professional Development Programming.**  As with our credit-bearing programs, our continuing education professional development offerings should correspond to our business community's needs.  Employment Security or Spokane Area Workforce Development Council designations of "in demand" or "balanced" industries will indicate we are enhancing the skills of individuals in industries that contribute to the economic success of our community and to these individuals.  SCC works closely with our workforce development and economic development organizations regarding priority industry clusters.  Ninety percent of our professional development continuing education programming will relate to in-demand or balanced industries.

**4.2.2    Attendance.**  A measure of our community responsiveness is to offer professional development classes that individuals choose to attend.  A specific targeted increase will be established.

**4.2.3    Evaluation.**  Asking for attendee evaluation of the value of professional development offerings is a valid measure of our success in responding to community need.  Eighty percent of attendees who evaluate professional development offerings will rate them as satisfactory or better.

**4.3.1    Community Engagement.**  SCC students engage with the community through Service Learning, through experiential learning opportunities such as internships and clinical rotations, and through self-selected volunteerism.  Faculty and staff serve on boards and committees, accept officer positions in their professional organizations and communicate continuously with business and economic development organizations, community service agencies, and those associated with other educational institutions.  We will measure and attempt to increase the number of faculty, staff and students actively engaged in community activities.  These data are available through various sources but to date have not been aggregated to allow an overall evaluation of community engagement.

**4.4.1    Enrollment.** Student enrollment is a fundamental measure of our college's sustainability and provides the basic funding level for our state funding allocation.  Decreases are likely to lessen our ability to achieve our mission.  Similarly, substantial over-enrollment without an adequate state allocation may decrease quality in instruction and student services.  Our objective is to reach between 100 percent and 105 percent of our state/district enrollment target.

**4.4.2     Financial.**  Cash reserves allow the college to address emergencies or unanticipated funding shortfalls, thus increasing stability and reducing vulnerability.  SCC was commended in its 2008 Five-year Interim Evaluation as having met our Board of Trustees mandate to maintain cash reserves of 5 percent of our annual state allocation.  With recent and projected state funding reductions, the Board has given authorization to reduce cash reserves to 4 percent.  Our goal, however, will be to retain reserves at 5 percent while meeting our enrollment target.

**4.4.3     Stewardship.**  Responsible stewardship of resources requires efforts to ensure our physical plant, equipment and grounds are maintained efficiently and in an environmentally appropriate manner.  Our newly established Campus Sustainability Committee will evaluate our efforts which are currently described as fragmented and develop a systematic plan with measurable goals.

## Conclusion

Spokane Community College has a detailed mission statement that clearly addresses the essential responsibilities we have to our students and to our community.  This level of detail allowed us to map the various components of our mission and, with the assistance of various constituent groups, we developed core themes and indicators of achievement.  We relied upon such experts as the College Alliance (shared governance council including staff, faculty and administrators), the Department Chairs Council, Deans Council, and College Cabinet, among others.

Consensus on our core themes came about quite easily because of the strong identity we have with the first two key components of our mission statement:  workforce development and academic transfer.  These are essential to the mission of a comprehensive community college in Washington State, as defined by legislation and by practice.

We also recognized that community college students, and our student population in particular, need support in key areas to be successful.  They must be admitted and enrolled in classes and programs in which they have a high likelihood of success; they must be supported throughout their academic career as they move toward accomplishing their educational goals. Thus, our third core theme, student success, is an essential component of our work.

And finally, we have always prided ourselves on our community responsiveness and involvement.  We will continue to test our notion that this impression is reciprocated by our community. We recognize that mission fulfillment is meaningful only when it occurs to the benefit of a vibrant society.

The Community Colleges of Spokane district mission and strategic priorities, SCC's focuses, and our core themes complement and demonstrate a united effort to support academic excellence and student success.

Always mindful that we must have data to substantiate or challenge our perceptions, we conclude that we have accurate, historical data on some indicators to guide us on our way and that we must identify and develop additional sources to provide further insight. We look forward to the challenge of meaningful, assessable measurements providing a structure upon which to evaluate our service to our students and our community.

