

2014 Ad-Hoc Report

**Prepared for the Northwest Commission
on Colleges and Universities**

September 2, 2014



Community Colleges of Spokane
Spokane Community College

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Introduction

Spokane Community College (SCC) is one of two comprehensive, public, independently-accredited colleges that comprise the Community Colleges of Spokane, District 17. The district, the largest community college district geographically located in Washington State, serves approximately 32,600 students annually in a six county service area in eastern Washington that includes Spokane, Ferry, Stevens, Pend Oreille, Lincoln, and Whitman Counties. SCC awards certificates, associate of arts, associate of science and associate of applied science degrees.

In September 2013, SCC submitted its *Year Seven Mission Fulfillment and Sustainability Evaluation* and hosted a visit for reaffirmation of accreditation by the Northwest Commission on Colleges and Universities (NWCCU). The evaluation committee made three commendations and five recommendations. The five recommendations were as follows:

Recommendations

1. *Evaluators recommend that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (ER 19, 2.A.30, 2.F.7).*
2. *Evaluators recommend the institution develop systematic and college-wide means to assess the student learning outcomes associated with general education and demonstrate that this data is used to inform decision-making. It is further recommended that the institution develop systematic and college-wide means to assess the student learning outcomes of programs in relation to the institution's mission and demonstrate that this data is used to inform decision making at that level (2.C.2, 2.C.9, 2.C.10, Core Themes: 4.A.1, 4.A.2).*
3. *Evaluators recommend the Board of Trustees develop and implement a self-evaluation instrument to regularly evaluate its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner (2.A.8).*
4. *Evaluators recommend the College appropriately revise the Community Responsiveness Core Theme Indicators to be meaningful, assessable, or verifiable (1.B.2).*
5. *Evaluators recommend that planning for library and information resources be guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. It is further recommended the institution regularly and systematically evaluates the quality, adequacy, utilization, and security of all library and information resources and services (2.E.2, 2.E.4).*

In correspondence dated January 31, 2014, the Commission reaffirmed SCC's regional accreditation and concluded Recommendations 4 and 5 to be "*substantially in compliance with Commission's criteria for accreditation, but in need of improvement.*" The Commission also concluded that Recommendations 1

and 2, on the other hand, did not meet the Commission's criteria for accreditation and requested SCC to *"take appropriate actions to address and resolve Recommendations 1 and 2 within the prescribed two-year period,"* as outlined in *"U.S. Department of Education Regulation 34 CFR 602.20 and NWCCU Policy, Commission Action Regarding Institutional Compliance within Specific Period."* With regard to Recommendation 3, the Commission requested the College provide a letter and relevant documentation by March 3, 2014, to verify compliance with Standard 2.A.8.

In reaffirming the College's accreditation on the basis of the *Year Seven Mission Fulfillment and Sustainability Evaluation*, the Commission requested that SCC submit an Ad Hoc Report in Fall 2014 to address Recommendations 1, 2, 4, and 5. This Ad-Hoc Report is in response to that request and outlines the Colleges' progress in addressing Recommendations 1, 2, 4, and 5.

Recommendation 1

Evaluators recommend that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility Requirement 19; Standard 2.F.7).

As part of CCS district, which also includes Spokane Falls Community College, the College's business functions are centralized and carried out by the district's business office. This includes accounting and financial reporting, budgeting and financial planning, travel, payroll and benefits, cashiering, bookstores, internal control, and management of college banking services and investments. The chief financial officer also serves as the risk management and records officer for the district and its two colleges.

The College has responsibility for planning and budgeting its allocated funds in order to manage operations and program offerings to meet its mission, core themes, and goals. Budget reports are prepared monthly for the CCS Board of Trustees, and comprehensive financial statements and annual operating budget reports are presented to the Board on an annual basis.

Spokane is also part of a statewide system of 34 individual community and technical colleges (CTC) governed by the Washington State Board for Community and Technical Colleges (SBCTC). All colleges within the system use a common financial reporting system that is Generally Accepted Accounting Principles (GAAP) compliant. The Washington CTCs historically have been included in the State of Washington's financial statements. The state follows the Governmental Accounting Standards Board's (GASB) pronouncement number 34 (GASB 34) Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments.

General purpose governments, such as the State of Washington, engage in both governmental and business-type activities and must prepare statements that reflect both. As a result of reporting to the State, the College's financial information and financial systems are configured to meet the reporting standards applicable to the State; some activity is reported as governmental while other activity is reported as business-type. Roughly ninety-two percent of Washington CTCs' spending in FY13 was reported using the accounting standards applicable to governmental type activities with only eight percent reported as business-type activities. In contrast, GASB requires that special purpose governments, such as public colleges, that are engaged in only business-type activities should present the financial statements required for enterprise funds.

Since receiving Recommendation 1, the College has been working closely with the CCS budget office and SBCTC to accomplish the following:

1. Restate financial statements in accordance with generally accepted accounting principles.

2. Contract with professionally qualified personnel to audit the financial statements.
3. Prepare College's administration and CCS Board to review and consider the results of the financial statement audit in a timely, appropriate and comprehensive manner.

Restate financial statements in accordance with generally accepted accounting principles

The CCS business office has worked with SBCTC to prepare financial statements for SCC in accordance with generally accepted accounting principles. The SBCTC convened a pilot group of nine colleges to develop tools that would assist the process of restating colleges' financial information to business-type activity reporting. The pilot colleges began preparing an inaugural set of financial statements for FY2012-13. Throughout the process, as additional challenges were identified, additional tools were developed and shared with the non-pilot colleges.

As a non-pilot college, Spokane has begun the process of preparing its inaugural set of financial statements for FY 2013-14 and estimates completion sometime around December 2014 - January 2015. In preparation for the restating processes, the CCS business office financial staff attended a financial statement preparation workshop with the Governmental Accounting Standards Board hosted by the SBCTC in August 2014.

Contracting with professionally qualified personnel to audit the financial statements

In an email to all CTC presidents dated March 26, 2014, SBCTC Interim Accounting Service Director Wiszmann reported that the Washington CTC system is moving to annual audits (see Appendix 1-1). The email also stated that NWCCU President Elman had affirmed that the use of the State Auditor's Office (SAO) met the "by professionally qualified personnel" requirement as the State Auditor is a state-wide elected position and meets the independence requirements of Generally Accepted Government Auditing Standards as published by the U.S. Government Accountability Office (see Appendix 1-2).

SAO conducts financial statement audits using generally accepted governmental auditing standards as promulgated in the U.S. Government Accountability Office's *Government Auditing Standards* (the "Yellow Book"). SAO employees are experienced in auditing public universities' business-type activity financial statements, having audited five of Washington's six public four-year colleges since GASB 34 became effective in 2002.

Consequently, Spokane will contract with SAO to conduct financial audits for each year of its operation in addition to the compliance audits they have historically performed. The College estimates its restated financial statements to be completed sometime around December 2014 - January 2015. This will allow audits to begin sometime between January and April 2015, depending on SAO availability. The auditors' field work is expected to be completed within approximately one month. SCC anticipates receiving the auditor's report, including an opinion and any management letter or findings, approximately one month after the field work has ended.

In planning for that audit, the auditors will perform an entity overview and internal control evaluation. They will review CCS Board minutes, perform analytical procedures, and complete a risk assessment. Qualitative and quantitative indicators will be used to identify material account balances and to determine materiality. The auditors will test material balances and transactions to obtain reasonable assurance that the financial statements are free from material misstatement. The objective of the audit is to gain sufficient and appropriate audit evidence to support the audit report. The auditors will provide CCS with an Independent Auditor's Report on Compliance and Internal Control over Financial Reporting in accordance with Government Auditing Standards and an Independent Auditor's Report on Financial Statements. The State Auditor's Report will be shared and discussed with the CCS Board and SCC administration.

In addition to the new policy on annual external audit, SBCTC will continue to perform annual fiscal reviews of specific programs through its internal audit department. In June 2014, the SBCTC sent its internal auditor, David Bishop, to the Community Colleges of Spokane for an on-site visit to perform traditional fiscal reviews of the federal programs in which the SBCTC allocates funding to the colleges. These on-site reviews assessed the consistency in record keeping and reporting, adherence to State Board policies and guidelines, and compliance with federal laws, regulations and grant provisions. The following grant programs were reviewed in the June audit:

- WorkFirst
- Perkins
- BFET (Basic Food Employment and Training)

The review tested student eligibility and participation as it is tied to billings; travel; time and effort across all three programs, and BFET 50/50 funds for administrative and participant reimbursements. In addition, sub-recipient monitoring for BFET was also conducted. At the conclusion of the review, an exit document was presented in which it stated, "Generally, no areas of non-compliance were detected which would necessitate any type of Corrective Action Plan. The colleges, SCC and SFCC, are doing an excellent job, from a fiscal standpoint, and are to be commended...This review has resulted in no exceptions, which means no further action will be required."

Review and consideration of financial audit results by the college's administration and Board

Once the College's inaugural set of financial statements for FY 2013-14 have been completed, the CCS chief financial officer will review the statement with the College's administration and financial managers prior to the external audit.

Following the external audit, the State Auditor will hold an exit conference to present its report, including findings and any management letter recommendations, to College administration and the CCS Board during a regularly-scheduled Board meeting.

The CTC presidents (convening as the Washington Associations of Community and Technical Colleges, or WACTC) recognized that they and their board members have not previously seen financial information in business-type activity format. As a result, they asked SBCTC to present an initial overview of what they can expect the financial statements to look like – and how to read them. This overview (see Appendix 1-3) was presented to pilot college presidents in May 2014 and will be presented to non-pilot college presidents (including SCC) in September 2014. The SBCTC's presentation will also be made available for interested college trustees during their Fall 2014 Conference in November 2014.

The College, in collaboration with the CCS business office and SBCTC has made significant progress towards addressing Recommendation 1 and expects to be in full compliance with NWCCU's Eligibility Requirement 19 and Standards 2.A.30 and 2.F.7 by Fall 2015. Clear evidence has been provided to illustrate for each year of operation, the College will undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, will be considered in a timely, appropriate and comprehensive manner by the Board of Trustees.

Recommendation 2

Evaluators recommend the institution develop systematic and college-wide means to assess the student learning outcomes associated with general education and demonstrate that this data is used to inform decision-making. It is further recommended that the institution develop systematic and college-wide means to assess the student learning outcomes of programs in relation to the institution's mission and demonstrate that this data is used to inform decision making at that level (Standards 2.C.2, 2.C.9, 2.C.10, 4.A.1, and 4.A.2).

Assessment of General Education Learning Outcomes

Preceding the evaluation team's visit and subsequent recommendation, the Acting Vice President of Instruction recognized the College's need to improve its process of assessing student learning outcomes at the degree, program, and course levels in order to make it purposeful and systematic. She convened a *Student Learning Outcomes Assessment Taskforce* (see Appendix 2-1) in Winter Quarter 2013 which was comprised of faculty representatives from each instructional division and support staff representing accreditation, planning and institutional research, and the curriculum office. The taskforce was charged with the following:

- review and identify best practices in assessment at SCC and in the literature
- identify barriers to progress and resources needed to build an effective assessment system
- recommend to the President and the Acting Vice President of Instruction a comprehensive system for assessment of student learning outcomes and a structure for ongoing oversight

The taskforce noted that the College had attempted to institute a purposeful, systematic, and faculty-driven assessment process for many years with sporadic and limited success. Barriers to a successful process were also identified: administrative turnover; inadequate support and resources; the absence of a reporting structure providing a repository for assessment results and ensuring those results are used for improvements; and, negative perceptions of assessment based on past experiences. To overcome these barriers, the taskforce made several recommendations in the areas of leadership, organization, and resources (see Appendix 2-2). The final report was presented to the administration, faculty, and the SCC Curriculum Committee at the end of Spring Quarter 2013.

As a first step, the taskforce recommended the College convene a standing committee to coordinate and guide all assessment efforts. A key responsibility would be to document assessment results and to recommend improvements to student learning at the degree, program, and course levels across the college.

In Fall 2013, the President convened the *Student Learning and Assessment Committee* (SLAC) comprised of 12 faculty representing each instructional division, the library, and counseling; two instructional deans; and, four non-voting, ex-officio members representing administration, institutional research and curriculum. The committee was charged with developing, implementing and overseeing a college-wide

comprehensive process to assess student learning at the course, program, and degree- levels that is purposeful, systematic, and faculty-driven (see Appendix 2-3).

To guide its work as well as address some of the barriers brought up by the *Student Learning Outcomes Assessment Taskforce*, the committee devoted time early on to develop by-laws (see Appendix 2-4) and adopted the following set of guiding principles:

- Assessment will be a faculty-led process. Student learning outcomes, assessment tools, and use of assessment results will be determined by the faculty who are directly involved with students.
- Programs accredited by external organizations will be given the flexibility to use their current schema. Outcomes and assessment tools currently meeting external accreditation standards will be aligned with internal assessment activities to avoid duplication of effort.
- While a systematic approach to assessment will be adopted across the college and college-wide assessment activities captured in a single and easily accessed overview, allow flexibility for individual programs to develop processes and reporting formats that best meet their own needs.
- Successful assessment processes provide results viewed as valuable by the faculty in enhancing learning for their students, are systematic rather than haphazard, concrete rather than amorphous, and adequately resourced by the institution.

Since its inception in November 2013, SLAC has worked diligently to address the Commission's recommendation that the College "*develop systematic and college-wide means to assess the student learning outcomes associated with general education and demonstrate that this data is used to inform decision-making.*" The committee began by reviewing the evaluators' report and determined that the College needed to take a number of action steps to fully meet the Commission's recommendation. These action steps are outlined below:

1. define and revise terminology used to identify learning outcomes
2. identify and document expected learning outcomes at the course, program, and degree- levels
3. review and revise, if appropriate, all learning outcomes at the course, program, and degree- levels to ensure they are written as clear, measurable statements that specify what a student will know, be able to do or demonstrate when he or she has completed a course, program, or degree
4. ensure expected learning outcomes are published for all courses, programs, and degrees in a consistent manner in the iCatalog, College website, and course syllabi
5. develop and implement a comprehensive process to assess student learning outcomes at the course, program, and degree- levels that is purposeful, systematic, faculty-driven, and leads to improvements

In Spring 2014, SLAC presented its first recommendation to the Vice President of Instruction that the College adopt common terminology when referring to student learning outcomes (action step 1 mentioned above). After reviewing various College documents and webpages, the committee discovered that different terminology was used when referring to learning outcomes. For example, on the master course outline, learning outcomes were referred to as *learning or performance expectations*. In the iCatalog and on various websites, learning outcomes were referred to as *outcomes or objectives*. The vice president approved and presented the recommendation to faculty at an all-faculty meeting and via an email in June 2014 (see Appendix 2-5).

The committee also discussed with the Vice President of Instruction the idea of hiring a faculty coordinator to assist faculty as the College begins implementing the action steps identified above. The vice president agreed to hire two faculty coordinators (one to assist each instructional area) on one-third release time through the 2014-15 academic year (see Appendix 2-6).

SLAC focused most of its first year on researching statewide best practices in assessment of general education outcomes to identify an approach that would work for SCC (see Appendix 2-7). The committee recommended the College adopt a blended approach using areas from two of the five models reviewed (action step 5). The proposed assessment process was presented to and, with minor changes, approved by the Vice President of Instruction in June 2014. The proposal will be presented to and vetted by faculty at the College's 2014 fall orientation (see Appendix 2-8).

SCC has four college-wide student abilities which are intended to be addressed in a variety of classes within a student's degree or program of study, allowing the student repeated practice with each outcome as he or she moves through a degree or program of study. The College will assess each of these college-wide abilities using a four-year assessment cycle:

- **Year One:** a cross-disciplinary team of faculty who teach and assess the ability is convened to assess students' mastery of the ability across the curriculum; they report back their findings to SLAC and all faculty.
- **Year Two:** a team of faculty is convened to develop and implement strategies to improve teaching and learning.
- **Year Three:** faculty across the curriculum teach the ability utilizing improvement strategies.
- **Year Four:** a new cross-disciplinary team of faculty is convened to re-assess students' mastery of the ability to determine if improvements recommended in year two led to improved student learning; the team also determines if competencies associated with the ability need to be revised.

The College will bring its assessment process of general education outcomes with *problem solving* in 2014-15 followed by *communication*, *global awareness*, and *responsibility*. The timeline and general steps for assessing problem-solving are outlined below:

1. Pre-Fall
 - a. Faculty coordinators review and revise common rubrics that will be used to assess problem-solving across the curriculum (see Appendix 2-9).
2. Fall Quarter
 - a. President puts call out for faculty volunteers to serve on the assessment team.
 - b. Faculty coordinators meet with instructional departments to kick-off process.
 - c. Student Learning and Assessment Committee ask faculty to identify and document courses that teach and assess the problem-solving learning outcome.
3. Winter Quarter
 - a. Student Learning and Assessment Committee convenes the assessment team to introduce processes and rubric.
 - b. Assessment team develops a common assignment (with discipline specific versions) to assess problem-solving across the curriculum.
 - c. Office of planning and institutional research randomly selects courses that teach three or more competencies of the problem-solving student ability.
 - d. Faculty coordinators meet with faculty teaching randomly selected courses to talk about assessment process and purpose of common assignment.
4. Spring Quarter
 - a. Common assignment is administered in randomly selected courses and student work is collected by mid-term.
 - b. If a large number of student work is collected, then the Office of Planning and Institutional Research will randomly select a sample of student work to score using the common rubric.
 - c. Each student work will be scored by three assessment team members.
 - d. Office of planning and institutional research will summarize assessment results for assessment team.
 - e. Assessment team analyzes results and makes recommendations for improvement. The team also writes up a report to be submitted to the Student Learning and Assessment Committee.
 - f. Assessment team reports results and recommendations to all faculty.
5. Following Academic Year
 - a. Vice President of Instruction discusses results and recommendation(s) at an all-faculty meeting.
 - b. Vice President of Instruction convenes a faculty team to develop strategies for implementing recommended improvements.

In Fall 2014, SLAC will also begin an initial process to identify and document in which courses across the curriculum the college-wide student abilities are taught and assessed (action step 2). This initial process will focus on problem-solving; the College will spend considerable time transferring its course outlines into a new curriculum management software. SCC, together with Spokane Falls Community College, recently purchased CurricUNET to support the colleges' efforts in managing and documenting curriculum revisions. This system also allows for tracking of learning outcomes. Once fully implemented,

SCC will use CurricUNET to systematically track and map its learning outcomes at the course, program, and degree- levels and to support evidence-based improvement efforts.

In addition, SLAC will also work with faculty and appropriate stakeholders to ensure learning outcomes for all courses, programs, and areas of study are clearly and consistently identified and published for students in the College's iCatalog and programmatic websites (action step 1). As an example, see the [Health Information Management](#) program website.

Program Review

To address the evaluation team's second half of the recommendation that the College develop *"systematic and college-wide means to assess the student learning outcomes of programs in relation to the institution's mission and demonstrate that this data is used to inform decision making at that level,"* the Vice President of Instruction worked with the Council of Chairs (main faculty governance body) to develop a new program review process that would include assessment of program-level student learning outcomes.

In Fall 2013, the Council of Chairs convened a sub-committee consisting of eight department chairs to work with staff from the Office of the Vice President of Instruction to develop a more meaningful process focusing on programmatic improvements. The sub-committee began by researching best practices related to program review and evaluating models varying in depth and breath. During each stage of the process, the sub-committee gave an update to and requested feedback from the Council of Chairs.

The sub-committee recommended the College adopt a program review process that was faculty-driven, reflective in nature, and largely focused on continuous improvements to teaching and learning. It also recommended the new program review process apply to all instructional programs and not only professional/technical programs as in the previous process. The sub-committee presented its final proposal (see Appendix 2-10) to the Council of Chairs in June 2013.

All instructional programs will complete the program review process every five years. Professional/technical programs with external, specialized accreditation requirements are exempted from the process but may choose to complete certain aspects of the processes.

The process will be overseen and coordinated by the Office of the Vice President of Instruction (VPI). The process begins fall quarter and ends spring quarter. Instructional programs scheduled for program review in any given year begin by completing a document evaluating various aspects of the program such as enrollment and completion; curriculum; faculty and staff; support services including facilities; learning outcomes assessment; and student success and outcomes. The document is reviewed by the program's department chair, dean, and the Vice President of Instruction. The next step includes faculty meetings with the department chair, dean, and the Vice President of Instruction to discuss findings and address weaknesses, if any.

The timeline for the process is described below:

June	<ul style="list-style-type: none">– VPI notifies programs (dean, department chair, and faculty) scheduled for program review.– VPI notifies IR which programs are scheduled for program review
September	<ul style="list-style-type: none">– VPI emails <i>Program Review Document</i> including data generated by the Office of Planning and Institutional Research to program faculty, department chair, and dean.– VPI holds initial kick-off meeting with faculty, department chair, and dean to go over process and document.
October through March	<ul style="list-style-type: none">– Faculty complete program review document.
April - May	<ul style="list-style-type: none">– Faculty submit completed <i>Program Review Document</i> to department chair and dean to review.– Dean submits completed <i>Program Review Document</i> to Vice President of Instruction to review.– VPI holds summary meetings with program faculty, department chair, and dean.
June	<ul style="list-style-type: none">– VPI submits approved recommendations to the President for final approval.

The sub-committee's proposal was presented to the faculty at an all-faculty meeting in June. The proposal was vetted by the faculty and approved by the Council of Chairs with minor revisions. The proposal was submitted to and approved by the Vice President of Instruction. Six instructional programs (English as a Second Language, Applied Education, Chemistry, Heavy Equipment, Accounting and Automotive Technology) are scheduled to go through the process during 2014-15, and at the end of the academic year, the process will be revisited by the Council of Chairs to determine if any revisions to the process are needed.

The College will use the newly developed *program review* process to systematically assess program-level student learning outcomes and use results to 1) inform decisions related to instructional programs, and 2) guide continuous improvements related to teaching and learning. Specifically, the program review process will ask faculty to describe and provide evidence for the following:

- 1. The process by which the department/program identifies, measures, and evaluates student learning outcomes at the department/program level.**
- 2. The process by which department/program improvements are made as a result of student learning outcomes assessment, and provide evidence that this process is being followed.**

The results will be shared with and evaluated by the appropriate core theme team (college readiness, workforce development, and academic transfer) as part of their annual process.

During the 2013-14 academic year, the administrators in Student Services initiated a review of models of effective program review. CCS requested that the Education Advisory Board conduct a national study on Student Services program review, resulting in a research brief outlining best practices and effective models for processes, implementation, and evaluation of the impacts of student services program review at community colleges. Student Services administrators incorporated the results of their research and investigation, as well as the SCC program review process designed for instruction and learning, into a compendium of best practices.

The outcome of these activities was the development of a draft of a comprehensive program review model designed to provide opportunities for reflection and to increase staff accountability. The Student Services Leadership Team (which is comprised of all of the department managers and supervisors) will provide input on the draft model. During the Student Service Divisions' summer meeting, all staff and faculty will have an opportunity to provide input and feedback prior to finalization of the model. A schedule has been developed so that all Student Services programs will undergo a comprehensive program review every three years.

Additionally, annual program assessments intended to measure departmental productivity and effectiveness will also be conducted. Ultimately, Student Services will be able to clearly demonstrate its contribution to mission fulfillment, especially in the student success core theme.

While the College has worked hard to meet Recommendation 2, there is still much work to be done. In addition to implementing the newly developed assessment process of general education learning outcomes in 2014-15, the Student Learning and Assessment Committee will begin their work to develop and implement a systematic oversight process (see Appendix 2-11) to collect, document, and evaluate results of assessment activities that occur at all levels (course, program, and college-wide).

Recommendation 4

Evaluators recommend the College appropriately revise the Community Responsiveness Core Theme Indicators to be meaningful, assessable, or verifiable (Standard 1.B.2).

In June 2013, the CCS district's third educational unit, formerly known as the Institute of Extended Learning (IEL), merged with SCC to improve instructional opportunities for students. The IEL primarily provided adult basic education, GED preparation, and ESL instruction in addition to educational access to transfer and workforce programs in CCS' rural service district through five education centers in Colville, Newport, Republic, Inchelium, and Lone. The College submitted a *Substantive Change Prospectus* to the Commission in April 2013 outlining the merger of IEL programs and operations into the operation and administration of SCC, which was approved by NWCCU in September 2013.

Following the merger with the IEL, SCC President Morgan convened a *Mission and Core Themes Taskforce* in Fall 2013 to review the College's vision, mission, core themes, and value statements. The taskforce consisting of faculty, staff, and students began meeting in November 2013 and worked diligently to examine and discuss to what extent the College's new purpose aligned with the current mission after the reorganization. In January 2014, the taskforce sent out a survey to all faculty, staff and students to gather their input on the College's purpose. Results from the taskforce brainstorming sessions and the survey led to the taskforce drafting a new mission statement.

Once the new mission was drafted, the taskforce revisited each core theme to determine if they still individually manifested the draft mission and collectively encompassed the draft mission. Two of the core themes, *workforce development* and *academic transfer*, were continued without any revisions. The third core theme, *student success*, was also continued, but the taskforce recommended its emphasis be changed to better align with the new mission. After much discussion, the taskforce unanimously agreed that the fourth core theme, *community responsiveness*, though still an integral aspect of what the College does and values, no longer represented a separate fundamental element of the draft mission. Instead a new core theme, *college readiness*, was proposed to represent an essential elemental added to the new mission as a result of the merger with IEL.

The taskforce's draft mission and the revised core themes were presented at the all-college meeting on February 19 for college-wide input. Members of the taskforce also met with various instructional and student services departments, committees and councils, and off-campus centers to collect additional feedback. In addition, the College hosted two community forums in March 2014 to solicit feedback from the community and external stakeholders.

The draft mission and revised core themes were vetted and approved by all stakeholders, both internal and external to the College. SCC's new mission statement and revised core themes were approved by the CCS Board in June 2014.

Recommendation 5

Evaluators recommend that planning for library and information resources be guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. It is further recommended the institution regularly and systematically evaluates the quality, adequacy, utilization, and security of all library and information resources and services (Standards 2.E.2 and 2.E.4).

The SCC Library has taken steps to ensure that planning for library and information resources is guided by data that include feedback from appropriate stakeholders.

The library faculty are represented on the Council of Chairs which provides a forum for department chairs to share and address common academic, administrative, and professional issues. In 2013-14, the Council of Chairs developed a program review process which asks programs to evaluate library support and includes the question: “have the department/program faculty met with a librarian liaison to discuss your needs?” The program review will be implemented in 2014-15 with six instructional programs going through the process.

Each instructional department has a library faculty liaison who attends a department or division meeting at least once a year to collect feedback specific to departmental programs. The library faculty have developed a set of [common questions](#) (see Appendix 5-1) to ask colleagues at each department or division meeting as well as an [online survey](#) (see Appendix 5-2) which is sent to each faculty member following the meeting. The feedback from the meetings and the results from the survey are entered into a [log](#) (see Appendix 5-3) and reviewed by the library faculty at their staff meetings. Actions taken or changes made as a result are also documented. A few examples of changes that have occurred as a result of the feedback loop include: the purchase of more books on nonprofit organizations to support a business technology research assignment, using information literacy assessments as a grading component by applied education instructors, and embedding more faculty librarians in online English classes.

Library faculty regularly partner with instructional faculty to teach information literacy and ensure that library services and information resources are integrated into the learning process. To evaluate the quality and adequacy of library services and resources, library faculty developed two surveys that are administered to instructional faculty who have scheduled an information literacy session with a librarian. A [detailed survey](#) (see Appendix 5-4) is sent to faculty at the end of fall quarter (when the largest number of sessions are scheduled) and a [shorter survey](#) (see Appendix 5-5) to selected faculty for sessions scheduled Winter and Spring Quarters. Results from the surveys are used to improve information literacy instruction and resources that support the curriculum. Results from the survey administered Winter Quarter 2014 were analyzed and showed that, in most cases, the library exceeded faculty expectations. One change that library faculty will be making as a result of the survey is to ask

instructors for a more explicit statement of expected student learning outcomes prior to an information literacy session.

A [purchase request](#) (see Appendix 5-6) feature has been added to the library's website that will allow students, faculty, and staff to submit suggestions for information resources they would like to see added to the library's collection. This feature has only recently been implemented and no requests or suggestions have been received yet.

The College conducts the Community College Survey of Student Engagement (CCSSE) every three years. Most recently, the CCSSE was conducted in Spring 2014 and included two supplemental questions related to library services. The first question, "the college library has helped me be successful in my studies," was added by the faculty librarians to measure students' general engagement with the library related to their studies. The second question, "the library has the resources I need," was added to ascertain students' overall satisfaction with library resources. Library faculty and staff will review and analyze the CCSSE results during Fall Quarter 2014 when results are made available to the broader college community. The library faculty will also meet with the Student Success Core Theme Team to discuss the results and steps to take to incorporate students' feedback in library and college planning processes.

The Integrated Library System (ILS) can be used to generate reports on collection utilization, quality and subject distribution. These reports are informative in the evaluation of the collection's level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services. Two library paraprofessionals who had been responsible for generating collection reports retired in 2011 and their positions were not replaced. In the interim, the Technical Services Librarian created reports of [new acquisitions and expenditures](#) (see Appendix 5-7), as well as [titles and formats added and withdrawn by month](#) (see Appendix 5-8). One of the two paraprofessional positions lost in 2011 was re-established in 2014 and, after appropriate training, this staff member will run collection reports using the ILS on a consistent basis.

To track data sources used for planning, a document titled [Data Sources for Library Decision-Making](#) (see Appendix 5-9) has been created and incorporated into the Information Literacy Plan. The [Information Literacy Plan](#) (see Appendix 5-10) guides CCS Library Services' infusion of information literacy skills into the curriculum through faculty collaboration, instruction and collection development.

After a district-wide reorganization in July 2013, the SCC Library became part of CCS Library Services reporting to the CCS Executive Director of Library Services, who in turn reports to the CCS Provost. As such, the library is required to conduct an annual [Strategic Program Assessment](#) (SPA) (see Appendix 5-11). SPA is a peer-reviewed self-study that focuses on identifying strengths and weaknesses and developing recommendations for improvement based on data and in accordance with the district's strategic priorities and the College's mission, core themes, and goals. The results from the [external peer-review](#) (see Appendix 5-12), and an attendant plan to address the SPA results are tied to resource allocation and decision-making processes. Each year, the SPA focuses on a specific area or function of

the library. During the 2013-14 academic year, the library's SPA assessed the integration and delivery of library services to the northern counties, Fairchild Air Force Base, and eLearning. The report identified a variety of gaps in services and resources. For example, access to book materials for eLearning and rural students is not comparable to on-ground students; also rural centers are not currently being visited routinely by library faculty. In response, the library will purchase more electronic format materials, equally available to all students, and a newly hired e-Learning and Rural Outreach Services Librarian will visit the rural centers on a regular basis.

In addition, the library has followed-up on the recommendation from their peer-review on the need to partner with other departments and divisions to address areas with joint responsibility. Of specific note, partnership with the Student Services Division has resulted in:

- a library staff position in Colville
- online student success workshops for rural and distance education students
- a counselor position dedicated to working with distance education students

Furthermore, as a CCS unit, the library is required to submit an [annual plan](#) (see Appendix 5-13) that supports the district's strategic priorities and the College's core themes. To ensure plans stay aligned and are on target, all CCS units use Strategic Planning Online (SPOL) software as a platform to document and track progress.

The library has made significant progress towards addressing recommendation five. Clear evidence has been provided to illustrate the data-informed decisions that impact end users, and guide the acquisition of appropriate resources.

Conclusion

This Ad-Hoc Report has provided an update on the progress Spokane Community College has made in the past year to address Recommendations 1, 2, 4, and 5 from the *Year Seven Mission Fulfillment and Sustainability Evaluation*.

Recommendations 4 and 5 (regarding the Community Responsiveness Core Theme and the library) were “substantially in compliance with Commission’s criteria for accreditation, but in need of improvement.” As detailed in this report, SCC actively revised both its mission and core themes following the merger with the IEL. Through this work, the concerns about the community responsiveness core theme have been addressed. In addition, the library has made vast improvements in the use of data (including feedback from users). A systematic evaluation plan has been put into place.

Recommendations 1 and 2 (regarding external financial audits and student learning outcomes assessment), NWCCU requested the College “take appropriate actions to address and resolve” the recommendations within the prescribed two-year period.

Since receiving Recommendation 1, the College has worked closely with the CCS business office and SBCTC to accomplish the following:

1. Restate financial statements in accordance with generally accepted accounting principles.
2. Contract with professionally qualified personnel to audit the financial statements.
3. Prepare College’s administration and CCS Board to review and consider the results of the financial statement audit in a timely, appropriate and comprehensive manner.

The College expects to be in full compliance with NWCCU’s Eligibility Requirement 19 and Standards 2.A.30 and 2.F.7 by Fall 2015.

With regards to student learning outcomes assessment, the College has made tremendous strides in developing college-wide means to assess the student learning outcomes associated with general education and establishing a process where this data will be used to inform decision-making. Furthermore, the college has established a new program review processes for instruction and student services that will assess student learning outcomes of programs in relation to the institution’s mission and demonstrate that this data is used to inform decision making at that level.

While the College has worked hard to meet Recommendation 2, there is still much work to be done. In addition to implementing the newly developed assessment process of general education learning outcomes in 2014-15, the Student Learning and Assessment Committee will begin their work to develop and implement a systematic oversight process to collect, document, and evaluate results of assessment activities that occur at all levels (course, program, and college-wide).

Appendices

Appendix 1-1	SBCTC Email to Business Affairs Commission (BAC) on Annual Audit
Appendix 1-2	Washington State Auditor's Office – Community College Audit Update Presented to the Community College Budget Accounting & Reporting Council,
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Appendix 2-2	Student Learning Outcomes Assessment Taskforce Report
Appendix 2-3	Student Learning and Assessment Committee Charge and Membership
Appendix 2-4	Student Learning and Assessment Committee By-Laws
Appendix 2-5	Recommendation to All Faculty Regarding Common Terminology
Appendix 2-6	Faculty Assessment Coordinator Job Description
Appendix 2-7	Matrix Comparing Different Approaches to Assess College-wide Student Abilities
Appendix 2-8	Student Learning and Assessment Committee's General Education Assessment Process Proposal
Appendix 2-9	Revised Rubric of Problem-Solving Student Ability
Appendix 2-10	Council of Chairs' Sub-Committee Program Review Proposal
Appendix 2-11	Proposal for a Comprehensive System for Assessment of Student Learning Outcomes and Structure for Ongoing Oversight
Appendix 5-1	Questions for Annual Meetings with Department/Division
Appendix 5-2	Online Faculty Survey
Appendix 5-3	Feedback Log
Appendix 5-4	Information Literacy Faculty Survey - Detailed
Appendix 5-5	Information Literacy Faculty Survey - Short
Appendix 5-6	Purchase Request
Appendix 5-7	Library Acquisitions Report 2012-2013
Appendix 5-8	Library Adds and Drops Report 2013-2014
Appendix 5-9	Data Sources for Library Decision Making
Appendix 5-10	CCS Information Literacy Plan 2014
Appendix 5-11	CCS Library Services Strategic Program Assessment 2014
Appendix 5-12	Library Program Peer Review Report 2014
Appendix 5-13	CCS Library Services SPOL Annual Plans

Appendix 1-1: SBCTC Email to Business Affairs Commission (BAC) on Annual Audit

From: bac-bounces@lists.ctc.edu on behalf of Joann Wiszmann <jwiszmann@sbctc.edu>
Sent: Wednesday, March 26, 2014 3:56 PM
To: 'bac@lists.ctc.edu'; Alison Grazzini-Smith; Amy Morrison Goings (amy.goings@lwtech.edu); Birmingham, Jack (jbermingham@highline.edu); Beth Gordon; Bob Knight (rknight@clark.edu); Chris Bailey (cbailey@lowercolumbia.edu); Johnson, Christine; Daryl Campbell (dcampbell@shoreline.edu); Dave Rule (dave.rule@bellevuecollege.edu); David Beyer (dbeyer@everettcc.edu); David Mitchell (dmitchell@olympic.edu); Denise Graham; Denise Yochum (dyochum@pierce.ctc.edu); Ed Brewster (brewster@ghc.edu); Eileen Ely (eely@greenriver.edu); Eric Murray (emurray@cascadia.edu); Gary Oertli (gary.oertli@seattlecolleges.edu); Jan Yoshiwara; Gullickson, Janet; Jean Hernandez (jean.hernandez@email.edcc.edu); Jill Wakefield; Jim Richardson (jrichardson@wvc.edu); Jim Walton (jwalton@centralia.edu); John Boesenberg; Julie Walter; Kathi Hiyane-Brown (khiyane-brown@whatcom.ctc.edu); Laura McDowell; Linda Kaminski; Lonnie Howard (lonnie.howard@cptc.edu); Luke Robins (lrobins@pencol.edu); Marty Brown; Marty Cavalluzzi (mcavalluzzi@pierce.ctc.edu); Mary Ellen Okeeffe (maryellen.okeeffe@seattlecolleges.edu); Michael Scroggins; Michele Johnson; Pamela Transue (ptransue@tacomacc.edu); Patricia McKeown (pmckeown@btc.ctc.edu); Paul Tracy Killpatrick (paul.killpatrick@seattlecolleges.edu); Rich Cummins (rcummins@columbiabasin.edu); Ron Langrell (rlangrell@bates.ctc.edu); Morgan, Scott; Morgan, Scott; Steve Hanson (shanson@rtc.edu); Steven VanAusdle (steven.vanausdle@wwcc.edu); Terry Leas (terryl@bigbend.edu); Tim Stokes (tstokes@spscc.edu); Tom Keegan (thomas.keegan@skagit.edu)
Subject: [BAC] Financial Statement Pilot Project Update - March 2014
Attachments: ATT00001.txt

Dear Presidents,

This message is also being sent to Business Officers.

I will be attending the BAR meeting and therefore am unable to attend WACTC. Nonetheless, I wanted to share a few key updates regarding the financial statement pilot project.

Move to Annual Audits

After discussions with WACTC OBC, the full WACTC, BAC members from the pilot colleges, BAC Operations Committee, and the full BAC, the consensus is to move to annual preparation and financial statements (rather than every other year). You may recall that the pilot group identified that the learning curve involved in preparing financial statements is considerable – and felt that preparing financial statements annually will make this much more manageable, especially as colleges begin to transition to ctcLink.

Workload Impacts

In part due to the learning curve mentioned above, but also due to the technical demands of the project, the pilot group has experienced very significant workload impacts. Several of the pilot colleges are struggling to complete this work. Not only are these impacts more than we originally expected, we now realize that much of the impact will be ongoing. For most colleges, completing the statements is best overseen by existing employees with broad knowledge of the college's operations and finances. However, there is a considerable need for either additional hands to help prepare

the statements or for additional staff to backfill work that would otherwise be done by employees now engaged in preparing financial statements.

Your BAC members are in best position to determine the gap between their current staffing and future needs. For non-pilot colleges who are looking at their future needs, here are some dates to be aware of:

Now – July 2014 – College personnel are reviewing SBCTC-provided list of things they can do to get ready – and incorporating as much as they can as they enter year-end closing

August 2014 – State Board workshops: training on financial statement preparation tools

September 2014 – BAR/BAC training session with GASB

October – December 2014 – College personnel heavily involved in financial statements

January 2015 - March 2015 – State Auditor's Office most readily available to conduct audits

Independence of State Auditor

I periodically get questions about whether the State Auditor's Office is sufficiently independent for their opinion on college financial statements to be acceptable under accreditation standards. The confusion may be the result of the different construction, roles and mission of auditor offices in various states. In Washington, the State Auditor is a state-wide elected position and meets the independence requirements of *Generally Accepted Government Auditing Standards* as published by the U.S. Government Accountability Office. I also contacted Sandra Elman, the Executive Director of NWCCU and verbally verified her understanding Washington SAO audits meet the "by professionally qualified personnel" element of the standard.

Audits of Foundations

I continue to get questions about why and how College Foundations are included in the college's financial statements. As to why, there are two possible criteria that lead to including Foundations.

It is unlikely that any of the college foundations meet the "financially accountable" criteria:

- College appoints voting majority, and
- Can impose its will on Foundation, or
- Foundation is fiscally dependent (e.g. college approves Foundation budget) and provides significant financial benefit or burden on college

However, it is likely the foundations meet the "would be misleading to exclude" criteria:

- Based on nature and significance of relationship
- Legally separate, tax-exempt organizations should be reported if all conditions are met:
 - Economic resources received or held are entirely or almost entirely for the direct benefit of college and its constituents (students, faculty, staff), and
 - College is entitled to or has the ability to otherwise access a majority of the economic resources received or held by the Foundation. (GASB explains in a footnote that they intend this as a broad concept, not about control, giving the example that if a college "historically received a majority of economic resources" provided by the Foundation, it then meets this element), and
 - Foundation's resources are significant to the College.

As a result, almost all of the colleges will include Foundation financial statement information in their financial statements. The included Foundation information should be audited annually, allowing the State Auditor to rely on the work of other auditors.

As to how, we have three options for discrete presentation of Foundation financial information in the college's financial statements.

Separate column on the face of the college's financial statements

Since Foundations report under FASB and colleges report under GASB, this is awkward and results in certain line descriptions only applying to one or the other. For this inaugural financial statement for the colleges, the pilot group

thought this might be too difficult to explain to the financial statement readers, along with everything else that will need to be explained.

Include face of Foundation's statements in the college's financial statements, along with a note describing the relationship and how reader can get a full copy of the Foundation financial statements.

This is the least impact on workload.

Include a condensed version of the Foundation's statements in the notes to the college's financial statements (GASB defines minimum elements that must be included in the condensed data).

We looked at common practice among Washington's six public four-year colleges. All include their foundations as a component unit. One college blends their Foundation, five report discretely. Of those who report discretely, two use the columnar format, while three include the face of their Foundation's financial statements in their own. None use the condensed statement approach.

The pilot group has chosen the second option.

Please don't hesitate to contact me if you have any questions about the pilot project.

Joann Wiszmann

Interim Accounting Services Director

Washington State Board for Community and Technical Colleges

1300 Quince Street | PO Box 42495 | Olympia, WA 98504-2495

P: (360) 704-4380

**Appendix 1-2: Washington State Auditor's Office – Community College Audit Update
Presented to the Community College Budget Accounting & Reporting Council, May 29, 2014**



Washington State Auditor's Office

Troy Kelley

Independence • Respect • Integrity

Community College Audit Update

**Community College Budget Accounting & Reporting Council
May 29, 2014**

Jennifer Myers, CPA
Assistant Audit Manager, Team Financial Audit
Higher Education Specialist – Community & Technical Colleges

Topics for Discussion

- Vision for the future
- Organizational changes
- Types of audits
- Who performs the audits
- How to prepare for an audit
- Financial audit process overview
- Common issues

Troy Kelley, State Auditor



- Three term legislator
- Chaired Joint Legislative Audit and Review Committee
- Led audit teams at SEC
- Worked on white collar crime in federal prosecutor's office
- State Auditor since 2013

Vision for the Future

- Creating a culture of continuous improvement.
- Enhancing the value of audit.
- Clear, fair and effective communication of audit results.
- Extending the reach of the Local Government Performance Center.