# Appendices:

## Appendix A:  Mission Fulfillment Matrix

**MISSION FULFILLMENT MATRIX**

| MISSION FULFILLMENT | % | OBJECTIVE | % | CORE THEME | % | MISSION FULFILLMENT |
|---|---|---|---|---|---|---|
| Employer Satisfaction | | Students Well-Prepared | | Workforce Development | | |
| Job Preparedness | | | | | | |
| CCSSE Results | | | | | | |
| Student Abilities | | | | | | |
| Passage Rates | | | | | | |
| | | | | | | |
| Employment | | Gainful Employment | | | | |
| Salary Levels | | | | | | |
| | | | | | | |
| Program Capacity | | Student/Industry Need Met | | | | |
| Retention | | | | | | |
| Industry Demand | | | | | | |
| | | | | | | |
| Percent Completion | | AA Degree Completion | | Academic Transfer | | |
| | | | | | | |
| Acceptance Rate | | Successful Transfer | | | | |
| Academic Success | | | | | | |
| | | | | | | |
| GPA/Completion | | Success Sans Degree | | | | |
| | | | | | | |
| AAS Preparedness | | Liberal Arts Pre/Co-Reqs | | | | |
| AAS Completion | | | | | | |
| | | | | | | |
| CCSSE | | Student Abilities | | | | |
| Graduation Petition | | | | | | |
| | | | | | | |
| Dev. Ed. Courses | | Effective Placement | | Student Success | | |
| SAMP | | | | | | |
| Special Populations | | | | | | |
| | | | | | | |
| NSO | | Assistance for Success | | | | |
| FYI | | | | | | |
| Special Populations | | | | | | |
| eLearning | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Student Engagement | | Retention/Completion | | | |
| Student Satisfaction | | | | | |
| Retention Rates | | | | | |
| Completion Rates | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Events Offered | | Cultural/Enrichment Offerings | | Community Responsiveness | |
| Attendance | | | | | |
| Evaluation | | | | | |
| | | | | | |
| Industry Related | | Professional Development | | | |
| Enrollment | | | | | |
| Evaluation | | | | | |
| | | | | | |
| Partnerships | | Community Involvement | | | |
| | | | | | |
| Enrollment Targets | | Management Practices | | | |
| Cash Reserve | | | | | |
| Facilities | | | | | |

## Appendix B:  Program Review Report Card

**ANNUAL REPORT CARD**

**SCC PROGRAM REVIEW:  Annual  Report Card**  **2009-10 Program Statistics**

**Nursing \***  **Health & Environmental Sciences**

### PROGRAM ENROLLMENT, COMPLETION, AND FACULTY

**Annual Headcount**
| | |
|---|---|
| Enrolled: | 378 |
| Percent Full-Time: | 75.1% |

**Annual FTE**
| | |
|---|---|
| Program-Specific FTES: | 240.36 |
| Program-Specific FTEF: | 22.36 |

**Awards Conferred**
| | | |
|---|---|---|
| Certificates: | 83 | 22.0% |
| Degrees: | 128 | 33.9% |
| Total Awards: | 211 | 55.8% |
| Female Awards: | 187 | 49.5% |
| Minority Awards: | 21 | 5.6% |

**Completion Status**
| | | |
|---|---|---|
| Completed Program: | 177 | 46.8% |
| Still Enrolled in Program: | 168 | 44.4% |
| Transferred to Another Program: | 2 | 0.5% |
| No Longer Enrolled: | 31 | 8.2% |

**Student / Faculty Ratios**
| | |
|---|---|
| Program-Specific Ratio: | 10.75 |
| State-wide Subject Ratio: | 14.04 |
| SCC All-College Ratio: | 21.2 |
| WA State Overall Ratio: | 23.4 |

### DEMOGRAPHICS of Enrolled Students

**Family Status**
| | | |
|---|---|---|
| Single with Dependents: | 56 | 14.8% |
| Couple with Dependents: | 108 | 28.6% |
| No Dependents: | 174 | 46.0% |
| Other: | 36 | 9.5% |
| Not Reported: | 4 | 9.5% |