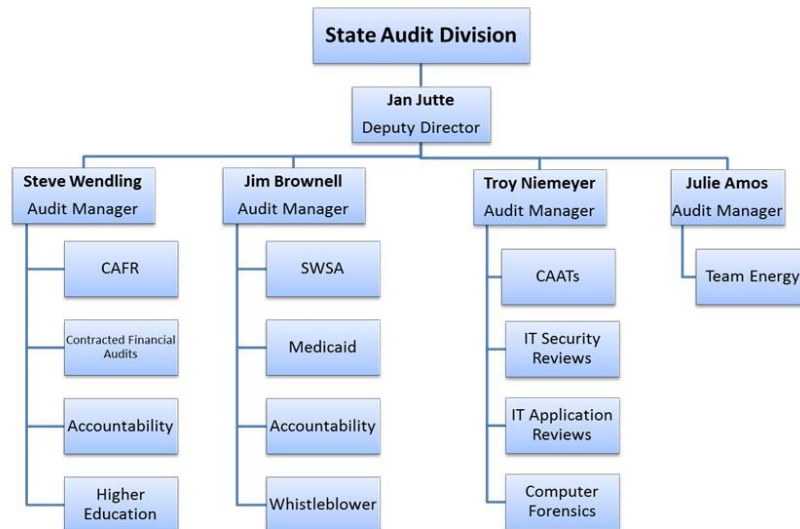


Organizational Changes

- Reorganization of State Audit Division.
- Beginning in fiscal year 2014, the State Auditor's Office began to shift back to the model of individual agency accountability audits.
- Reinstatement of multiple levels of audit issues (i.e. findings, management letters, exit items).



Organizational Changes



Types of Audits

State of Washington Comprehensive Annual Financial Report (CAFR)

- Includes higher education
- Community college line items
 - Cash
 - Charges for Services
 - Depreciable Assets
 - Grants & Contributions
 - Higher Education Expenses
 - Federal Grants-in-aid
 - Education Expenses

Types of Audits

Statewide Single Audit (SWSA)

- Includes higher education
- Student Financial Aid - Federal program selected for testing at the Community Colleges for fiscal year 2014 is
 - Colleges have not been selected for on-site testing



Types of Audits

Community College Financial Statement Audits

Contract to perform the following fiscal year 2013 audits:

- | | |
|--------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Clover Park Technical College | <input type="checkbox"/> Seattle Community College |
| <input type="checkbox"/> Everett Community College | <input type="checkbox"/> Shoreline Community College |
| <input type="checkbox"/> Green River Community College | <input type="checkbox"/> Skagit Valley College |
| <input type="checkbox"/> Peninsula College | <input type="checkbox"/> Tacoma Community College |
| | <input type="checkbox"/> Walla Walla College |

Types of Audits

Accountability Audits

- Risk based, agency specific
- During the 2014 Legislative session, we worked with OFM through the supplemental budget process to fund audit work at small state agencies.
- In the future, agency accountability audits will be cycled based on factors such as:
 - ☐ Prior audit issues.
 - ☐ Financial activity (revenues and expenditures).
 - ☐ Risk assessment through strategic audit planning.
- Audits will be conducted by Team Financial Audit and Local Audit teams.

Types of Audits

- **Fraud**

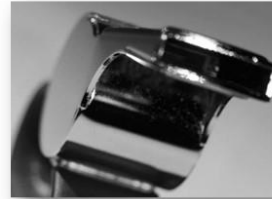
- RCW 43.09.195 requires governments notify SAO of suspected or known loss.

- **Hotline**

- Assertions of improper governmental action filed by citizens.

- **Whistleblower**

- Assertions of improper governmental action filed by state employees.



Who Performs the Audits?

- **State CAFR**

- Team Financial Audit – plan and lead the audit
- Local audit teams - perform on-site testing

- **SWSA**

- Team Single Audit & Whistleblower – plan and lead audit

- **Community College Financial Statement Audits**

- Team Financial Audit – supervision, on-site testing
- Local audit teams – perform on-site testing

Who Performs the Audits?

- **Accountability Audits**
- **Fraud**
- **Hotline**
 - Team Financial Audit and Local Audit teams
- **Whistleblower**
 - Team State Audit & Whistleblower



How to Prepare for a Financial Statement Audit

- **Plan for success**
- **Citizens expect that the Community College will:**
 - Safeguard funds
 - Spend funds wisely and for authorized purposes.
- **To meet these expectations consider:**
 - Tone at the top
 - Segregation of duties
 - Risk assessment
 - Monitoring, monitoring and more monitoring

Financial Statement Audit Overview

- Community College notifies SAO (Jennifer Myers) statements are ready.
 - Secured file transfer
- Coordinate when audit will start



Financial Statement Audit Overview: Planning Procedures

- Planning procedures to identify financial audit risks
 - Entity overview and COSO evaluation
 - Minutes review
 - Analytical procedures
 - Risk assessment inquiry
 - Financial audit planning conference
- Planning procedures to identify material account balances
 - Use qualitative and quantitative indicators
 - Financial statement assertion
 - Material system
 - Internal controls

Financial Statement Audit Overview

- Entrance conference
 - Invitation to Board members
 - Discuss scope and timing of audit
- Perform testing
 - Obtain reasonable assurance that the financial statements are free of material misstatement
 - Objective to plan the audit to gain sufficient appropriate audit evidence in support of the reports to be issued
 - Aggregation of errors/misstatements identified during audit
- Obtain attorney letter and management representation letter

Financial Statement Audit Overview

- Exit conference
 - Invitation to Board member
 - Discuss the results of the independent audit
 - Discuss significant difficulties, material misstatements or uncorrected misstatements
- Draft financial statement report and audit opinion
 - Independent Auditor's Report on Compliance and Internal Control Over Financial Reporting in Accordance with Government Auditing Standards
 - Independent Auditor's Report on Financial Statements



Community College goal is to get an unqualified opinion on the financial statements. This means the auditor believes the financial statements are presented fairly, in all material respects.

Common Issues

The following issues were forwarded to me from the BAR group:

- Auditor space & equipment needs
- Access to FMS
- Reports to run in advance
- Who to invite to entrance and exit conferences
- Write-off policy approval, timing of writing off bad debts
- Service concession agreements

Common Issues

- Pension guidance
- Supporting documentation for financial statements
- Answering questions from auditors
- Additional financial statement notes
- Disclosure of leases held by the college as the lessor
- Scholarship discounts

Do you have any questions?



State Auditor's Office Contacts

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Appendix 2-1: Student Learning Outcomes Assessment Taskforce Charge and Membership

Student Outcomes Assessment Task Force

Spokane Community College

Assessment is an ongoing process aimed at understanding and improving *student learning* within courses, programs, and degrees. Thus, any assessment process should be **purposeful, systematic** and **driven** by the goal of improving student learning.

- Purposeful in that it is deliberate, planned, and tied to identified student learning outcomes.
- Systematic in that it is cyclic and institution-wide.
- Driven in that it is a collaborative effort valued by the faculty and vested in the faculty.

Task Force Charge: **Research and recommend a comprehensive process to assess student learning at the course-, program-, and degree-level that is purposeful, systematic, and driven.**

Specifically, the Task Force is charged to:

- Identify existing best practices at SCC regarding assessment at the course, program and degree level.
- Review contemporary literature and models of student learning outcomes at the course, program¹ and degree-level.
- Recommend to the President and VP of Instruction a comprehensive model for assessment of student learning outcomes.
- Recommend to the President and VP of Instruction a structure for ongoing oversight of student learning outcomes.
- Identify barriers, if any, to implementing a comprehensive assessment model and resources needed to build an effective assessment system at the college.

Membership: The Task Force will be comprised of 7 faculty representing each instructional division (A&S, BHIT, HES, Tech Ed, PE), counseling and the library. The members will elect a chairperson.

Support Staff: Fia Eliasson-Creek & Ben Wolfe

Due Date: May 23, 2102

¹ For the purpose of student learning outcome assessment at SCC, a program shall be defined as:

- A program of study leading to a degree
- A program of study leading to a state-approved certificate
- A sequence of courses leading to a defined objective (i.e. organic chemistry sequence)

Student Outcomes Assessment Task Force

2013-14 Membership

Faculty Representatives

Lou Dunham
Janine Odlevak
Cathy Shaffer, Chair
Cecile Lycan
Becky Scheid
Kenny Krestian
Eric Christensen

Division/Department

Business, Hospitality, and Information Technologies
Library
Counseling
Arts & Sciences
Health and Environmental Science
Athletics/PE/Recreation
Technical Education

Ex-officio Members

Rebecca Rhodes
Ben Wolfe
Cindi Plowman
Fia Eliasson-Creek
Gwen James

Acting Vice President of Instruction
Director of Planning and Institutional Research
Curriculum Program Coordinator
Accreditation Project Manager
Faculty

Appendix 2-2: Student Learning Outcomes Assessment Taskforce Report

Spokane Community College Student Learning Outcomes Assessment Task Force Report May 2013

Submitted by Student Learning Outcomes Assessment Task Force

The Student Outcomes Assessment Task Force was charged ([Appendix A](#)) with reviewing and identifying best practices in assessment at SCC and in the literature, identifying barriers to progress and resources needed to build an effective assessment system, and recommending to the President of SCC and the Vice President of Instruction a comprehensive system for assessment of student learning outcomes and a structure for ongoing oversight. The Task Force is comprised of faculty representing each instruction division, counseling, and the library, as well as staff from accreditation, institutional research, and curriculum. We have convened weekly beginning on March 19, 2013 with the goal of submitting our report on May 23, 2013.

Guiding Principles

Throughout our discussions, review of the literature, identification of best practices, and development of recommendations, we were guided by certain principles that we believe to be important in the implementation of a successful assessment structure and process. These principles include the following:

- Assessment will be a faculty-led process. Student learning outcomes, assessment tools, and use of assessment results will be determined by the faculty who are directly involved with students.
- Programs that are accredited by external organizations will be given the flexibility to use their current schema. Outcomes and assessment tools that are currently meeting external accreditation standards will be aligned with internal assessment efforts to avoid duplication of efforts.
- While a systematic approach to assessment will be adopted across the college and college-wide assessment activities captured in a single and easily accessed overview, flexibility allowing individual programs to develop processes and reporting formats that best meet their own needs will be encouraged.
- Successful assessment processes provide results viewed as valuable by the faculty in enhancing learning for their students, are systematic rather than haphazard, concrete rather than amorphous, and adequately resourced by the institution.

Best Practices

In identifying best practices currently being utilized at SCC, particularly informative were efforts in Allied Health ([Appendix E](#)) to align course and program student learning outcomes. One of our recommendations will be based on this model. An examination of the literature and consultations with those involved in assessment at other colleges revealed a number of useful recommendations that we adapted as part of our recommendations. Particularly useful were the characteristics of successful assessment found in *Assessment Primer: Creating a Flow of Learning Evidence* by Stiehl and Lewchuk (p. 124-125), which are listed in [Appendix B](#).

We did find that the volume of information available on the topic of best practices in the assessment of student outcomes at the college level is daunting, and an exhaustive review of the literature would be overwhelming and likely counterproductive. To determine what will work best for our institution, it is important to be selective in the use of the literature, and to be mindful that best practices will vary depending on the needs of various institutions, programs, and the faculty. A brief bibliography of the sources that provided specific guidance in our work can be found at the end of this report. We suggest that future efforts to identify best practices take full advantage of our own Institutional Research and Library personnel, as well as internal and external subject matter experts with experience assessing student outcomes at community colleges similar to SCC.

Challenges

As a college, SCC has been attempting for many years to institute a purposeful, systematic, and faculty-driven assessment process, with sporadic and limited success. Many of the barriers to success that were experienced years ago continue to challenge us. To surmount these challenges successfully, we must recognize and address each of them fully. The Task Force, the members of which bring to the table the views of faculty from many perspectives, has identified the following as needing particular attention:

- Administrative turnover and inconsistency in enthusiastic support from administrators has contributed to a lack of interest on the part of the faculty in the pursuit of assessment efforts as required by accreditation.
- Resources are not available to support assessment efforts, and resources that could be brought to the forefront through the strategic planning process are disconnected from needs identified through the assessment process.
- The diverse nature of our programs across the college requires multiple formats for assessment and reporting. This makes it difficult to recommend one particular “one size fits all” model for every program and level.
- The absence of a reporting structure to provide a repository for assessment results and ensure that assessment is being used to improve teaching and learning contributes to a sense that support is not available and to a lack of accountability.

- SCC has not developed a “culture of assessment.” Many factors contribute to this, all of which are important. In addition to the challenges listed above, such a culture is lacking due to faculty frustrations and negative perceptions of assessment based on past experiences. Faculty very much value and continually engage in assessment in their own classrooms. However, there is a widespread perception that the assessment required by accreditation primarily involves jumping through hoops, contributes little to what they do for their students, requires them to duplicate existing work done for external accreditations, is ambiguous in that even commonly used terms are not well defined, and is not concrete or systematic and thus appears to change in terms of the accepted processes and reporting format with each new accreditation visit.

This is a long list of challenges. Some are based on the realities at SCC, and some are based on the perceptions of faculty. Both reality and perception are important to address to develop assessment processes and results that will serve our students, be valued by faculty, and meet accreditation requirements.

Current SCC Outcomes and Assessment

While there are many challenges to face and a lack of a consistency or a reporting structure, much has been accomplished in assessing student learning outcomes at SCC. The following will briefly outline the outcomes and assessment work currently underway.

- Many programs conduct assessments to meet the requirements of accreditations from external organizations. See [Appendix C](#) for a list of these programs and their accreditation status.
- Many programs have developed student learning outcomes for their courses and/or their programs, while others have developed goals and/or content lists that are in the process of being translated into student learning outcomes.
- Since 2010, students who are petitioning for graduation have been given a survey to measure their perceptions of gains on the four SCC student abilities ([Appendix D](#)). The data are available and can be analyzed by program and degree intent.

Recommendations

Leadership

Consistent and proactive administrative action in leading and encouraging assessment is essential. To that end, the Task Force recommends the following:

- Job descriptions and screening committees emphasize assessment as part of the hiring process for deans.
- Performance reviews for deans include evaluation of their leadership in assessment within their divisions, and top level administration takes the initiative to work with deans to ensure that they are actively performing assessment in their divisions.
- Deans (or their designees) encourage faculty to include outcomes assessment and use of results as part of their professional development plans.

Organization

An organizational structure is needed to ensure systematic and comprehensive assessment. To provide for this, the Task Force recommends the following:

- The formation of a new standing committee that will coordinate and guide assessment efforts, and will serve as a repository of assessment materials and results. A key responsibility would be to create and maintain a single and easily accessed overview of assessment of student learning outcomes across the college. This overview would document the status of program assessments for all divisions. The composition of the committee could be modeled after the Curriculum Committee, with faculty representation from each division and administrative representation. The Assessment Coordinator (see below) would be a standing member.
- The formation of program assessment committees within divisions. For the Arts and Sciences division, the AA degree distribution areas will be defined as programs. The number and composition of program assessment committees will be determined by their respective divisions. These committees would be responsible for coordinating their program assessments, compiling assessment results, and encouraging the use of results in improving student learning. They would also maintain grids formatted to clarify, track and connect course and program student learning outcomes and assessments. A sample grid for the Radiology program can be found in [Appendix E](#).
- Assessment will be integrated with other college processes. In particular, we recommend that faculty/departments initiating new courses or revising the student learning outcomes for existing courses gain approval for the outcomes from the Assessment Committee. The packet of

materials required by the Curriculum Committee could include documentation of this approval. The document currently used by the district Diversity Requirement Committee to inform the Curriculum Committee of approval (located in [Appendix J](#)) provides an example that could be useful.

- The organizational and reporting structure will be defined and clarified through the use of a schematic that will be made available by the Assessment Committee. A suggested flow chart can be found in [Appendix F](#).

Resources

Both human and financial resources are necessary to pursue a successful assessment effort. Given that fact, the Task Force recommends the following:

- The new position of Assessment Coordinator is created, with the goal of filling this position as soon as possible. Sample job descriptions can be found in [Appendix G](#).
- Job descriptions and screening committees include assessment in the hiring of new faculty.
- Funds are made available to faculty for professional development, both onsite and offsite, as well as for conference/training attendance related to assessment.
- Accessible teaching and learning/outcomes assessment resources are made available by the Assessment Committee through the provision of a Teaching and Learning Center, either physical or virtual.
- Stipends are offered to faculty chairing the Assessment Committee and the program assessment committees.
- When assessment results indicate a need for resources to address issues, this will be included in strategic planning.
- The college will designate one faculty workday per year to be used to examine program outcomes and review assessment results with the goal of strategizing to incorporate instructional improvements, known as “closing the loop”.

Assessment of the SCC Abilities

SCC has identified four abilities that every student who completes a degree or certificate should have when they graduate. These are responsibility, communication (written and oral), problem solving, and global awareness, which were chosen with the goal that students in any program would improve in each area while attending SCC. To ensure that we are assessing this goal, the Task Force recommends the following:

- Posters will be hung at various locations around the campus to remind both students and faculty about the four abilities. The poster is available for viewing in [Appendix H](#).
- Analyses of the data provided through the Graduation Petition survey will be made available to the Assessment Coordinator, the Assessment Committee, and other interested parties. It is suggested that particular attention be given to changes over time in responses to the questions to track how student perceptions of their progress on the abilities are improving or diminishing.
- The Assessment Committee will be charged with developing and implementing a direct measure of the student abilities. The Graduation Petition survey is indirect, in that it measures student perceptions of themselves. To evaluate performance on the abilities directly, the following approach is suggested:
 1. Rubrics that have already been developed to evaluate the abilities will be reviewed and modified if needed. (Example rubrics from Columbia Basin College for assessing specific student outcomes are on the Assessment Wiki [here](#).)
 2. A bank of questions designed to assess students on the abilities will be developed.
 3. At the time of initial enrollment, students will be randomly selected to respond to approximately two questions randomly selected from the bank .
 4. When students apply for graduation, they will again be randomly selected to respond to two questions.
 5. After establishing a baseline, the difference between scores of graduates and those of incoming students can then be analyzed to determine the extent to which the goal of enhancing student abilities is being achieved.

Conclusion

To conclude this report, the Task Force would like to focus on the true purpose and value of student outcome assessment. While faculty grapple with the tasks of properly phrasing their program outcomes, working with other faculty to create a valid assessment tool, deciding how and when the tool will be used, and writing reports, they can become frustrated with the process and lose track of how these time-consuming and difficult tasks may be of benefit to their students and themselves. All too often, this effort is futile except in attempting to meet the requirements of accreditation, in that the results of assessment are not put to use in any meaningful way. That is why “closing the loop” is not just an assessment-speak catchphrase, but an essential part of bringing intrinsic value to the work. It is our hope that the recommendations contained in this report will lead to the involvement

of all faculty and administrators in achieving our most basic goal – students who are well-equipped to pursue a desired career and a fulfilling life.

Bibliography and Recommended Readings

In order to review the current literature on assessment of student learning outcomes, the Task Force drew upon resources in the SCC Library research guide, [Outcomes & Assessment/Teaching & Learning: Resources](http://libguides.scc.spokane.edu/assessment) (<http://libguides.scc.spokane.edu/assessment>). Among the many excellent resources available, three books, one article, and two websites were particularly useful, and appear in this bibliography. In addition to our bibliography, the Task force created a repository wiki (<https://sites.google.com/site/outcomesassessmenttaskforce/>) that includes further supplementary materials which we recommend the Assessment Committee review as they continue to identify examples of best practices.

Article

Banta, Trudy, and Charles Blaich. "[Closing the Assessment Loop](#)." *Change* 43.1 (2011): 22-27. Print.

This concise, practical article, and anything written by Trudy Banta (UIPUI), will be greatly appreciated by faculty and administrators.

Books

Stiehl, Ruth, and Les Lewchuk. ***Assessment Primer: Creating a Flow of Learning Evidence***. Corvallis: Learning Organization, 2008. Print. (Located in the SCC and SFCC libraries; call #: 378.199 STIEHL 2008.)

Portions of this work, like a list of characteristics of successful assessment, were particularly useful. The Task Force summarized [characteristics of successful assessment from this book](#).

Suskie, Linda A. ***Assessing Student Learning: A Common Sense Guide***. San Francisco: Jossey-Bass, 2009. Print. (Located in the SCC and SFCC libraries; call #: 378.166 SUSKIE 2009.)

This book elaborates on concepts outlined more briefly in Walvoord's *Assessment Clear and Simple*.

Walvoord, Barbara E. ***Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education***. San Francisco: Jossey-Bass, 2010. Print. (Located in the SCC/SFCC libraries; call #: 379.158 WALVOOR 2010.)

Presents a clear, practical approach to assessment issues including addressing questions of primary interest to faculty like: "OK, So What Should We Do?; Classroom Assessment and Program Assessment; Aren't Grades Assessment?; Does Assessment Violate Academic Freedom?," etc.

Websites

NILOA: National Institute for Learning and Outcomes Assessment – [Resources](#) and [Resource Library](#)
<http://www.learningoutcomeassessment.org/>

NILOA reports and articles are concise, relevant, and timely. Monthly e-newsletters will keep committee members informed of current issues and opportunities. This is an essential research source for community college assessment planners and implementers.

SBCTC: ATL (Assessment, Teaching, and Learning) http://www.sbctc.ctc.edu/college/e_assessment.aspx

Though much of the information is outdated, the committee should endeavor to liaise with the State Board and utilize shared state resources when available.

Appendix 2-3: Student Learning and Assessment Committee Charge and Membership

Student Learning and Assessment Committee

Spokane Community College

Assessment is an ongoing process aimed at understanding and improving *student learning* within courses, programs, and degrees. Thus, any assessment process should be **purposeful, systematic** and **faculty-driven** by the goal of improving student learning.

- Purposeful in that it is deliberate, planned, and tied to identified student learning outcomes
- Systematic in that it is cyclic and institution-wide
- Faculty driven in that it is a collaborative effort valued by the faculty and vested in the faculty

Committee Charge: Develop, implement and oversee a college-wide comprehensive process to assess student learning at the course-, program¹-, and degree-level that is purposeful, systematic, and driven.

Specifically, the Committee is charged with:

- Champion an assessment environment that is supportive, concrete and value-added
- Coordinate and guide college-wide assessment efforts.
- Develop by-laws and working documents for the committee including meeting schedules
- Provide tools and resources to assist faculty/departments/programs in developing and implementing their assessment plans
- In collaboration with the curriculum committee, align assessment efforts and documentation with the curriculum process
- Collect and analyze assessment results from all areas and ensure results are communicated college-wide
- Implement the assessment of the SCC abilities as recommended by the Student Outcomes Taskforce
- Advise the Vice President of Instruction on resource allocation related to assessment and continuous improvement.

Membership: The committee will be comprised of 14 permanent voting members:
10 faculty representing each instructional division
2 faculty representing the library and counseling
2 instructional deans

Ex-officio members are non-voting members and include:
Vice President of Instruction
Director of Planning and Institutional Research
Curriculum Program Coordinator
Accreditation Project Manager

¹ For the purpose of student learning outcome assessment at SCC, a program shall be defined as:

- A program of study leading to a degree
- A program of study leading to a state-approved certificate
- A sequence of courses leading to a defined objective (i.e. organic chemistry sequence)

Student Learning and Assessment Committee

Spokane Community College

2013-14 Membership

Division/Department	Representatives	Term
Adult Basic Education	Nina Beegle	2013-2014 – 1-year term
Business Technology	Lou Dunham	2013-2014 – 1-year term
Corrections	Annette Johnsonbriley	2013-2015 – 2 year term
Extended Learning	Bob McGregor	2013-2014 – 1-year term
Library	Janine Odlevak	2013-2015 – 2 year term
Nursing	Joan Owens	
Counseling	Bill Rambo	
English and Foreign Languages	Andrea Reid	2013-2016 – 3 year term
Science	Methea Sapp	2013-2016 – 3 year term
Allied Health	Becky Scheid	2013-2015 – 2 year term
Athletics/PE/Recreation	Jeremy Groth	2013-2016 – 3 year term
Technical Education	Eric Christensen	2013-2016 – 3 year term
Instructional Deans		
Business, Hospitality, and Information Technology	Jeff Brown	2013-2015 – 2 year term
Extended Learning	Jenni Martin	2013-2014 – 1-year term
Ex-officio Members		
Vice President of Instruction	Rebecca Rhodes	N/A
Director of Planning and Institutional Research	Ben Wolfe	N/A
Curriculum Program Coordinator	Cindi Plowman	N/A
Accreditation Project Manager	Fia Eliasson-Creek	N/A

Appendix 2-4: Student Learning and Assessment Committee By-Laws

*Adopted 12/12/13
Revised 1/13/14, Adopted 3/20/14
Revised 4/28/14, Adopted 5/15/14*

Spokane Community College STUDENT LEARNING AND ASSESSMENT COMMITTEE BYLAWS

Article I Name

- A. The name shall be: the SCC Student Learning and Assessment Committee.
- B. In these bylaws, the “Committee” shall refer to the SCC Student Learning and Assessment Committee.

Article II Purpose and Charge

- A. General Purpose: Develop a faculty driven assessment culture that clearly communicates and demonstrates student learning.
- B. Charge: Develop, implement and oversee a college-wide comprehensive process to assess student learning at the course-, program-, and degree-level that is purposeful, systematic, and faculty driven.

Article III Duties and Responsibilities

The duties and responsibilities of the Committee include, but are not limited to, the following:

- A. Champion an assessment environment that is supportive, concrete and value-added
- B. Coordinate and guide college-wide assessment efforts
- C. Develop by-laws and working documents for the committee including meeting schedules
- D. Provide tools and resources to assist faculty/departments/programs in developing and implementing their assessment plans
- E. In collaboration with the curriculum committee, align assessment efforts and documentation with the curriculum process
- F. Collect and analyze assessment results from all areas and ensure results are communicated college-wide
- G. Implement the assessment of the SCC abilities as recommended by the Student Outcomes Taskforce
- H. Advise the Vice President of Instruction on resource allocation related to assessment and continuous improvement.

Article IV Membership

The Committee will be comprised of 14 permanent voting members and four *ex-officio* members as follows:

- A. Ten (10) faculty members representing each instructional division will be appointed by the President. Committee vacancies are announced to the division and nominations will be solicited by the AHE and submitted for consideration by the President.
- B. Two (2) faculty members representing the library and counseling will be appointed by the President. Committee vacancies are announced to the division and nominations will be solicited by the AHE and submitted for consideration by the President.
- C. Two (2) deans of instruction; these appointments will rotate among all deans of instruction.
- D. The Vice President of Instruction attends meetings as a non-voting, *ex-officio* member.
- E. The Director of Planning and Institutional Research, Curriculum Program Coordinator, and Accreditation Project Manager attends meetings as non-voting, *ex-officio* members to provide support to the Committee.

Article V Membership Terms

Permanent voting committee members shall serve three-year staggered terms. In order to establish staggered terms, the terms of the initial Committee members shall be divided into terms of one, two, or three years determined by drawing. Thereafter, all committee members will be appointed for three-year terms. Terms follow the academic year, beginning in September (fall quarter) and ending in June (spring quarter). Members may be reappointed for additional terms.

Article VI Committee Co-Chairs

- A. The only officers of the Committee shall be two Co-chairs, one representing transfer and one representing professional/technical.
- B. The Co-chairs shall serve for a three-year term. There is no limit on the number of terms served.
- C. The Co-chairs shall be elected by majority vote of membership.

Article VII Duties and Responsibilities of the Committee Co-Chairs

- A. Appoint a recorder to take minutes.
- B. Develop an agenda for each Committee meeting.
- C. Preside at all meetings and ensure that minutes are taken.
- D. Ensure that the order of business is followed.

Article VIII Committee Meetings and Quorum

- A. Established Meetings: The Committee meets monthly (3rd Thursday of each month) during the academic year with additional meetings scheduled as needed.
- B. The Committee Co-chairs, the Vice President of Instruction, or a majority of the membership may call a special meeting of the Committee. Only those items on the agenda for a special meeting shall be discussed.
- C. Members will be reminded of meeting and sent a meeting agenda a minimum of three working days prior to all regular meetings.
- D. The quorum for conducting business shall be two-thirds of the voting membership.
- E. All items brought to a vote must pass by two-thirds of the membership present at the meeting.

- F. Meetings are conducted under parliamentary procedure guidelines.

Article IX Scope of Authority

- A. The Committee is advisory to the Vice President of Instruction and is thus limited to:
 - a. Making recommendations regarding the assessment and achievement of student learning outcomes (at the course-, program-, degree-level, and college-wide student abilities).
 - b. Fulfilling the duties assigned by these bylaws.
- B. The Committee shall be governed by these bylaws unless otherwise limited to or directed by:
 - a. The Revised Code of Washington
 - b. The Washington Administrative Code
 - c. CCS Board of Trustees Policies and Procedures
 - d. CCS District Rules and Regulations
 - e. The Master Contract, between CCS Board of Trustees and the CCS Association for Higher Education
 - f. The Agreement, between CCS Board of Trustees and the Washington Federation of State Employees Office-Clerical-Food Service Bargaining Unit
 - g. The Northwest Commission on Colleges and Universities (NWCCU)

Article X Amendments to Bylaws

- E. Amendments to these bylaws may be proposed by any two members of the Committee.
- F. Through discussion, the Committee shall word the amendment to its final form.
- G. Two-thirds of the Committee's voting membership must approve the amendment.
- H. If approved by the Committee, the amendment is submitted to the Vice President of Instruction. If approved, the amendment takes immediate effect.

Article XI Assessment

- A. The Committee will compile an annual report summarizing its accomplishments regarding its duties and responsibilities as listed in Article III. This report will be shared with the College Cabinet and posted on the Committee's website.

Appendix 2-5: Recommendation to All Faculty Regarding Common Terminology

The Student Learning and Assessment Committee recommends that the College adopt common terminology when referring to student learning outcomes and assessment.

After reviewing various college documents and webpages where learning outcomes are referenced, the committee found different terminology was used. For example, on the course outline (see example A below) we refer to course-level learning outcomes as *Learning/Performance Expectations*. However, in the iCatalog and on various department/program/course websites learning outcomes are referred to as *Course Outcomes* or *Course Objectives* (see example B and C below).

Example A: Course Outline

Print Date: 9/3/13
Course Objectives/Course Outline
Spokane Community College

Course Title: Environmental Biology
Prefix and Course Number: BIOL 100

Learning/Performance Expectations (e.g., outcomes, performance objectives, competencies, etc.)
By the end of this course, a student should:

- Understand the nature of science and the scientific method.
- Describe the major characteristics of living organisms.
- Describe the ecological level of biological organization.
- Describe structure and function of the four main biological macromolecules.
- Describe the organization and functioning of ecosystems.
- Explain the significance of energy flow and nutrient cycling in biological systems.
- Describe the interaction between cellular respiration and photosynthesis in nutrient cycles including its biological importance.
- Describe the scientific basis for evolutionary theory.
- Describe the role of natural selection in ecosystem organization.
- Describe the general characteristics of each kingdom in the classification system for biological organisms.
- Describe human impacts on the function and organization of ecosystems.
- Infer plausible, alternative explanations by reasoning from data.
- Evaluate and critique scientific statements.

Example B: iCatalog – Course Descriptions

Spokane Community College

About SCC | Courses & Programs | CCS Catalog | Admissions/Registration | Student Resources

SCC Home Page > Courses & Programs > Course Descriptions

Course Descriptions

Search for courses using the following filters to narrow your results:

Quarter: Summer 2014 | Campus: View All | Course Dept: BIOL | Course Num: View All

Reset Search Fields

BIOLOGY

BIOL 100 — Environmental Biology (5 cr)
This course is the study of man in his environment for nonscience majors and vocational programs. Biological concepts presented in this course include energy production and utilization, waste gene disposal, population growth and control, and ecosystem construction and destruction. How these concepts influence human behavior is emphasized. This course meets A.A. lab science requirements. (S)

[View SCC Course Outcomes](#)

BIOL 105 — General Biology w/Lab (5 cr)
An integrated view of the living world including the nature of sciences, evolution of biological organisms, composition and organization of living substances, metabolism, control, reproduction, heredity and relationships. Prerequisite: Currently enrolled in the HIM program or permission of instructor. (SC)

[View SCC Course Outcomes](#)

Example C: Department/Course website

Course Description:

Many students have difficulty with the fundamentals of writing (basic grammar, sentence structure development and support of an essay); therefore, English 99 has been designed to review and ensure continued success in future English classes.

Course Objectives:

By the end of the course, you should be able to demonstrate the following outcomes:

- ✱ Develop critical reading and writing skills.
- ✱ Practice brain-storming and prewriting activities to generate ideas for writing assignments.
- ✱ Use a writing process that involves strategies of prewriting, drafting, revising, editing, and proofreading.
- ✱ Apply various rhetorical elements and strategies to particular writing assignments.
- ✱ Write well-developed and clearly organized paragraphs and college-level essays, using Standardized punctuation rules.
- ✱ Respond, thoughtfully and critically in writing, to college-level readings.
- ✱ Recognize and demonstrate the SCC Student Learning Outcomes Abilities: Responsibility, Communication, and Awareness.

Similarly, different terminology is used when referring to learning outcomes taught at the program level. For example, in the iCatalog program outlines (see example D below) we refer to program-level learning outcomes as *Program Goals*. However, on various department/program websites, program-level learning outcomes are also referred to as *Student Learning Goals/Outcomes*, *Program Learning Outcomes*, and *Objectives* (see Example E below)

Example D: iCatalog – Program Outline

Community Colleges of Spokane
Inspire. Enrich. Uplift.

Spokane Community College

About SCC | Courses & Programs | CCS Catalog | Admissions/Registration

[SCC Home Page](#) > [Courses & Programs](#) > [A - Z Programs of Study](#)

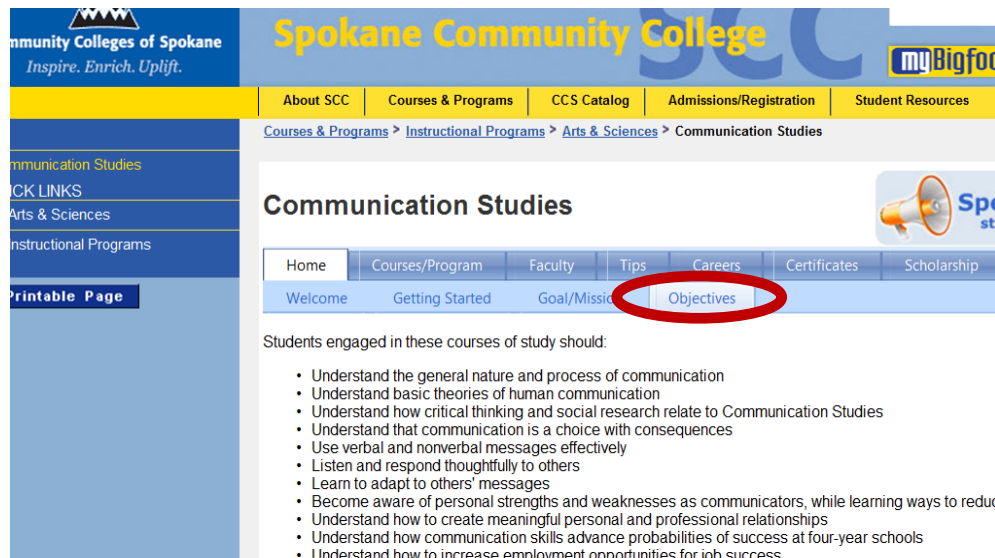
Courses & Programs
A - Z Programs of Study
Transfer Degree Worksheets
Request Program Information
Course Descriptions
Class Schedule
CCS Online
Common Course Numbers
Continuing Education
Degrees and Certificates
Learning Communities
Nontraditional Careers
Running Start
► Instructional Programs

Program Goals

1. Be proficient in the development and organization of a set of architectural drawings for residential and commercial structures.
2. Have a basic understanding of different types of structural framing and building materials.
3. Have basic understanding of building codes and their application.
4. Have drafting methods and techniques of a quality acceptable to the field.
5. Be acquainted with the drafting room procedures and practices of the industry.
6. Be proficient in the use and application of reference material normally found in the drafting room.
7. Be proficient with fundamental Computer aided Drafting (CAD) and Building Information Modeling (BIM) concepts. Graduates will gain skills and experience with industry standard software applications.

Disclaimer: This program and its corresponding AAS degree are not intended to replace baccalaureate studies. Some courses may transfer, but students are responsible for consulting with their community college and university adviser(s) for current and specific information. It is the responsibility of the student to identify the requirements for transfer to a university level.


Example E: Department Website



The Student Learning and Assessment Committee recommends that the College revise the headers or labels used when referring to student learning outcomes at the course level and the program level to be consistent throughout various college documents and websites.

The recommendation was presented at the faculty forum (6/4) and to Curriculum Committee (6/11) where it received unanimous support.

Appendix 2-6: Faculty Assessment Coordinator Job Description

 HUMAN RESOURCES OFFICE	FACULTY ASSESSMENT COORDINATOR, TRANSFER <div>April 18, 2014</div>		
SCC	JOB CLASS #	LEVEL ADM	PAGE 54 OF 149

GENERAL DEFINITION

Reporting to the Vice President of Instruction, the Faculty Assessment Coordinator will provide on-going support for college-wide assessment activities for transfer programs. The Faculty Assessment Coordinator will work with the Student Learning and Assessment Committee, faculty, and administrators to develop methodologies for assessing student learning outcomes at the course, program, and degree levels, assist with the analysis of results and report such results to both internal and external stakeholders.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

1. Assist transfer faculty with planning and implementation of learning outcomes assessment projects that will improve teaching and enhance student learning.
2. Provide training for transfer faculty in assessment of college-wide student abilities; organize and conduct faculty in-service training sessions.
3. Provide training for transfer faculty in assessment of course and program level learning outcomes through individual sessions, workshops, division or departmental meetings.
4. Assist transfer departments/disciplines undergoing program review by providing strategies for assessing program-level learning outcomes.
5. Assist transfer faculty with the development of assessment rubrics.
6. Work with the Student Learning and Assessment Committee to develop, analyze, and document assessment of college-wide student abilities.
7. Work closely with the Office of Planning and Institutional Research to gather and provide relevant data that will assist with assessment projects.

REQUIRED COMPETENCIES (MINIMUM QUALIFICATIONS)

1. Full-time tenured or tenure-track faculty at SCC
2. Knowledge of effective teaching, classroom research, and including understanding of the role of assessment for faculty development and enhancement of learning.
3. Knowledge and proficiency with basic student assessment principles and methods, student learning outcomes assessment, and best practices in teaching and learning.
4. Strong oral, written and presentation skills.

Appendix 2-7: Matrix Comparing Different Approaches to Assess College-wide Student Abilities

Matrix Comparing Different Approaches to Assess College-wide Student Abilities

	Big Bend Community College (BBCC)	North Seattle Community College (NSCC)	Tacoma Community College (TCC)	Columbia Basin Community College (CBCC)
Number of college-wide abilities	Five college-wide abilities: <ul style="list-style-type: none"> • Effective Communication • Reason Mathematically • Critical Thinking and Problem Solving • Information Literacy • Multiculturalism <i>(see BBCC Appendix A)</i>	Four college-wide abilities: <ul style="list-style-type: none"> • Knowledge • Intellectual & Practical Skills • Personal & Social Responsibility • Integrative & Applied Learning <i>(see NSCC Appendix A)</i>	Six college-wide abilities: <ul style="list-style-type: none"> • Core of Knowledge • Communication • Critical Thinking and Problem Solving • Information and Information Tech. • Living and Working Cooperatively/Valuing Differences • Responsibility & Ethics <i>(see TCC Appendix A)</i>	Six college-wide abilities: <ul style="list-style-type: none"> • Think Critically • Reason Quantitatively/Symbolically • Communicate Effectively • Apply Information Tools & Resources • Develop Cultural Awareness • Master Program Learning Outcomes <i>(see CBC Appendix A)</i>
Identification and documentation of college-wide abilities	The Master Course Outline includes a section listing which college-wide abilities are taught and assessed in each course offered by the college (<i>see BBCC Appendix C</i>).	The Course Establishment Form Outline includes a section listing which college-wide abilities are taught and assessed in each course offered by the college (<i>see NSCC Appendix C</i>).	The college has a formal policy on course syllabi and what it needs to include at a minimum. All syllabi (ft and adjunct faculty) are required to include college-wide student abilities, program, and course learning comes that are mapped to each other. (<i>see TCC Appendix C</i>).	Every course approved by the Curriculum Committee must have identified learning outcomes on the master syllabus, both course and college-wide abilities. The college-wide abilities are included on each syllabus, along with an indication of which course outcomes are related to each abilities.
Levels at which assessment of college-wide abilities occur	College-wide abilities are assessed at two level: <ol style="list-style-type: none"> 1. <i>At the course level</i> – when individual faculty assess college-wide ability associated with their particular course 2. <i>At the program level</i>- when program faculty work together on an assessment project that targets a particular college-wide ability within their program. 	College-wide abilities are assessed at three different levels: <ol style="list-style-type: none"> 1. <i>At the course level</i> – when individual faculty assess college-wide ability associated with their particular course. 2. <i>At the program level</i>- when program faculty work together on an assessment project that targets a particular college-wide ability within their program. 3. <i>At the institutional level</i> – when a cross-disciplinary group of faculty conduct a common assessment project for a specific college-wide ability. 	College-wide abilities are assessed at one level: <ol style="list-style-type: none"> 1. <i>At the institutional level</i> – when a cross-disciplinary group of faculty conduct a common assessment project for a specific college-wide ability. 	College-wide abilities are assessed at one level: <ol style="list-style-type: none"> 1. <i>At the institutional level</i> – when a cross-disciplinary group of faculty conduct a common assessment project for a specific college-wide ability.