**Age**
| | | |
|---|---|---|
| Average: | 33.2 | |
| Range: | 20 | 65 |

**Gender**
| | | |
|---|---|---|
| Female: | 320 | 84.7% |
| Male: | 58 | 15.3% |
| Not Reported: | 0 | 0.0% |

**Race/Ethnicity**
| | | |
|---|---|---|
| White: | 311 | 82.3% |
| Asian: | 13 | 3.4% |
| Black: | 6 | 1.6% |
| American Indian: | 3 | 0.8% |
| Native Alaskan: | 0 | 0.0% |
| Hispanic: | 2 | 0.5% |
| Pacific Islander: | 0 | 0.0% |
| Hawaiin: | 0 | 0.0% |
| Multi-Racial: | 11 | 2.9% |
| Other: | 11 | 2.9% |

**Other Indicators**
| | | |
|---|---|---|
| Academically Disadvantaged: | 20 | 5.3% |
| Physically Disadvantaged: | 20 | 5.3% |
| Economically Disadvantaged: | 189 | 50.0% |

**Special Populations**
| | | |
|---|---|---|
| Limited English: | 0 | 0.0% |
| International: | 1 | 0.3% |
| Worker Retraining: | 20 | 5.3% |

### ACADEMIC PREPAREDNESS AND GOALS of Enrolled Students

**Prior Education**
| | | |
|---|---|---|
| Less Than High School: | 14 | 3.7% |
| High School: | 91 | 24.1% |
| Post-HS, Certificates, AAs: | 201 | 53.2% |
| BA/BS or Greater: | 48 | 12.7% |
| Not Reported: | 24 | 6.3% |

**Average Placement Test Scores**
| | Asset | Compass |
|---|---|---|
| Reading: | 44.2 | 83.4 |
| Writing: | 44.2 | 78.1 |
| Math Level 1: | 28.9 | 45.0 |
| Math Level 2: | 27.1 | 44.0 |
| Math Level 3: | 16.4 | 35.5 |
| Math Level 4: | 2.9 | 7.6 |

**Main Long-Term Goal for Attending**
| | | |
|---|---|---|
| Current/Future Work: | 95 | 25.1% |
| Transfer to 4-Year: | 45 | 11.9% |
| GED Certificate: | 1 | 0.3% |
| For Personal Goals: | 20 | 5.3% |
| Not Reported: | 217 | 57.4% |

### OUTCOMES  (cohort from 2008-09)

| | Total | Continuers | Leavers | Completers |
|---|---|---|---|---|
| Cohort Size: | 383 | 168 | 20 | 195 |

| | Leavers | Completers |
|---|---|---|
| Transferred Only: | 2 | 5 |
| Transferred and Employed: | 2 | 28 |
| Employed Only: | 8 | 117 |
| Unknown: | 8 | 45 |

**Transfer Summary**
| | Leavers | Completers | Total |
|---|---|---|---|
| Total Transfers: | 4 | 33 | 37 |
| To other apprenticeship/private schools: | 0 | 0 | |
| To 2-year institution: | 3 | 15 | |
| To 4-year institution: | 1 | 18 | |

**Employment Summary**
| | Leavers | Completers | Total |
|---|---|---|---|
| Total Employed: | 10 | 145 | 155 |
| Employment Rate: | 50.0% | 74.4% | 72.1% |
| DLOA Average Hourly Wage / N found: | $23.28 / 7 | $29.53 / 128 | |

Notes:
– Enrollments include state-funded and contract students (Running Start, International, and Native American pay-status) enrolled in state-supported classes, Intent=F.
– All percentage values in this report are relative to the Enrolled Annual Headcount.
\* Includes:  Practical Nursing and Associate Degree Nursing

Data Sources:
SMS, SBCTC Data Warehouse, SBCTC DLOA, and the NSC Student Tracker Service.
SCC Program Review System (version 2.7  Rev Date 8/19/2009)

SCC Institutional Research
Report Generation: 6/3/2011 1:28:08 PM