	Big Bend Community College (BBCC)	North Seattle Community College (NSCC)	Tacoma Community College (TCC)	Columbia Basin Community College (CBCC)
Oversight responsibility for the assessment of college-wide abilities	<p>The Office of Instruction oversees and coordinates the annual assessment process.</p> <p>The Assessment Committee is responsible for reviewing assessment results and make recommendations.</p>	<p>The Assessment Committee oversees the assessment of college-wide abilities (but it also reviews results from course- and department/program-level).</p>	<p>The Instructional Assessment Steering Committee oversees the assessment processes and reviews the results.</p> <p>The Instructional Assessment Office includes a .50 FTE Assessment Liaison that coordinates assessment processes and assist faculty with classroom, program, and institutional level assessments.</p>	<p>The Teaching and Learning Committee is responsible for evaluating the student work in relation to the college-wide ability being studied a particular year.</p> <p>The Office of Research, Planning, and Assessment (ORPA) is responsible for coordinating the assessment process and analyzing the results.</p>
Timeframe for assessing each college-wide ability	No set schedule for when each of the abilities are assessed. A particular ability might be assessed every year but by different departments/programs.	Three-year assessment cycle – each college-wide ability is assessed at least once every three years.	Five-year assessment cycle – five of the six college-wide abilities are assessed at least once every five years. The sixth outcome, <i>Core of Knowledge</i> , refers to discipline specific abilities and is assessed through programs.	Six-year assessment cycle - each college-wide ability is assessed at least once every six years.
General process to assess college-wide abilities	<p>Each year, departments/programs submit an annual assessment plan to the Office of Instruction in which faculty have identified one or more college-wide ability they intend to assess in the following academic year.</p> <p>Assessment results are either aggregated up from the course-level to the department/program level or faculty select student work from various courses to be scored by a common rubric.</p>	<p>An interdisciplinary group of ten faculty, who teach the particular college-wide ability in their classes, is recruited for each assessment project.</p> <p>The group determines how to assess the ability across multiple disciplines. Examples include adopting a common assignment in all classes assessed or scoring various student work from different disciplines using a common rubric.</p> <p>The group randomly selects courses/classes from which to collect student work and evaluate using a common rubric.</p> <p>The interdisciplinary group hold work sessions to review and discuss results.</p>	<p>An [outcomes] taskforce, comprised of 8-10 faculty volunteers, is convened each year.</p> <p>The taskforce determines how to assess the ability across multiple disciplines and write a taskforce report outlining the process, results, and makes recommendations for improvement.</p> <p>The taskforce randomly selects courses/classes from which to collect student work.</p> <p>A faculty Core Leadership Team is organized in the following year to implement the suggested improvements and spearhead efforts to move the agenda forward.</p>	<p>The Teaching and Learning Committee designs the assignment and rubric for assessing a particular college-wide ability.</p> <p>ORPA determines from which courses/classes to collect student work through a random selection process. ORPA summarizes and analyzes the results and provide a report to the Teaching and Learning Committee.</p> <p>Teaching and Learning Committee makes recommendations for improvement to the VPI.</p>

	Big Bend Community College (BBCC)	North Seattle Community College (NSCC)	Tacoma Community College (TCC)	Columbia Basin Community College (CBCC)
Use of Common Rubric	The college has developed a common rubric for each college-wide ability to assess student work across multiple disciplines. (see BBCC Appendix B).	The college has developed a common rubric for each college-wide ability to assess student work across multiple disciplines. (see NSCC Appendix B).	The taskforce develops and adopts a common rubric to be used when they assessing student work across multiple disciplines. (see TCC Appendix B).	The Teaching and Learning Committee develops and adopts the rubric to be used when assessing student work – one rubric is used regardless of instructional area. (see CBC Appendix B).
How did they do it?	The English department assessed the college-wide ability <i>Communication</i> by collecting 5 essays from each English 101, 102, and 201 class offered during the academic year. Each essay was evaluated by three or four English faculty using a common rubric.	The interdisciplinary group of faculty were randomly divided into three teams. Seventy-five students were randomly selected to write a response to a common prompt. Each student's response was assessed by each team using a common rubric.	Taskforce identified 1 or 2 higher level courses in each transfer distribution area and each prof/tech program that most students will take close to graduating. Faculty in the selected courses are asked to submit student work for a research-based assignment already embedded in the course. A random sample of 160 was selected out of 800 submitted assignments and assessed using a common rubric.	The Teaching and Learning Committee asks for a group of faculty (20-25) to volunteer as "raters" and given training on how to use the assessment rubric. The assignment is given in class to all students enrolled in the randomly selected classes offered a particular quarter (spring). Students have to include their SID so results can be tied back to placement scores, number of credits earned at the college, cumulative GPA, and type of student (transfer vs workforce). Each student assignment is rated by two or three faculty "raters" using the common rubric.
Format/template used to report assessment results	Each program/department creates an annual assessment plan using the Nichols 5-column model (see BBCC Appendix D and F) for the following academic year and write up a narrative on the process and findings (see BBCC Appendix G) at the end of spring quarter of the assessment year.	<ol style="list-style-type: none"> 1. <i>At the course level</i> – Assessment and results are reported through Assessment Loop Form. (see NSCC Appendix C and E) 2. <i>At the program level</i>– Assessment and results are reported as part of the program review process. (see NSCC Appendix F) 3. <i>At the institutional level</i> – Assessment and results are reported through debrief sessions which are video-taped and a PowerPoint –capture of the discussion is created. (see NSCC Appendix G) 	There is no formal report process. The taskforce writes a white paper and presents the findings and recommendations to all faculty as well as the Student Learning Improvement Council and the Instructional Assessment Steering Committee. (see TCC Appendix D)	There is no formal report process. ORPA writes a white paper presenting the findings to the Teaching and Learning Committee. (see CBC Appendix C) Teaching and Learning Committee makes recommendations for improvement to the VPI. Findings are also reported to the President and the Board of Trustees.

	Big Bend Community College (BBCC)	North Seattle Community College (NSCC)	Tacoma Community College (TCC)	Columbia Basin Community College (CBCC)
Advantages	<ul style="list-style-type: none"> Once the rubric is developed, it is used year after year with minor modifications, if needed. This allows for comparison year to year to show improvement. College-wide abilities are assessed at multiple levels. 	<ul style="list-style-type: none"> Once the rubric is developed, it is used year after year with minor modifications, if needed. This allows for comparison year to year to show improvement. Faculty developed and driven process 	<ul style="list-style-type: none"> A structured process that is followed every year. Utilizes assignments already embedded in the curriculum. Faculty developed and driven process Focuses on students that are near graduation 	<ul style="list-style-type: none"> Once the rubric is developed, it is used year after year with minor modifications, if needed. This allows for comparison year to year to show improvement. A structured process that is followed every year. Includes all students regardless of where they are at in the educational process.
Disadvantages	<ul style="list-style-type: none"> Difficult to aggregate and summarize results from different departments/programs to evaluate student achievement across the college. No way to determine which abilities and to what extent those will be assessed until annual department assessment plans are submitted. 	<ul style="list-style-type: none"> The faculty work sessions may provide insight, but are limited in the ability to make improvements across the college curricula to close the loop. Does not allow for year to year comparisons to show improvement. 	<ul style="list-style-type: none"> A new rubric must be developed each time a college-wide ability is assessed. Does not allow for year to year comparisons to show improvement. 	<ul style="list-style-type: none"> Takes up class time Faculty not involved with the whole process, especially with analyzing the results.

Appendix 2-8: Student Learning and Assessment Committee's General Education Assessment Process Proposal

Gen Ed Assessment Process Proposal

6/19/2014

Identification of learning outcomes

1. Each course approved by the Curriculum Committee has to identify the following outcomes on the course outline:
 - course-level learning outcomes; AND
 - college-wide student abilities
2. Syllabus handed out in class (full time and adjunct faculty) has to identify course-level learning outcomes AND college-wide student abilities taught and assessed.

Assessment oversight

The **Student Learning and Assessment Committee** is responsible for promoting, facilitating, collecting and reviewing results of assessment conducted of college-wide student abilities.

Levels at which assessment of the college-wide abilities occur

College-wide abilities are assessed at the *institutional level* – when a cross-disciplinary group of faculty conducts a common assessment project for a specific college-wide ability.

Timeframe

One college-wide ability is assessed each year.

General process

The **Student Learning and Assessment Committee** convenes an *[outcomes] assessment team* comprised of 8-10 faculty members. The committee will ask the faculty to share examples of their best practices for assessment of college abilities. The *[outcomes] assessment team* reviews examples shared and determines how to best assess the ability across multiple disciplines (i.e. common assignment, collection of student work). If the *[outcomes] assessment team* determines to use a common assignment, different discipline specific versions will be developed.

The **Office of Planning and Institutional Research** determines from which courses/classes to assess student work through a random selection process, vetted by the assessment team. The *[outcomes] assessment team* analyzes and summarizes the results and provides a report to the **Student Learning and**

Assessment Committee. The **Student Learning and Assessment Committee** makes recommendations for improvement to the **Vice President of Instruction**. A faculty core team is organized the following year to implement suggested improvements.

Use of a common rubric

The **Student Learning and Assessment Committee** develops and adopts a common rubric for assessing student work for a particular college-wide ability across the curriculum. One rubric is used regardless of instructional area; however, each instructional area might have a different assignment.

How did they do it?

If a common assignment is used, faculty in the randomly selected courses are given the assignment (chosen by the individual faculty) one quarter prior to the assessment quarter to embed into their curricula in the “assessment” quarter. The assignment is given to all students enrolled in the class. Students have to include their SID, so results can be tied back to placement scores, number of credits earned at the college, cumulative GPA, and type of student (transfer vs workforce). Of the collected student work (depending on the number of student work collected), a random sample will be “rated” by the *[outcomes] assessment team* using the common rubric developed by the **Student Learning and Assessment Committee**. Each student assignment is rated by two or three faculty. If using additional faculty volunteers, then training is given on how to use the assessment rubric.

Format/template used to report assessment results

The *[outcomes] assessment team* writes a report and presents the findings and any recommendations to the **Student Learning and Assessment Committee**. The *[outcomes] assessment team* also presents the findings to all faculty during opening week or at a faculty forum.

Advantages

Once the rubric is developed, it is used year after year with minor modifications, if needed. This allows for comparison year to year to show improvement.

- A structured process that is followed every year.
- Includes all students regardless of where they are at in the educational process.
- Faculty developed and driven process to ensure least possible impact on faculty workload.

Disadvantages

- Takes up class time.
- Student ID needs to be collected. (This issues can be addressed in a creative manner, i.e. by providing the information ahead of time to students)

Appendix 2-9: Revised Rubric of Problem-Solving Student Ability

Spokane Community College
Problem Solving Rubric
Revised August 2014

Outcome Competency	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Emerging (1 point)
Formulate questions	Formulates clear and insightful questions regarding the problem(s)	Formulates useful questions regarding the problem(s)	Beginning to formulate questions but questions not clearly related to the problem(s)	Fails to formulate questions regarding the problem(s)
Recognize the need for both quantitative and qualitative information	Recognizes the need for both qualitative and quantitative information and prioritizes information relative to the context of the problem.	Recognizes the need for both qualitative and quantitative information.	Recognizes the need for either qualitative or quantitative information but not both.	Does not recognize the need for both qualitative and quantitative information.
Recognize that accurate and complete information is the basis for effective decision-making	Recognizes the need for prioritizing accurate and complete information in the context of the problem(s) as the basis for effective decision-making.	Recognizes that accurate and complete information is the basis for effective decision-making.	Recognizes that information is needed for effective decision-making, without concern for accuracy or completeness.	Fails to recognize that accurate and complete information is the basis for effective decision-making
Identify available technologies and analytical methods	Identifies and prioritizes multiple technologies and analytical methods to solve the problem(s)	Identifies available technologies and analytical methods to solve the problem(s)	Inaccurately or incompletely identifies technologies and analytical methods to solve the problem(s)	Fails to identify available technologies and analytical methods to solve the problem(s)
Analyze information and critically recognize viable solutions	Analyzes and prioritizes information and critically recognizes and prioritizes viable solutions with regard to the context of the problem(s).	Analyzes information and critically recognizes viable solutions to solve the problem(s)	Incompletely analyzes information or identifies solutions that are not viable.	Fails to analyze information or critically recognize viable solutions to solve the problem(s)
Understand connections and apply knowledge among various disciplines	Understands connections and insightfully applies knowledge among various disciplines to solve the problem(s).	Understands connections and applies knowledge among various disciplines	Understands connections or applies knowledge among various disciplines but not both.	Fails to understand connections and fails to apply knowledge among various disciplines to solve the problem(s)

Outcome Competency	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Emerging (1 point)
Use one's own creativity to generate diverse possible solutions (recognizing that making errors is part of the process)	Uses creativity insightfully to generate and prioritize diverse possible solutions, fully recognizing that making errors is part of the process.	Uses creativity to generate and prioritize diverse possible solutions, fully recognizing that making errors is part of the process.	Generates possible solutions but creativity or diversity are not evident or fails to see errors as part of the process.	Fails to use creativity to generate diverse possible solutions or abandons problem if errors are made
Formulate reasoned solutions and interpret them to others	Formulates insightful solutions and skillfully interprets them to others	Formulates reasoned solutions and interprets them to others.	Formulates solutions but fails to accurately interpret them to others.	Fails to formulate reasoned solutions.
Evaluate and test solutions for validity and appropriateness	Thoroughly and skillfully evaluates and tests solutions for validity and appropriateness and uses the results insightfully in the problem solving process.	Evaluates and tests solutions for validity and appropriateness in the problem solving process.	Inadequately evaluates and tests solutions for validity and appropriateness or misapplies the results in the problem solving process	Fails to evaluate and test solutions for validity and appropriateness

Instructional Program Review
2014-15

[Name of Program]



Community Colleges of Spokane
Spokane Community College

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Purposes, Scope, and Process

What is a Program Review process?

Program review is a reflective process that focuses on continuous improvement of instruction and learning. A systematic program review process provides faculty and administration an opportunity to engage in a collegial dialog about the program's quality, current state, and future direction.

What is the purpose of a Program Review process?

Program review provides a department-wide discussion for faculty to analyze the quality of their program as a whole, to affirm ways that the program is working well, and to implement improvements. It also helps inform and justify decisions about allocating resources including space, equipment and materials, and faculty positions.

Program review is intended to:

- *Improve the quality of the instructional programs offered by SCC*
- *Guide changes in curriculum, pedagogy, and faculty development to meet the needs of students and the community.*

Program review is NOT:

- *Used to evaluate faculty performance*
- *Used to eliminate programs/departments*

Principles guiding the Program Review Subcommittee in identifying a process for SCC:

- Process identified must have value added.
- Process identified must be transparent, effectively communicated between faculty and administrators, and not open to the general public.
- Process must balance the need for transparency with the need to avoid putting programs in jeopardy.
- Not all departments are measured equally well by each metric.
- Each metric must be clearly defined so people understand the data.
- Use both quantitative and qualitative data; there is no single or group of metrics that can identify action, we will need to add context

Scope

At Spokane Community College, the program review process applies to all instructional areas:

- Adult Basic Education (Basic Skills and ESL)
- Professional/technical (except those programs with accreditation requirements)
- Transfer

Frequency of Program Review

Programs shall conduct program review on a five-year rotating cycle.

Definition of Program

For the purpose of program review, a “program” in transfer shall be defined as follows:

- By department or discipline, as determined by faculty and dean

Process and Timeline

The program review process is overseen and coordinated by the Vice President of Instruction (VPI). The process begins fall quarter and ends spring quarter.

The review process for completed documents is as follows:

- Faculty submit completed document to department chair and dean to review -> dean submit report to the Vice President of Instruction to review -> Vice President of Instruction holds summary meeting with faculty, department chair, and dean to discuss results and recommendations -> Vice President of Instruction submits approved recommendations to President for final approval.

The timeline for process is as follows:

June	<ul style="list-style-type: none">– VPI notifies programs (dean, department chair, and faculty) scheduled for program review.– VPI notifies IR which programs are scheduled for program review
September	<ul style="list-style-type: none">– VPI emails <i>Program Review Document</i> including data generated by the Office of Planning and Institutional Research to program faculty, department chair, and dean.– VPI holds initial kick-off meeting with faculty, department chair, and dean to go over process and document.
October through March	<ul style="list-style-type: none">– Faculty complete program review document.
April - May	<ul style="list-style-type: none">– Faculty submit completed <i>Program Review Document</i> to department chair and dean to review.– Dean submits completed <i>Program Review Document</i> to Vice President of Instruction to review.– VPI holds summary meetings with program faculty, department chair, and dean.
June	<ul style="list-style-type: none">– VPI submits approved recommendations to the President for final approval.

Completed by:

The department/program faculty listed below collaborated to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the department/program faculty.

Date Submitted: [Click here to enter a date.](#)

Faculty: [Click here to enter name of faculty completing review.](#)

Reviewed by:

Vice President of Instruction:

Date:

Dean of Instruction:

Date:

Department Chair:

Date:

Outcome:

- ☐ Program Review Approved
- ☐ Program Review Returned for Further Work

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Section A: Executive Summary

This section is to be completed by department/program faculty as a group. Please provide a brief summary of what the major strengths and concerns are for your department/program based on finding through this process.

Program Strengths:

[Click here to enter text.](#)

Program Concerns:

[Click here to enter text.](#)

Faculty recommendations for program improvement:

[Click here to enter text.](#)

Section B: Description of Program

Questions 1 through 5 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

1. Description of instructional program, transfer discipline, or academic area.

[Click here to enter text.](#)

2. Does the program have a mission statement? If so, please enter it below.

[Click here to enter text.](#)

3. List degrees and certificates offered by the program, if any.

[Click here to enter text.](#)

4. What are the program goals/objectives for the next five years?

(*Some Programs ONLY*)

[Click here to enter text.](#)

5. Describe progress in achieving goals outlined in the previous program review?

(*Some Programs ONLY*)

[Click here to enter text.](#)

Section C: Program Enrollment

Question 1 in this section is to be completed by department/program faculty as a group.

The department/program data in Tables 1 and 2 are provided by the Office of Planning and Institutional Research.

Table 1. Enrollment Trends

	2009-10	2010-11	2011-12	2012-13	2013-14
Annual FTES					
Annual Enrollment					
Annual Student-Faculty Ratio					

Table 2. Student Demographics

	2009-10	2010-11	2011-12	2012-13	2013-14
Annual Unduplicated Headcount					
By Enrollment Status					
% New					
% Continuing					
By Gender					
% Female					
% Male					
By Enrollment Type (*TRANSFER ONLY*)					
% Face-to-Face					
% eLearning					

1. Discuss/comment on enrollment trends for your department/program.

[Click here to enter text.](#)

Section D: Program Curriculum

Questions 1 through 4 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

The department/program data in Tables 3 and 4 are provided by the Office of Planning and Institutional Research. Data provided in Table 5 are provided by the Office of Curriculum.

Table 3. List of program courses and sections offered (Five Year Trend)

Course	2009-10	2010-11	2011-12	2012-13	2013-14

Table 4. Course Fill Rates (Five Year Trend)

Course	2009-10	2010-11	2011-12	2012-13	2013-14

1. Are program courses offered so students are able to complete the program in a timely manner (day, evening, online).

[Click here to enter text.](#)

Table 5. List of program course prerequisites

Course	Pre-requisite

2. Are program courses pre-requisites reviewed and assessed regularly for relevance?

[Click here to enter text.](#)

3. Evaluate program core courses against the major preparation requirements for WA four-year institutions. **(*TRANSFER ONLY*)**

[Click here to enter text.](#)

- 4. What process is place to ensure consistency between classes offered face-to-face versus online?
Please enter N/A if not applicable to your department/program.**

[Click here to enter text.](#)

Section E: Program Faculty and Staff

Questions 1 through 5 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

1. Number full-time faculty.

Click here to enter text.

2. Average number of adjunct faculty teaching per quarter.

Click here to enter text.

3. Describe issues related to securing qualified faculty for your department/program, if any.

Click here to enter text.

4. Number and type of support staff related to your department/program.

Click here to enter text.

5. Describe issues related to support staff, if any.

Click here to enter text.

Section F: Professional Development

Questions 1 through 2 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

- | | Poor | Fair | Good | Excellent | N/A |
|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How would you rate the availability of professional development funding for faculty? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

2. Describe any unmet professional development needs among faculty, and outline plans to address those needs.

[Click here to enter text.](#)

Section G: Instructional Support Services

The purpose of this section is to assess the level of support available from each instructional support area as whole, not individual employees. If you have comments or concerns, please do not mention an individual employee by name.

Questions 1 through 6 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

- | | Poor | Fair | Good | Excellent | N/A |
|-----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How would you rate support from advising/counseling services to help prospective and current students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Yes | No | N/A |
|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 2. Have the department/program faculty met with a counseling liaison to discuss your needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. How would you rate Tutoring Services in supporting students enrolled in this department/program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. How would you rate the Library in supporting the faculty and students in the program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Yes | No | N/A |
|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 5. Have the department/program faculty met with a Librarian liaison to discuss your needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|---------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. How would you rate Media Services (audio-visual) in supporting the technology needs for your department/program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. How would you rate the Assessment Testing Center (test proctoring, placement) in supporting the department/program needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

8. Are other instructional support services needed that are not currently being provided?

[Click here to enter text.](#)

Section H: Program Support (Facilities and Budget)

Questions 1 through 6 in this section are to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate "NA" and go to next question.

The department/program data in Table 6 are provided by the Budget Office.

- | | Yes | No | N/A |
|---------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 9. Are current facilities (classrooms, labs, offices) adequate to support the department/program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. How would you rate the safety of classrooms/labs and equipment used by faculty and students in the department/program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. How would you rate the lighting, heating, and ventilation in classrooms, labs, and offices used by the department/program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

- | | Poor | Fair | Good | Excellent | N/A |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. How would you rate the adequacy of custodial services in maintaining classrooms, labs and offices used by the department/program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Click here to enter comments, if any.](#)

Table 6. Department/Program Budget and Expenditures (Five Year Trend)

	2009-10	2010-11	2011-12	2012-13	2013-14
Goods & Services					
Budget					
Expenditures					
Travel					
Budget					
Expenditures					
Equipment					
Budget					
Expenditures					

13. How would you rate the adequacy of operating budget (supplies) needed to support the department/program?

Poor	Fair	Good	Excellent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Click here to enter comments, if any.

14. How would you rate the adequacy of supplementary budgets (lab fees, coop fees) which support the department/program?

Poor	Fair	Good	Excellent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Click here to enter comments, if any.

Section I: Advisory Committees/Industry Relations

(*WORKFORCE ONLY*)

This section applies only to professional/technical programs and is to be completed by faculty as a group.

The department/program data in Table 7 are provided by the Office of Planning and Institutional Research.

1. Please discuss and give an example of how the Advisory Committee has made a positive impact on the program's curriculum development, course content, and/or equipment.

[Click here to enter text.](#)

Table 7. Employment Outlook for Program Graduates

Quick Facts: [Enter Occupation]	
2012 Median Pay	
Entry-Level Education	
Work Experience in a Related Occupation	
On-the-job Training	
Number of Jobs, 2012	
Job Outlook, 2012-22	
Employment Change, 2012-22	

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*
<http://www.bls.gov/ooh/>

[Click here to enter comments, if any.](#)

Section J: Learning Outcomes

Questions 1 through 2 in this section are to be completed by department/program faculty as a group.

- 3. Describe the process by which the department/program identifies, measures, and evaluates student learning outcomes at the department/program level.**

[Click here to enter text.](#)

- 4. Describe the process by which department/program improvements are made as a result of student learning outcomes assessment, and provide evidence that this process is being followed.**

[Click here to enter text.](#)

Section K: Student Success/Outcomes

This section is to be completed by department/program faculty as a group. If a question is not applicable to your department/program, please indicate “NA” and go to next question.

Question 1 applies to all departments/programs

Questions 2, 3, and 4 applies to professional/technical programs

Question 5 applies to transfer departments/disciplines

The department/program data in Tables 8 through 12 are provided by the Office of Planning and Institutional Research.

Table 8. Course Completion Rates¹ by Quarter

Quarter/Course	2009-10	2010-11	2011-12	2012-13	2013-14

¹ Course completion rates are calculated using a 2.0 GPA or higher unless the Office of Planning and Institutional Research is notified that a different cut-off grade should be used for the department/program.

1. Discuss/comment on course completion rates.

[Click here to enter text.](#)

Table 9. Three-Year Program Completion Rates¹ (*WORKFORCE ONLY*)

	2009-10	2010-11	2011-12	2012-13	2013-14

¹ Three-year completion rates are calculated for degree/certificate completers and “work-force” ready completers.

2. Discuss/comment on three-year program completion rates.

[Click here to enter text.](#)

Table 10. Number of Degrees and Certificates Conferred (*WORKFORCE ONLY*)

Degree/Certificate	2009-10	2010-11	2011-12	2012-13	2013-14
Degree					
Certificate					
Exit Code 9					

3. Discuss/comment on annual degree or certificate completions.

[Click here to enter text.](#)

Table 11. Estimated Employment Rate¹ and Median Hourly Wages for Program (*WORKFORCE ONLY*)

	2009-10	2010-11	2011-12	2012-13	2013-14
Estimated Employment Rate					
Median Hourly Wages					

¹ If program tracks employment rates for its students, program data will be used. If not, data will be provided by the Office of Planning and Institutional Research.

4. Discuss/comment on employment rates and median hourly wages.

[Click here to enter text.](#)

**Table 12. Performance of Transfer Students at Baccalaureates and in Subject Area Courses¹
(*TRANSFER ONLY*)**

	2009-10	2010-11	2011-12	2012-13	2013-14
All Transfer Students					
Students in Subject Area Courses					

¹ If applicable to program

5. Discuss/comment on transfer students' performance.

[Click here to enter text.](#)

Section L: Program Review Summary

This section is to be completed by department/program faculty as a group based on finding through this process.

1. List and discuss major strengths for the department/program.

Click here to enter text.

2. List and discuss major concerns of the department/program, if any.

Click here to enter text.

3. Are there significant concerns related to the overall quality and effectiveness of the department/program?

Click here to enter text.

4. Are the significant concerns or needs regarding program staffing, support services, or financial support?

Click here to enter text.

5. Identify specific steps to address areas of concerns, if any.

Click here to enter text.

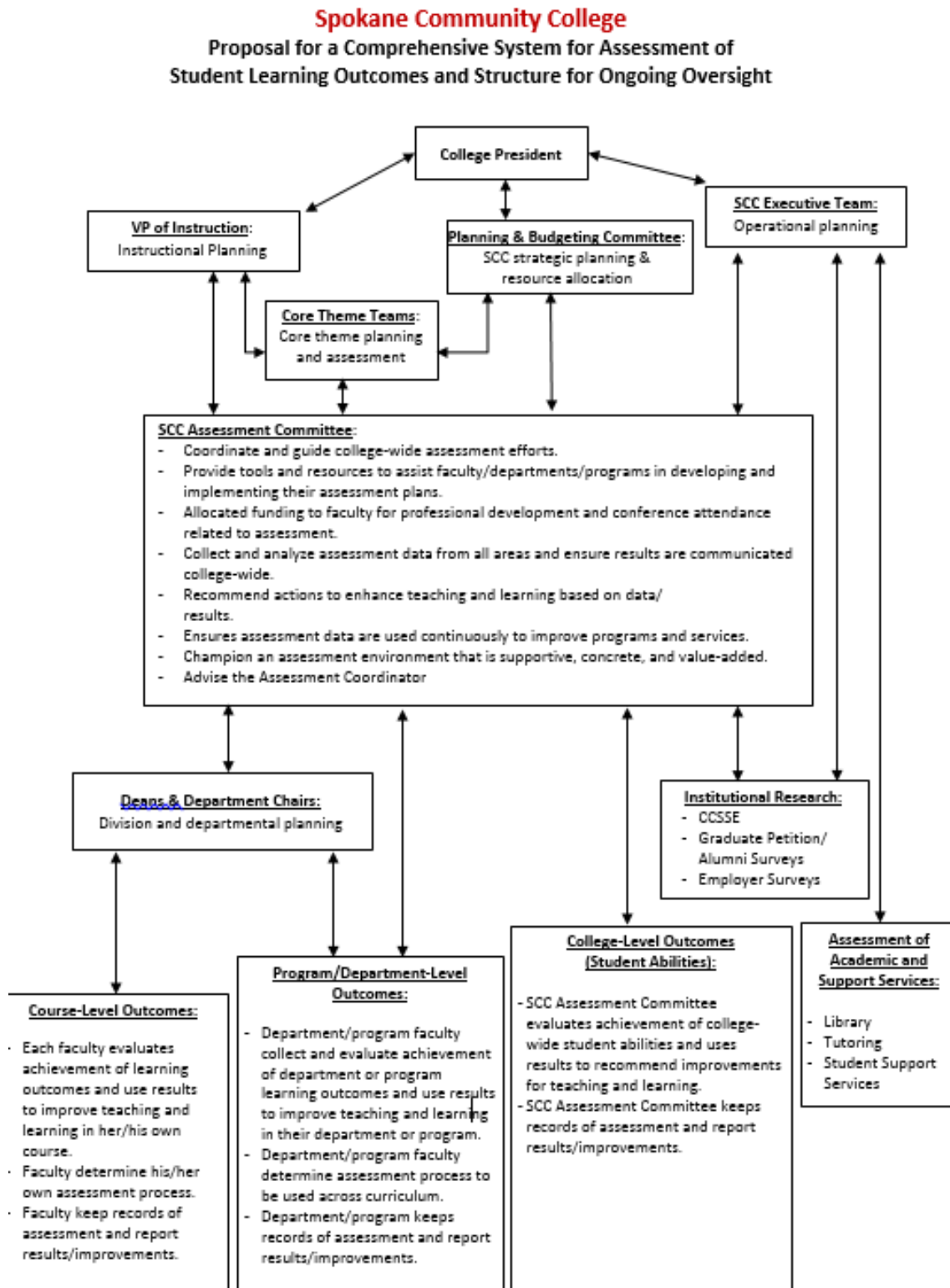
6. What are the most important actions that need to be taken to maintain the current level of quality of the department/program?

Click here to enter text.

7. Describe plans to advance the department/program, if any?

Click here to enter text.

Appendix 2-11: Questions Asked at Annual Meetings with Division/Department



Appendix 5-1: Questions Asked at Annual Meetings with Division/Department

Questions for annual meetings with department/division

1. Quality of current state of Library

What do you think of current Library:

- Resources
- Services
- Instruction

2. Communication (and gathering data)

Our recent accreditation review recommends that the library be guided by data from our library users, most of which are students and faculty. What suggestions do you have for improving:

- our communication with you (and your students)?
- how we gather data from you?

3. Other feedback: Concerns or suggestions:

Do you have any other questions or concerns about what we do at the library or how we can better serve you and your students?

(NWCCU) Recommendation 5:

“Evaluators recommend that planning for library and information resource be guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. It is further recommended that the institution regularly and systemically evaluates the quality, adequacy, utilization, and security of all library and information resources and services. (2.E.2, 2.E.4)”

From NWCCU report: “4.1 No evidence was found to demonstrate the regular, systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services.”

Thought of something to add?

Let us know using the online version of this survey. After the meeting, I will email you this link:
https://css.co1.qualtrics.com/SE/?SID=SV_a8yr31pTwavmyOh



Janine Odlevak, Instructional Services Librarian, x7046

Community Colleges of Spokane Library Services, Spokane Community College

Library Reference desk: x8821

Appendix 5-2: Online Faculty Survey

SCC Library

Department / Faculty Feedback Form

Thank you for including the SCC Library in your recent department meeting. This short survey is an informal follow-up from that meeting.

Your feedback is important. It will help us respond to our recent accreditation recommendation. Thanks in advance for taking the time to fill this out.

What do you think of the current Library resources and services?

Are there any improvements to the resources and services that you would like to see?

☐ Yes

☐ No

Does the Library need to improve communication with departments and faculty?

☐ Yes

☐ No

Do you have any suggestions for improving the communication between the Library and departments and faculty?

☐ Yes

☐ No

Do you have any other suggestions about how the Library can serve you better?

☐ Yes

☐ No

Do you have any questions about what the Library does?

☐ Yes

☐ No

Which department are you from?

What is your name? (not required)


Would you like the Library to follow up with you regarding your feedback? (if so, please provide your contact information)

☐ Yes

☐ No

Submit

Appendix 5-3: CCS Library Feedback Log



Spokane Community College
Your Dream Is Our Mission

Library » [SCC Library Research Guides](#) » Assessment Log - CCS Libraries

Admin Sign In

Assessment Log - CCS Libraries

Last Updated: Jul 31, 2014 | URL: <http://libguides.scc.spokane.edu/assessmentlog> | [Print Guide](#)

[Home](#) | [Assessment at SCC Library](#) | [Assessment at CCS](#)

[Liaison Meetings Log](#) | [Comments\(0\)](#) | [Print Page](#)

Search:

Background information and documents

[online faculty survey](#)
[online faculty survey results](#)

SCC librarians collect data through regular, annual meetings between *liaison* librarians and their departments or divisions. Feedback is gathered during meetings, and an online follow-up survey is sent immediately after the meeting to collect further data. [Data from the online survey is maintained by SCC IR Dept.]

Core Questions for Annual Department Meetings

Comments (0)

Log of meetings attended 2014

Department / Division	Date	Librarian	Feedback	Actions Taken
Business Technology	3/7/14	TA	Department Meeting Notes - Business Technology - 2014	purchased more books on nonprofits replied to faculty about using Zotero
English	5/30/14	TA	Department Meeting Notes - English - 2014	replied to faculty regarding OED app described procedure for weeding VHS tapes to faculty

<http://libguides.scc.spokane.edu/aecontent.php?pid=555861&sid=4868192>

Appendix 5-4: Information Literacy Faculty Survey - Detailed



CCS Library Services, Spokane Community College: Quarterly Library Instruction Satisfaction Survey

Dear _____, Thank you for including the SCC Library in your information literacy instruction this quarter. In our continuing effort to make decisions based on data, we are starting to send a quarterly instruction survey to each faculty and staff member with whom we have taught during the quarter. The feedback you contribute will greatly aid us in improving library services for you and your students. Thank you in advance.

1)	Name:	<input type="checkbox"/> I prefer to remain anonymous
2)	Department:	<input type="checkbox"/> I prefer to remain anonymous
3)	Class: Library sessions were provided for the following courses:	<input type="checkbox"/> I can't recall or have no answer
4)	Class Mode: (you can choose more than one)	<input type="checkbox"/> on-ground <input type="checkbox"/> online <input type="checkbox"/> hybrid <input type="checkbox"/> ITV <input type="checkbox"/> Web enhanced <input type="checkbox"/> I have no answer
5)	Satisfaction Overall: How satisfied were you with the instruction given by the librarian?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Dissatisfied <input type="checkbox"/> Very dissatisfied <input type="checkbox"/> I have no answer
6)	Comments (regarding satisfaction)	<input type="checkbox"/> No comments
7)	Outcomes: Did you feel that the library instruction met the information literacy outcomes or other learning outcomes which you intended it to address?	<input type="checkbox"/> Exceeded outcomes <input type="checkbox"/> Met outcomes <input type="checkbox"/> Met some outcomes; not all <input type="checkbox"/> Did not meet outcomes <input type="checkbox"/> I have no opinion
8)	Comments (regarding outcomes)	<input type="checkbox"/> No comments
9)	Effect on student work: In your opinion, how did library instruction affect the quality of related student work (like research papers, presentations, or other)? Student work was:	<input type="checkbox"/> Greatly improved <input type="checkbox"/> Somewhat improved <input type="checkbox"/> Unchanged <input type="checkbox"/> Somewhat worse <input type="checkbox"/> Greatly worse <input type="checkbox"/> There was no related work <input type="checkbox"/> I have no opinion
10)	Comments (regarding effect)	<input type="checkbox"/> No comments
11)	Resources: Were library resources adequate to meet your students' needs?	<input type="checkbox"/> More than adequate <input type="checkbox"/> Adequate <input type="checkbox"/> Less than adequate <input type="checkbox"/> I have no opinion
12)	Comments (regarding resources)	<input type="checkbox"/> No comments
13)	Other comments/suggestions: Do you have other comments or suggestions for how we can improve SCC library instruction?	<input type="checkbox"/> No comments or suggestions

* items in red: multiple answers may be chosen

Appendix 5-5: Information Literacy Faculty Survey – Short

Welcome to SCC's WASSAIL Site *(copy of online survey content)*

SCC Library, Quarterly Instruction Survey of Faculty – Spring 2014

This quarter, the SCC Library would like to collect information from faculty about how library instruction may be contributing to student success.

Please feel free to respond with any thoughts you may have to our very general question (“Are your students more successful after having SCC Library instruction?”).

In subsequent surveys, we may ask about more specific library services or success indicators. In this survey, we are casting a wide net.

Thank you very much for your responses.

- From your SCC Librarians: reference@scc.spokane.edu

1) **STUDENT SUCCESS:** Are your students more successful after having SCC Library instruction?

- ☒ Yes
- ☐ No
- ☐ I don't know

2) If **yes**, in what ways are students more successful as a result of SCC Library instruction?

☐ Not applicable

3) If **no**, do you have suggestions of ways that our library instruction could be changed to help students be more successful?

☐ Not applicable

4) **GENERAL FEEDBACK about SPRING LIBRARY INSTRUCTION:** Do you have any other comments or suggestions about library instruction?

☐ I prefer not to answer or not applicable

WASSAIL Name: https://sky.scc.spokane.edu/wassail/web/QISoF_StudentSuccess_Spr14start/

Jlo 20June2014

Appendix 5-6: Purchase Request

The screenshot shows the Spokane Community College (SCC) website. At the top, there is a search bar and a 'myBigfoot student portal' link. Below the navigation bar, the 'Library' section is active, with sub-links for 'Home', 'About', 'Research', 'Services', and 'Help'. Under 'Services', 'Services for Faculty' and 'Services for Students' are listed. The 'Information and Services for Faculty' section includes a list of resources: Copyright Compliance (CCS), Evaluating information sources, Ideas for research assignments, Information literacy for the transfer student (Rising Junior), Information literacy statement, and Interlibrary Loan. A paragraph explains the WINBorrow feature. Another paragraph describes borrowing from other libraries. A second list of resources includes Librarian liaison assignments, Library Class Request Form, Plagiarism, Purchase Request (highlighted with a red arrow), and Toolkit for Teaching Information Literacy.

Spokane Community College

search this site

GO

myBigfoot student portal

About SCC Courses & Programs CCS Catalog Admissions/Registration Student Resources

SCC Home Page > Student Resources > Library

Library

Home About Research Services Help

Services for Faculty Services for Students

Information and Services for Faculty

- Copyright Compliance (CCS)
- Evaluating information sources
- Ideas for research assignments
- Information literacy for the transfer student (Rising Junior)
- Information literacy statement
- Interlibrary Loan

Using the WINBorrow feature of the library catalog, registered students, faculty and staff can request materials from Whitworth University, Gonzaga University, North Idaho College, the University of Idaho and Lewis and Clark College. Requested materials can be picked up at any of the participating libraries. Turnaround time will vary.

The SCC Library is also able to borrow materials from other libraries in Spokane and outside the area. If you need this service, contact the Reference Desk at 533-8821. It is also possible to submit an [online interlibrary loan request](#). Keep in mind that it may take ten days to two weeks for materials to arrive. This service is only available for Community Colleges of Spokane students and employees.

- Librarian liaison assignments
- Library Class Request Form
- Plagiarism (includes a section for faculty and a section for students)
- Purchase Request
- Toolkit for Teaching Information Literacy

The Purchase Request feature is available on the Services for Faculty webpage

<http://www.scc.spokane.edu/Resources/Library/Home.aspx?Page=PV4>

and the Services for Students webpage

<http://www.scc.spokane.edu/Resources/Library/Home.aspx?page=PV4&subpage=S3PV2>



Community Colleges of Spokane

Inspire. Enrich. Uplift.

SCC Library

Book / Video / Periodical Purchase Suggestion Form

Thank you for taking the time to let the SCC Library know about any books, videos, or periodicals you would like added to the collection.

What are you requesting?

- ☐ Book
- ☐ Video
- ☐ Periodical Subscription
- ☐ Other

Please enter the information in the boxes below:

Title (or Subject)

Author

ISBN

Date and/or Edition

Additional Information

Please provide your contact information so we can let you know the status of your request.

Name

SID

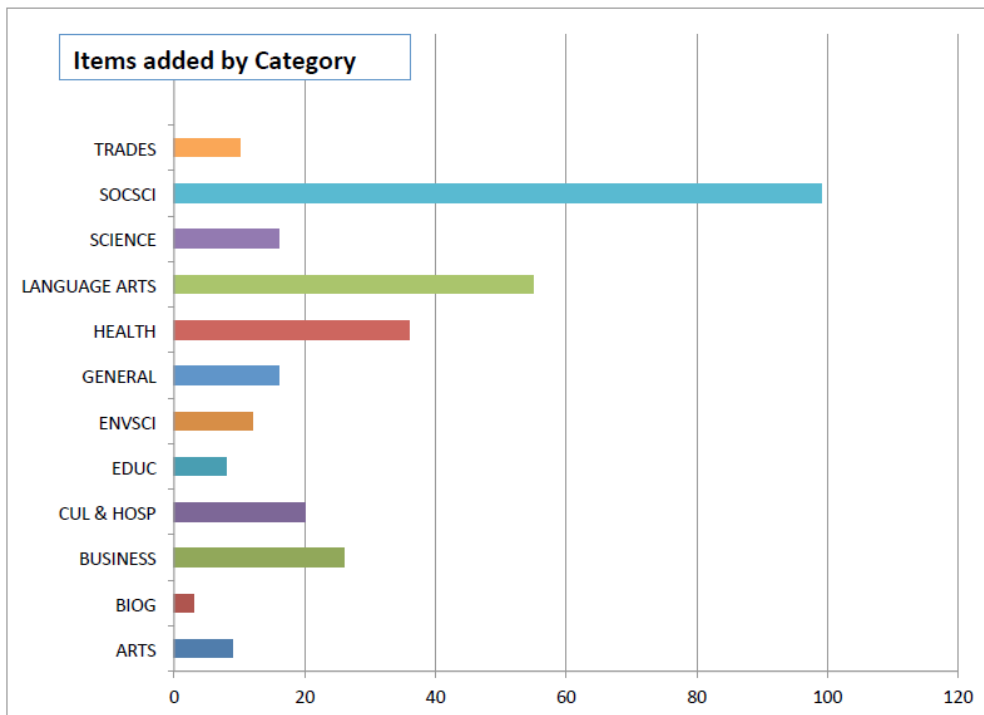
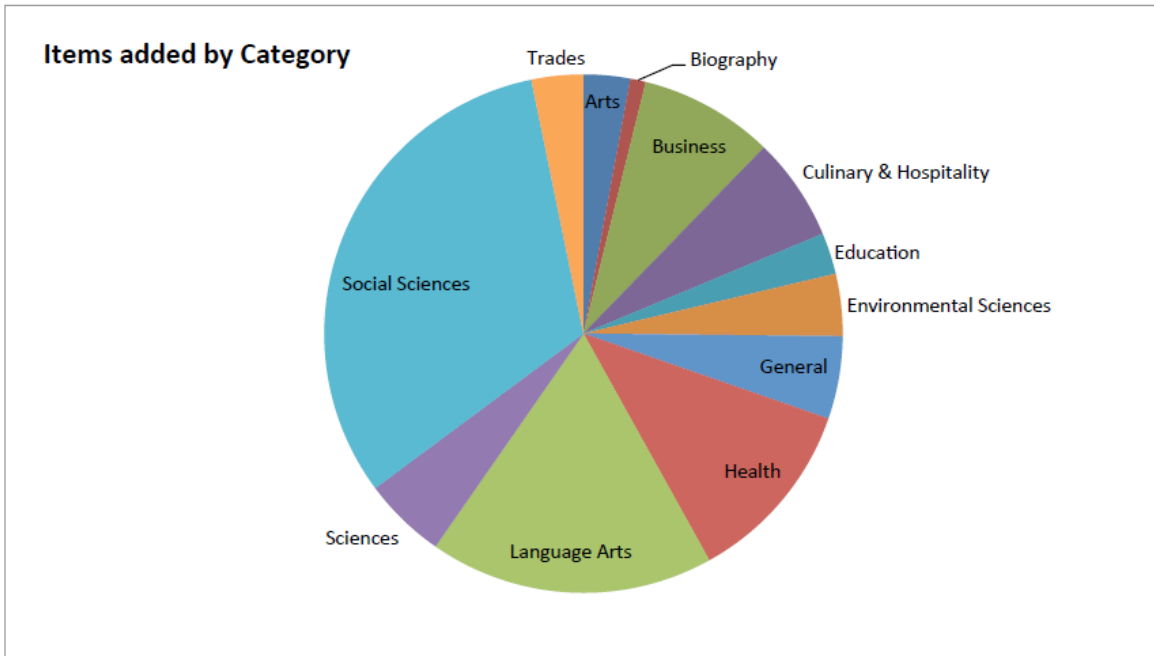
Phone

Email

https://css.co1.qualtrics.com/SE/?SID=SV_5zlaU9owolq4snz

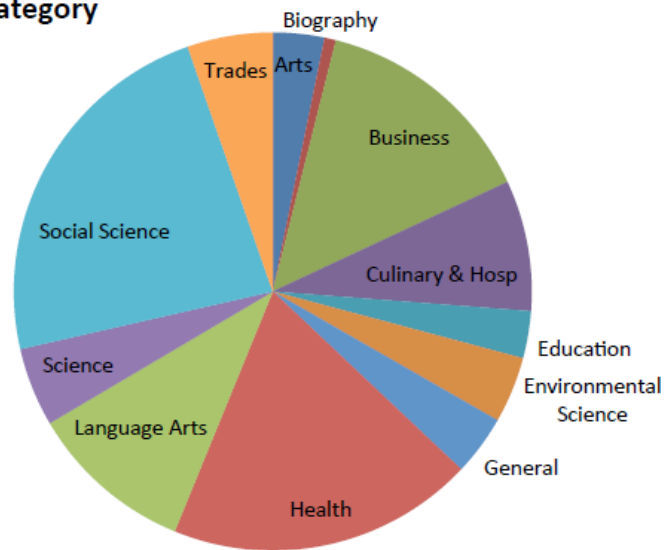
Appendix 5-7: Library Acquisitions Report 2012-13

Spokane Community College Library Acquisitions 2012-2013



Items added by Category	
ARTS	9
BIOG	3
BUSINESS	26
CUL & HOSP	20
EDUC	8
ENVSCI	12
GENERAL	16
HEALTH	36
LANGUAGE ARTS	55
SCIENCE	16
SOCSCI	99
TRADES	10

Expenditures by Category



Appendix 5-8: Library Adds and Drops Report 2013-14

ADDS & DROPS

AY 2013-14 ADDITIONS		Jul	Aug	Sept.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Books Titles Volumes Donations	Books Titles	59		75	80		33	98	36	29	46	44	
	Volumes	60		75	101		35	102	38	32	48	44	
	Donations	1			2		6	3	26	7	39		
	DVDs												
Titles Pieces Donations	Titles				2		1	1		1		6	
	Pieces				2		1	1		1		6	
	Donations												
Books on CD Titles Pieces Donations	Books on CD												
	Titles						2				2		
	Pieces						2				3		
Donations	Donations										1		
	Ebooks												
Titles Volumes	Titles												
	Volumes												
Total titles		59	0		82	0	36	99	36	30	48	50	0

DISCARDS					
	Books				
	Titles				
	Volumes	4	52	45	20
		23	53	72	23
	DVDs				
	Titles	1			1
	Pieces	4			1
	VHS				
	Titles	34		5	
	Pieces	441		5	
	Total titles	35	0	5	0
				52	20
				36	32
				1	0
				231	

Appendix 5-9: Data Sources for Library Decision-Making

Data Sources for SCC Library Decision Making

Instruction

- End of quarter faculty survey
- English 101 worksheet scores and student feedback
- APLED 121 pre and post assessments
- Various other student information literacy assessments
- Instruction statistics showing number of sessions and students
- College enrollment statistics (for comparison)
- Strategic Program Assessment (SPA)

Resources

- Community College Survey of Student Engagement (CCSSE)
- Reports generated from online library system
- Purchase suggestion feature on library website
- Visits to department/division meetings and followup faculty survey
- Database usage statistics
- LibGuides usage statistics
- Circulation statistics
- Reference statistics form (collection development section)
- Strategic Program Assessment (SPA)
- Resources for College Libraries – online list of core academic library resources
- Interlibrary loan statistics

Services

- Visits to department meetings and faculty survey
- CCSSE
- Reference statistics
- QuestionPoint (online chat reference) statistics
- Strategic Program Assessment (SPA)
- Study room use
- Gate count



Community Colleges of Spokane

CCS Library Services

Information Literacy Plan - 2014



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Purpose

College libraries provide expert teaching and learning experiences to students and faculty in order to promote lifelong information literacy. The purpose of this plan is to identify and document the Community Colleges of Spokane (CCS) libraries' implementation of the infusion of information literacy skills into the curriculum through collaboration with faculty, instruction and collection development. This plan outlines pertinent missions, instructional outcomes and performance indicators, collection development practices, and marketing endeavors which support information literacy standards for higher education students, faculty, and staff, and for our community users. It also serves to provide a framework for programmatic goals developed for our newly unified (2013) CCS District Library services.

The plan is based on Association of College and Research Libraries (ACRL) Information Literacy Standards which encapsulate the core cognitive learning outcomes relevant to finding, evaluating, using, and citing information. In the last decade, however, changes in technology, scholarly communication, and the information life cycle have contributed to the changing face of information literacy in higher education. Today's college students are tasked with navigating a much wider world of information than ever before—online and in print. Students are not only information users, they are information creators, contributing online content that may go beyond print format, and can take the shape of videos, podcasts or other online multimedia works. Helping students become information literate is more critical than ever before.¹

The recent consolidation of CCS library services across the District under the auspices of the Executive Director of Library Services has provided library staff and faculty new opportunities for closer collaboration.

¹ Recommendation of the ACRL Information Literacy Task Force. June 2012.

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/ils_recomm.pdf

CCS Mission & Themes

Mission: To develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for our students and our state.

Vision: Community Colleges of Spokane transforms lives and uplifts humanity, inspiring students to lead communities, build the nation and enrich the world.

VALUES

- **Student Success:** Strengthening engagement
- **Collaboration and Communication:** Building productive communities
- **Sustainability:** Enhancing operational efficiency and effectiveness
- **Innovation:** Supporting a culture of continuous improvement

The mission of CCS Library Services is aligned with that of the district as a whole, and also with the objectives of each of the colleges we serve. Because each college in the district has a unique population, the library collection and services are tailored to meet the needs of the unique population of each college.

CCS Library Core Values Statement

CCS Library Services provides a vital component of the college's instructional mission. As a service division of the college, the library serves the information needs of its students, faculty, staff and the community by maintaining an organized collection of resources in a variety of formats, and facilitating access to these resources through a formal program of bibliographic instruction and informal, individual instruction on demand.

The CCS Library Services department supports and encourages information literacy and lifelong learning. The libraries serve the instructional and informational needs of a diverse population of students, faculty and staff using essential resources and technologies.

Core Values

CCS Library Services has at its core an essential set of values that define, inform, and guide our professional practice. These values have been advanced, expanded, and refined by numerous policy statements of the American Library Association and the Association of College and Research Libraries. Among these values are:

- Information Literacy
- Lifelong Learning
- Student Success
- Equity of Access
- Respect for All
- Intellectual Freedom.

Population Served

CCS Libraries serve students who reside throughout a 12,302 square mile area that includes six counties and the densely populated metropolitan area of Spokane County.

CCS Libraries serve the information needs of students, staff and faculty at Spokane Community College, Spokane Falls Community College, the Rural Centers, and Fairchild Air Force Base and Pullman Transfer Center. The library serves users at their point of need which may be on campus, online or at extended sites, and who:

- represent a variety of ages
- have a variety of physical abilities
- may be full-time or part-time
- come from a variety of socioeconomic backgrounds
- represent a variety of cultural and ethnic backgrounds
- have differing educational levels and learning abilities

In addition to its primary clientele, CCS Library Services serve the information needs of the larger community through a variety of interlibrary agreements and by providing 24/7 research assistance.

Information Literacy

According to the Association of College and Research Libraries Information Literacy (IL) is “a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information’.” These standards are being rewritten to reflect the way students interact with digital technologies and with the understanding that information literacy must be infused throughout the curriculum and is not a matter of rote learning of tools or techniques. CCS libraries strive to equip students with an excellent foundation in information and digital literacy skills designed to promote lifelong literacy skills. ^{1, 2}

¹ <http://connect.ala.org/files/Doc%205.0a%20Info%20Lit%20Standards%20Prospectus%20for%20Revision.pdf>

² <http://www.acrl.ala.org/acrlinsider/archives/8602>

Instruction

CCS Library Services aligns its instruction with each colleges' Core Themes and Course Learning Outcomes (CLOs) within each discipline. We are guided by ACRL's [Information Literacy Competency Standards for Higher Education](#) and their accompanying performance indicators and outcomes. Through liaison with discipline faculty in both professional / technical and academic programs and direct contact with students, we infuse information literacy learning opportunities into the curriculum, supporting students in meeting college outcomes including critical analysis of information, problem solving and information literacy. Utilizing a variety of teaching modalities, innovative technology, relevant pedagogy and learning assessment, we strive to effectively teach students at their point of need. Assisting faculty in embedding quality research materials and instruction into online classes and syllabi and providing live chat research assistance 24/7 to all CCS students, faculty, and staff.

In order to assist the campus community in embracing information literacy as a collaborative endeavor, CCS librarians participate in a variety of outreach activities. We provide resources, collections, and services which support and enhance teaching and learning for all college programs. We promote excellent student scholarship through use of state of the art classroom facilities and use a variety of teaching techniques. In support of academic transfer students, librarians collaborate with library faculty at transfer destination universities, ascertaining information literacy abilities expected of students entering at the junior level. Each CCS library annually sets goals for instruction, outreach, collections and continuing education of the librarians.

Because liaison with faculty is crucial to our instructional success, librarians take every opportunity to fully participate in instruction initiatives, campus activities and continuing education opportunities which enhance our relationships with faculty. As department liaisons we endeavor to keep faculty abreast of the ever-changing landscape which is information literacy in academia.

Library faculty liaison efforts include:

- offering assistance and encouragement to faculty who wish to add information literacy to their Course Learning Outcomes (CLOs) (including creating online research guides designed for use by faculty interested in including IL in their curriculum).
- identifying faculty who have already included IL outcomes in their syllabus and offering assistance and clarification in evaluating those outcomes
- making available relevant scholarly and professional technical resources
- participating in local, state, and national information literacy initiatives

Delivery Methods & Technology

CCS offers instruction through various delivery methods:

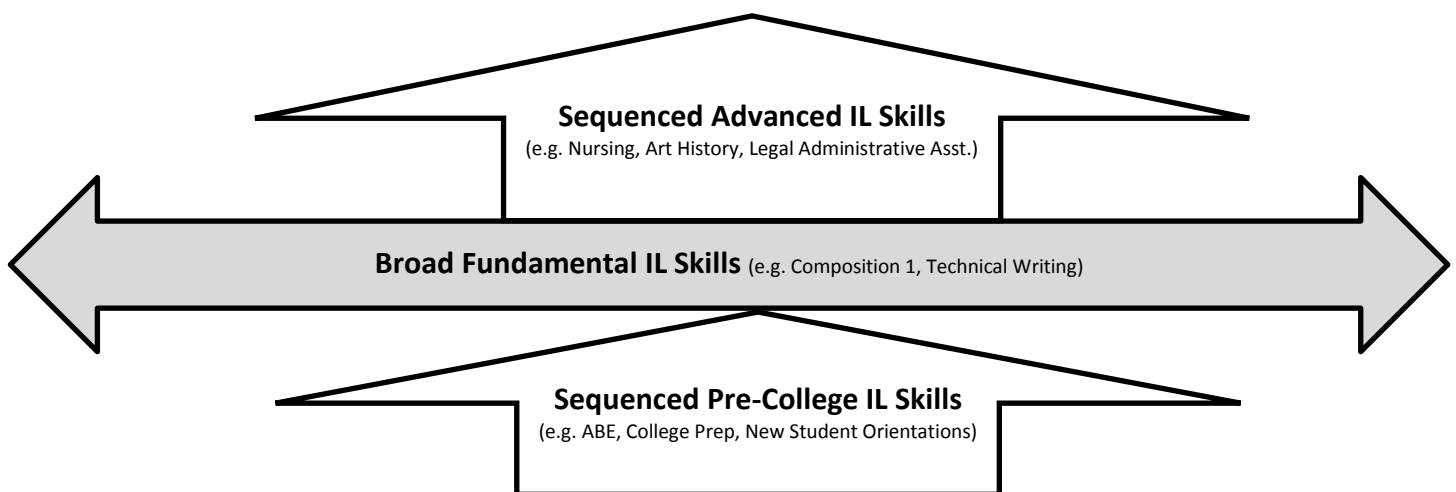
1. traditional, on-ground, face-to-face instruction
2. web-enhanced where students are provided online IL resources which support their on-ground course
3. hybrid, combining face-to-face with online instruction
4. online instruction using a course management system where students never need to physically visit a campus

Regardless of the method in which the class is taught, librarians use technology to support or enhance instruction. CCS librarians are innovative in their delivery method and continually learn and change to meet the needs of students and faculty. Technology is especially important for teaching students in classes which span across campuses. In order to provide point of access service librarians teach information literacy in a library computer lab to traditional on-campus students; in online courses we offer various levels of librarian presence including having a librarian embedded in a class, and we teach using interactive television (ITV) systems.

Pedagogy

CCS Library faculty approach the infusion of information literacy into the college curriculum by utilizing a strategy of broad and sequenced skill development; in gateway courses which are required for the majority of students (like 100-level composition) we provide instruction in broad fundamental research skills. In several discipline specific courses below and above 100-level, we partner with faculty to teach sequenced IL skills appropriate to the course level.

Diagram illustrating CCS Library Services' pedagogical approach to infusing IL into college curriculum: IL skills and example courses:



Librarians utilize a variety of teaching methods which we develop in conjunction with discipline faculty. We aim to provide an authentic learning experience, design instruction to include critical thinking and higher learning processes, and model information pursuits and evaluation challenges after situations which students will genuinely encounter in their professional and academic careers.

eLearning

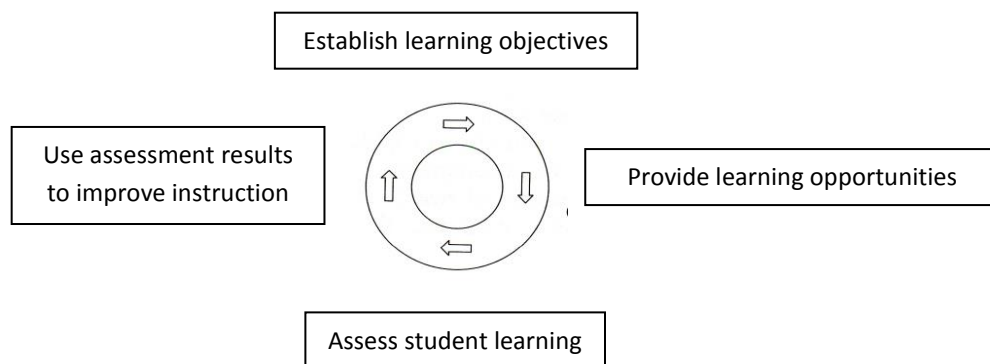
The libraries have various means by which we teach and provide information for e-learning students and provide support and education for faculty:

- online research guides and tutorials
- embedded librarian presence in select courses
- 24/7 live chat research assistance
- learning modules in course management systems

Culture of Assessment

When possible, the library supports and participates in a culture of assessment on all campuses and state-wide. Librarian representatives serve on committees dedicated to fostering assessment culture. We view assessment as a continuous process and engage in ongoing action-research which informs our instruction.

The assessment cycle:



The college accreditation process identifies four levels of assessment:

1. **course**-level assessment
2. **program**-level assessment
3. **degree**-level assessment
4. **institution**-level assessment

Librarians engage in programmatic and course-level instruction in order to assess student learning, particularly in new courses and new IL programming. We use resulting data to improve instruction, our collection, and the services we offer. In addition to the student learning outcomes assessment measures we will describe below, the college and the library as a whole conducts periodic surveys of students, faculty, and staff by which we measure, at the department level, our customer satisfaction with general library services.

At SFCC, at least one librarian is appointed to ITALIC, the Institutional Teaching and Learning Improvement Coordinating Committee (the mission of which is to promote effective teaching and facilitate student learning by supporting educational assessment at the course level and coordinating the assessment of degrees, programs, and instructional delivery systems). All SFCC librarians work with departments, divisions and ITALIC to promote the inclusion and assessment of information literacy in CLOs and College-wide Abilities and Learning Outcomes.

Data Sources for CCS Library Decision Making: At SCC, Librarians serve on the college Curriculum Committee, the Student Learning and Assessment Committee, and the College Readiness Committee. The SCC Library uses the following data sources in our decision making:

<p><i>Instruction</i></p> <ul style="list-style-type: none"> ▪ Faculty satisfaction surveys ▪ Assessments of class learning outcomes ▪ Various other student information literacy assessments ▪ Instruction statistics showing number of sessions ▪ College enrollment statistics (for comparison for comparison to prior years) ▪ Strategic Program Assessment (SPA)
<p><i>Resources</i></p> <ul style="list-style-type: none"> ▪ Community College Survey of Student Engagement (CCSSE) ▪ Reports generated from online library system ▪ Purchase suggestion feature on library website ▪ Visits to department/division meetings and follow-up faculty survey ▪ Database usage statistics ▪ LibGuides usage statistics ▪ Circulation statistics ▪ Reference statistics ▪ Strategic Program Assessment (SPA) ▪ Resources for College Libraries – online list of core academic library resources ▪ Interlibrary loan statistics
<p><i>Services</i></p> <ul style="list-style-type: none"> ▪ Visits to department meetings and faculty survey ▪ CCSSE ▪ Reference statistics ▪ QuestionPoint (online chat reference) statistics ▪ Strategic Program Assessment (SPA) ▪ Study room use ▪ Gate count

CCS Library Services Shared Goals of the SCC and SFCC Libraries

As a result of the library reorganization, SCC and SFCC librarians are adopting a practice of creating annual shared goals (starting 2013-2014).

The goals are reviewed and if necessary revised during fall quarter. Each library formulates an action plan as to how the library will meet the information literacy goals as outlined in the shared plan for that school year. No later than July 1 each library will provide the library director with a report indicating how the information literacy goals were addressed and outcomes met for the year.

The shared goals of CCS Libraries are:

- Information literacy instruction: Broad integration of information literacy throughout the college curriculum
- Information literacy instruction: Sequenced integration of information literacy through the college curriculum
- Assessment: Regular collection of feedback data from students and faculty
- Creation of a web space where each library can record their information literacy activities which may include assessment of student learning outcomes.

Hagan Foundation Center for the Humanities: Goals & Performance Indicators

Established in 2005, the Hagan Center provides a forum outside the classroom where students and the community may engage in social inquiry, enhance cultural understanding, and develop an appreciation for the humanities. Dedicated to integrating liberal arts and humanities with the technical programs offered at SCC, the Center is a significant venue through which SCC contributes to the cultural life in the greater community.

Goals:

- infuse liberal arts and humanities across the campus curriculum
- create a humanities-based model for academic inquiry
- instill critical thinking skills and an appreciation for the humanities in SCC students.
- raise community awareness of the scope and variety of campus programs
- enrich the community with humanities offerings
- foster a life-long love of literacy and learning

Performance indicators

The Center presents about a dozen events each academic year, and the number of people in attendance is counted and recorded. Anecdotal evidence from attendees, including teaching faculty, is overwhelming positive. When possible, the library includes questions on institutional assessment surveys regarding the Center and its events.

Collection Development

These Collection Development guidelines are designed to meet the instructional and informational needs of students, faculty, staff, and administration as defined by the Community Colleges of Spokane.

Intellectual Freedom

Community Colleges of Spokane endorses the Library Bill of Rights, the Freedom to Read Statement, and the Intellectual Freedom Statement adopted by the American Library Association, *Libraries: An American Value*. (See Appendix for texts.)

The concept of intellectual freedom involves selecting some materials/databases which may contain information that may be considered controversial by some individuals or groups. The acquisition of these materials/databases doesn't imply approval or endorsement of the contents. These materials/databases are acquired to support the curriculum and represent all sides of controversial issues. The selection criteria must remain broad and flexible to provide a collection which supports the wide range of programs and diverse backgrounds of the college clientele.

Responsibility for Selection

The library faculty, under the direction of the Executive Director of Libraries, is responsible for the resource development process. The selection of library materials and electronic resources is coordinated by the professional staff, in consultation with the general campus community.

Although library faculty are responsible for the overall development of library resources, faculty in all areas of the college are encouraged to take an active role in selecting library print and non-print materials, as well as databases. The library faculty act as liaison to different instructional departments of the college and as such can assist faculty with library resource selection and use.

Students, staff, and administrators are encouraged to make recommendations for book, media, and database purchases to the library faculty. Requests for purchase of library resources, from all sources, will be considered in light of this document and in relation to the overall instructional and educational purposes of the colleges. When a request meeting these criteria has been made by faculty, staff or students, an order will be placed for the resources if funds are available.

Scope

CCS Libraries provide free access to all points of view on public questions. Therefore, resources selected will represent as many points of view as prudent.

College mission statements will determine the complexity of the collection, but an institutional commitment to excellence means building and maintaining a collection of resources that support adequately:

- liberal arts and science programs which prepare students for transfer to four-year colleges and universities
- professional technical programs
- programs that have specialized accreditation (fields such as physical therapy, nursing substance abuse, etc.)
- special programs for job training, retraining, or upgrading of skills
- the individual information needs of students and faculty

When being considered for addition to the collection, resources will be evaluated with attention given to: written reviews; size and adequacy of current resources; potential use of resources by students and faculty; appropriateness for lower-division college use; and currency.

Resources will be purchased in a wide variety of formats as appropriate.

English language resources will be ordered primarily, but foreign language material will be purchased to support foreign language curriculum.

Library resources will emphasize current issues and contemporary scholarship collecting only those basic historical and classical works necessary to support the curriculum.

Resources will be acquired according to the following priorities and based on collection level determinations:

- a. Curricular support
- b. Program accreditation support and standards
- c. outstanding items in relevant fields of knowledge
- d. materials for professional growth of faculty and staff
- e. recreational reading in support of general and cultural literacy

Faculty and student requests within the above scope will be honored whenever possible.

Special Collections

The libraries may maintain specialized collections of materials as is determined to be necessary for the students, faculty and staff.

Reserve Collection

The Reserve Collection supports the instructional programs by providing library resources, which are directly related to curricular offerings. The specific aims of this collection are to provide reserve materials as required reading by the faculty and must be limited because of the high number of students who must access the material.

Reserve materials have a more restricted loan period. The reserve loan period may range from "Library Use Only" (1 hour) to one week. Faculty, college personnel, and professional staff may request that materials be placed in this collection, and the responsibility for this collection lies with the circulation supervisor. At the end of each quarter, photocopied and faculty-owned reserve materials are returned to the faculty member and the library books returned to the collection.

When possible, the Associated Students have provided additional money that allows the Library to purchase textbooks to help support student success. These textbooks are selected on criteria determined by the Executive Director of Library Services and the amount of money available.

Some general policies which govern the collection include:

- A. Faculty are responsible for providing the appropriate number of copies of photocopied materials in accordance with the copyright law.
- B. Adding personal copies including photocopies (which are in compliance with the copyright law) when the library does not own a copy or cannot supply sufficient copies.
- C. Under the fair use provision of copyright laws, copies of articles can be used for only one quarter without express permission of the copyright holder. Copyright permission is the responsibility of the faculty member, but circulation staff will provide the faculty with a form and help finding the address of the publisher/author as required.
- D. Anthologizing of copyrighted materials is not permitted except by written permission of the copyright holder.

Gifts

Gift materials are welcomed and will be added to the library collections if they meet the general criteria. Library Services reserves the right to dispose of duplicate and unwanted material. Disposal may be by direct sale, by gifts to other libraries, by discard, or other appropriate means. The libraries are not responsible for a monetary statement to the donor for tax purposes, but will acknowledge receipt of the gifts. Library Services assumes no responsibility for the use donors make of such acknowledgments.

Cooperation with Other Libraries

Access to resources is expanded by membership in organizations or agreements between libraries which allow access to resources through interlibrary loan.

Resource Maintenance

Library faculty will withdraw library materials when, in their professional judgment, such a course of action is necessary to remove unneeded material. Continuous evaluation of holdings is an essential ongoing routine, in which unneeded materials are removed permanently from the library collection. Examples of unneeded materials which might be targeted for withdrawal could include multiple copies, badly damaged or deteriorated materials, out-of-date materials, dated periodicals, and obsolete media materials.

Whenever possible, faculty members and other subject specialists should be invited to participate in the weeding process to assure that materials of historical or research interest are not inadvertently removed. Weeded materials are officially withdrawn from the collection and disposed of by direct sale, by gifts to other libraries, and by discard if the material is obsolete and misleading.

Library materials reported missing or long overdue are not replaced automatically. Instead, potential replacements are evaluated using the same criteria for selection as regularly purchased items. Heavily used materials will be replaced as quickly as possible if they are still available.

Database collections are, by their nature, self-maintaining. However, the decision to keep or cease a subscription to an online resource takes into consideration the same collection priorities mentioned above. Additionally, cost and usage data will be considered when deciding to renew an online resource.

Open Educational Resources (O.E.R.)

Open Educational Resources or OERs (including open textbooks) are any content which is:

- openly *available* (can be readily found or discovered) ; *and*
- openly *accessible* (exists in a form which others can readily use); *and*
- openly *reusable* (faculty can easily modify & license allows).

- Hard copies of open textbooks can look much like traditional texts. The primary difference is that textbooks are also accessible online at no cost and the hardcopies are optional and affordable.
- An open textbook is much more flexible than traditional texts. You can create a custom version for your course by editing it yourself.
- Open textbooks are available in both print & digital formats:
 - online, at no cost.
 - downloaded PDF at no cost.
 - print-on-demand, typically for \$20 - 40.

(Many open textbooks contain supplemental materials like test banks, quizzes, PPTs, etc.)

CCS librarians are marketing OER materials through implementing on-campus workshops, LibGuide creation and advertising guest speakers in the OER field. The librarians have advertised their willingness in assisting with finding OER materials and help with choosing the best materials for our students and subject matter.

Addenda

American Library Association. *Library Bill of Rights*. 1996. Web. 18 June 2014.
<<http://www.ala.org/advocacy/intfreedom/librarybill>>.

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

American Library Association and The Association of American Publishers.

The Freedom to Read Statement. American Library Association. 2004. Web. 23 June 2014. <<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>>.

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security,

as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

- 1) *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

- 2) *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

- 3) *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

- 4) *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility

to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

- 5) *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

- 6) *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

- 7) *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

American Library Association. *Libraries: an American Value*. 1999. Web. 23 June 2014. <<http://www.ala.org/advocacy/intfreedom/statementspols/librariesamerican>>

Libraries in America are cornerstones of the communities they serve. Free access to the books, ideas, resources, and information in America's libraries is imperative for education, employment, enjoyment, and self-government.

Libraries are a legacy to each generation, offering the heritage of the past and the promise of the future. To ensure that libraries flourish and have the freedom to promote and protect the public good in the 21st century, we believe certain principles must be guaranteed.

To that end, we affirm this contract with the people we serve:

- We defend the constitutional rights of all individuals, including children and teenagers, to use the library's resources and services;
- We value our nation's diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve;
- We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services;
- We connect people and ideas by helping each person select from and effectively use the library's resources;
- We protect each individual's privacy and confidentiality in the use of library resources and services;
- We protect the rights of individuals to express their opinions about library resources and services;
- We celebrate and preserve our democratic society by making available the widest possible range of viewpoints, opinions and ideas, so that all individuals have the opportunity to become lifelong learners - informed, literate, educated, and culturally enriched.

Change is constant, but these principles transcend change and endure in a dynamic technological, social, and political environment.

By embracing these principles, libraries in the United States can contribute to a future that values and protects freedom of speech in a world that celebrates both our similarities and our differences, respects individuals and their beliefs, and holds all persons truly equal and free.

Appendix 5-11: CCS Library Services Strategic Program Assessment 2014

STRATEGIC PROGRAM ASSESSMENT

CCS LIBRARY SERVICES

May 1, 2014

Introduction

CCS Library Services is committed to the quality delivery of library services to all students of the Community Colleges of Spokane, wherever the students reside and however their educational opportunities are delivered. Given the integration of the Institute for Extended Learning (IEL) into SCC during 2013-2014, and the clustering of its rural sites into the Northern Counties, Fairchild and the Pullman centers, and given the growth of e-learning programs of study, CCS Library Services has undertaken this assessment to evaluate the adequacy of library support for these constituencies and to use this assessment as the basis for a gap analysis and strategic plans.

Reorganization

Beginning in 2011 Chancellor Johnson initiated a district-wide reorganization process. Two of the areas that were reorganized were eLearning and Library Services. Both became district departments reporting to the Provost beginning in 2012.

Another part of the reorganization took place in 2013-2014. The former IEL merged with the two colleges. The rural centers in Republic, Inchelium, Colville, Ione, and Newport became part of SCC. Students at those centers, who are enrolled at SFCC in 2013-2014 will be enrolled as SCC students beginning July 1, 2014. The Pullman and Fairchild centers and their students will continue their affiliation with SFCC, as was the case before the reorganization.

The SCC Dean of Instruction for Extended Learning is responsible for the rural centers in the northern counties and the SFCC Dean of Humanities, Business, Professional Studies, and Workforce Education is responsible for the Pullman and Fairchild centers.

Statement of Purpose and Core Values, CCS Library Services (December 2013)

The CCS Library Services department supports and encourages information literacy and lifelong learning. The libraries serve the instructional and informational needs of a diverse population of students, faculty and staff using essential resources and technologies.

Core Values

CCS Library Services has at its core an essential set of values that define, inform, and guide our professional practice. These values have been advanced, expanded, and refined by numerous policy statements of the American Library Association and the Association of College and Research Libraries. Among these values are:

- Information Literacy
- Lifelong Learning
- Student Success
- Equity of Access
- Respect for All
- Intellectual Freedom.

Standards

CCS Library Services adheres to a variety of regional and national standards. The following section identifies how these standards address library support for rural centers and e-learning. (Note that underlining has been added for emphasis.)

Northwest Commission on Colleges and Universities Accreditation Standards

<http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm>

Standard 2.E deals with Library and Information Resources. The Standard specifies that library resources, instruction, and evaluation should be available for all programs “wherever offered and however delivered.”

ACRL Standards for Distance Learning Library Services

<http://www.ala.org/acrl/standards/guidelinesdistancelearning>

At the core of the Standards is the “principle of access entitlement.”

“Every student, faculty member, administrator, staff member, or any other member of an institution of higher education, is entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where enrolled or where located in affiliation with the institution. Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be.”

“The principle likewise applies to courses taken for credit, non-credit, and through continuing education programs, and to courses taught face-to-face in classrooms in remote settings, or via any medium - or through any other means of distance learning.”

ACRL Information Literacy Competency Standards for Higher Education

<http://www.ala.org/acrl/standards/informationliteracycompetency>

The introduction to the standards states: “Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.”

AACC Position Statement on Student Services and Library and Learning Resource Center Program Support for Distributed Learning

<http://www.aacc.nche.edu/About/Positions/Pages/ps02102005.aspx>

“Just as distance learner classroom assignments should duplicate on-campus assignments in their intent and learning objectives, library resources and services should duplicate on-campus access to resources and services to ensure equality. Information literacy experiences should also duplicate those experiences in on-campus programs and students should have access to and contact with a information professional to ensure they think critically about the research process and information and access, select, evaluate and use resources and design services and activities appropriate to the curriculum.”

“Colleges should provide access to organized online library resources and a service plan for distance learners and remote users. Both workforce and credit higher education curriculum are now inextricably tied to the equitable online access of materials that support not only the curriculum content and delivery, but also the accreditation standards and guidelines required of many programs today. “

“Not all student and library/learning resource center services and resources translate as appropriate for the distance learner/remote user, however, most services and resources are and should be made available to offer the broadest opportunity for student success and growth. Colleges should explore new paradigms, identify benchmarks, seek partnerships, invest in technology and design technology infrastructure, and train and develop faculty and staff to provide virtual and/or digital support, to meet existing and growing, diverse needs.”

AACC Position Statement on Information Literacy

<http://www.aacc.nche.edu/About/Positions/Pages/ps05052008.aspx>

The Position Statement specifies that “colleges should identify and provide personnel and resources appropriate for providing information literacy skills for all students.”

RURAL CENTERS

Rural centers enrollment data

During the current academic year 847 students (unduplicated headcount by year) are enrolled in classes at the rural centers (Colville – 367, Pullman – 282, Newport – 168, Republic – 74, Inchelium – 31, Ione – 15). In addition, Fairchild has 191 students. There are also 142 students in Running Start and 196 students in Adult Education. Approximately 57% of students are transfer and 43% are professional/technical. Fifty six students are enrolled in evening classes.

Rural center facilities

The Colville Center has the largest library with approximately 2500 square feet. The Colville Center Library contains a reference section, circulating books and videos, test preparation books, and reserve textbooks. There are two quiet study rooms, a large group study room and a video viewing station. Newport and Republic have library rooms of approximately 400 and 300 square feet respectively with similar, but smaller collections.

The Ione Center's computer lab, which has 15 computers, also has a small collection of books. The Ione Public Library (part of the Pend Oreille County Library District) is housed in the Ione Center. The Public Library hours are limited, but it provides substantial support to the students taking classes at the Center.

The Inchelium Center has library materials located in two different classrooms and a computer lab with 10 computers.

Current staffing

Until fall 2013 there was a full-time annually contracted librarian headquartered at the Colville Center who provided library services to the rural centers. The librarian typically visited all of the centers once during fall and spring quarters, and the Newport and Republic centers once during the winter quarter.

When the librarian position became vacant in summer 2013 a classified staff position (special projects position) was funded through December 2014 to keep the Colville Center library open. Work study students have filled out the rest of the schedule to keep the library open in the evening. Colville is the only rural center with library staff. During the current academic year, library instruction for the northern counties has been provided by SCC librarians traveling to centers and using ITV technology. Instructional requests from Pullman have been handled by librarians at SFCC.

A new tenure-track librarian, responsible for library services in the rural centers and for e-learning (also known as distance education and distributed education), will begin on May 5, 2014. The e-Learning and Rural Outreach Services Librarian will have an office at the SFCC Library, but will report to both library department chairs and provide service to the centers through scheduled in-person visits as well as by various technological means (ITV, online chat, email, phone, Canvas, Skype, etc.).

Current budget for the rural centers

The rural center libraries budget includes the salary of the tenure track librarian (including summer coverage). In addition, there is \$1,500 for part-time hourly staffing, \$2,000 for travel and \$19,030 for resources.

Funding for the classified staff position at the Colville Center during the current year has come from salary savings from the librarian vacancy. There is no funding in the budget to cover a support position beyond December 2014. (This special project position for 2014 was funded with one-time salary salvage.)

Furthermore, the e-Learning and Rural Outreach Services Librarian, stationed in Spokane, will need more travel money than is currently allocated, since she will be traveling regularly to all the rural centers. This is particularly important during her first year when she is assessing needs and getting familiar with the centers.

Since IEL students have been enrolled as SFCC students, a portion of the cost of SFCC library databases (originally set at 15%) has been charged to the rural centers library budget. While the number and cost of library databases has grown over time, the IEL contribution has not increased proportionately.

When students from the former IEL become SCC students in summer 2014 they will begin paying the same \$7.00/quarter library fee as SCC students. This will allow for some guaranteed funding that can be directed toward resources for the rural centers, perhaps in the neighborhood of \$15,000 per year (based on past quarterly headcounts for the IEL). Pending the results of the SFCC student council vote on the comprehensive fee, the students in Pullman and Fairchild will also be paying a \$7.00/quarter library fee.

When students from the former IEL become SCC students in summer 2014 they will begin paying the same \$7.00/quarter library fee as SCC students. This will allow for some guaranteed funding that can be directed toward resources for the rural centers (ca. \$6,000 based on past quarterly headcounts for the northern counties' centers of the former IEL). Pending the results of the SFCC student council vote on the comprehensive fee, the students in Pullman and Fairchild will also be paying a \$7.00/quarter library fee.

Current state of technology

Bandwidth in the northern counties is a matter of concern, both at the rural centers and for students in their homes. Many students use the center computers because of slow (or nonexistent) Internet connections at home. However, even center computers sometimes have bandwidth problems such that certain uses, such as email and videos, have to be restricted. Sometimes computer-based testing can slow down Internet connections for the rest of the computers in a particular center.

The Colville Center has a computer lab within the library with 12 computers.

Fairchild has 15 SFCC computers available for student use. Wireless is currently robust enough but is provided by the Air Force Education Center not the college. Other colleges using the facility have their own wireless networks.

Pullman has 35 computers. There is also a digital video camera available for students to check out.

Current information resources (print and digital)

The Colville Center has approximately 2,600 books (circulation and reference collections), 450 videos, and 20 periodical subscriptions. There is also AV equipment available for checkout: 2 laptops, 3 iPads, a webcam and headphones. Book circulation at Colville since the year 2000 has seen a net increase overall, although numbers are very low compared to SCC and SFCC. The median date of publication, an indication of collection currency, is 1996, the same as SCC. New additions to the collection have remained steady, many through donations from faculty.

The Newport Center has approximately 270 books, 160 videos and a digital camcorder.

The Republic Center has approximately 120 books, 50 videos and a digital camcorder.

The Ione Center has approximately 40 books, 7 videos and a digital camcorder.

The Inchelium Center has approximately 70 books, 7 videos and a digital camcorder.

The Pullman Center has approximately 70 books, 13 videos and a digital camcorder

Fairchild has a shelf of books within the base library. Most of these materials were donated.

Rural center students may request that books from the SCC, SFCC or WIN (Washington Idaho Network) partner libraries be sent to their local center for pickup. Books are mailed directly to Fairchild students. Both SCC and SFCC library websites have a feature for requesting interlibrary loan materials from libraries outside WIN. Interlibrary loan books will be sent to local centers for pickup. Interlibrary loan periodical articles are usually emailed. Online research guides explain the interlibrary loan procedure for students.

CCS Library Services has begun to purchase more e-books at both the SFCC and SCC libraries that are accessible to students regardless of location.

Beginning July 1, 2014 students in the northern counties will be registered as SCC students. This means that they will have access to SCC databases rather than those at SFCC. Many core databases are available at both libraries (ProQuest, Academic Search Complete, CQ Researcher, Opposing Viewpoints in Context, Britannica Online, Credo Reference, eLibrary, Biography in Context, CINAHL, CultureGrams, ArtStor). Both libraries have history and literature databases, but from different vendors. CCS Library Services will need to study which SFCC databases need to be duplicated at SCC to meet the northern counties students' curricular needs.

Current hours of service

The hours of service vary from center to center.

The Colville center library is open Monday – Thursday 8:00 a.m. – 7:00 p.m. and Friday from 8:00 a.m. – 4:30 p.m.

Fairchild is open 8 a.m. – 9 p.m. There are times when the computers are unavailable. Every Wednesday night the computer lab is used for classes. The lab is also not available when the computers are used for orientation and Compass testing.

The Inchelium center is open Monday – Thursday 7:30 a.m. – 4:30 p.m. and Friday 8:00 a.m. – 12 noon. The center is closed July 1 – August 30.

The center in Ione is open Monday & Wednesday 7:30 a.m. – 8:30 p.m., Tuesday & Thursday 7:30 a.m. – 5:00 p.m., and Friday 7:30 a.m. – 12 noon. The center is closed July 1 – August 30.

The Newport center is open Monday & Wednesday 7:30 a.m. – 6:00 p.m., Tuesday, Thursday and Friday 7:30 a.m. – 4:30 p.m. Summer hours are Monday – Thursday 7:30 a.m. – 5:00 p.m. and Friday 8:00 a.m. – 12 noon.

Pullman hours are Monday – Friday 8:00 a.m. - 4:30 p.m. Summer hours are Monday – Thursday 7:30 a.m. – 5:00 p.m. and Friday 7:30 a.m. – 12 noon.

The Republic center is open Monday & Wednesday 7:30 a.m. – 8:30 p.m., Tuesday & Thursday from 7:30 a.m. – 5:00 p.m., and Friday from 7:30 a.m. – 12 noon. Summer hours are Tuesday, Wednesday & Thursday 7:30 a.m. – 5:00 p.m.

Current level of assessment

The former IEL librarian incorporated progressive information literacy outcomes and assessments and was embedded in several online classes. However, assessment did not happen frequently because she taught few classes per year.

Feedback from stakeholders

Feedback was collected from various stakeholders. Library faculty interviewed Jenni Martin, now the Dean of Instruction for Extended Learning at SCC, who, before the reorganization was responsible for all rural centers, including Pullman and Fairchild. Library faculty also spoke with rural center department chairs and surveyed other rural center faculty. What follows is a compilation of observations from these stakeholders.

Facilities and information resources

- Rural Center students need the same mix of formats as Spokane students (student needs would not be met by electronic resources only).
- Libraries in Colville, Newport and Republic are heavily used (databases, reserves, test preparation books, place for study, computers, other uses vary by location).
- Library space at Colville, Newport and Republic is adequate.
- Circulating books are not used much.
- Circulating books need updating.
- Print periodicals are used and help to bring students into the library.
- Colville has a good film collection.
- e-Readers would be nice to have.
- Faculty would like a textbook reserve system like at SCC and SFCC.
- Local public libraries do not meet academic needs.
- Some Pullman faculty are not aware of print sources available at the Center [note: there are only a couple shelves of books at Pullman and they are in the computer lab].

Library instruction and reference

- Face-to-face contact with a librarian should be “as much as possible”; it breaks down barriers; it makes a connection so students are more comfortable later asking questions using other modes of communication; promoting electronic sources has to begin with in-person contact; “we have more credibility when we’re seen in the community” (particularly with educational partners like Washington State Employment Security and K-12).

- ITV is OK for general information, but things like database searching need face-to-face interaction.
- The librarian should visit sites at least twice each quarter.
- The flipped classroom model may work well for information literacy instruction.
- Faculty would like instructional videos, an embedded page in Canvas, and instructional handouts with pictures.
- Most classes are scheduled 8:30 a.m. – 2:30 p.m.
- The Colville library technician desires more training to better serve students.
- Librarian communication with faculty is best by email; distributing an email newsletter would be good; in person communication with faculty is also important; a presentation at fall orientation is recommended.
- The librarian needs to be proactive and educate faculty about what the librarian can do for them.
- There is some faculty interest in plagiarism tools.

Technology

- Student technology skills vary widely.
- At home students often have out-of-date hardware and software and slow Internet connections.
- Bandwidth issues in northern counties limit the usefulness of streaming video.
- Colville, Newport, and Republic have adequate computer technology, which students rely on.

Trends

- There is an ongoing need in the rural areas for college classes.
- Hybrid classes are strong.
- The use of ITV will continue, with improvements.
- Rural Centers are very adaptable to changing community needs.
- With the new affiliation with SCC, many of the college's professional/technical programs will be in demand in the rural areas.

e-LEARNING

e-Learning programs and enrollment data

CCS offers the following programs completely online:

- Associate of Arts - Direct Transfer Agreement
- Associate in Business - Direct Transfer Agreement
- Accounting Assistant - Associate in Applied Science
- Administrative Assistant - Associate in Applied Science
- Administrative Office Management - Associate in Applied Science
- Customer Service Representative - Associate in Applied Science
- Early Childhood Education - Associate in Applied Science
- Early Childhood Education - Associate in Applied Science - Transfer
- Education Paraprofessional - Associate in Applied Science
- General Business - Associate in Applied Science
- Gerontology - Associate in Applied Science
- Health Information Technology - Associate in Applied Science
- Hearing Instrument Specialist - Associate in Applied Science
- Interpreter Training - Associate in Applied Science - Transfer
- Legal Administrative Assistant - Associate in Applied Science
- Library and Information Systems - Associate in Applied Science
- Medical Assistant - Associate in Applied Science
- Office Information Systems - Associate in Applied Science
- Pharmacy Technician - Associate in Applied Science
- Social Services - Associate in Applied Science

During the 2013-14 academic year 3,961 students (headcount) were enrolled in fully online classes, 3,465 were enrolled in hybrid classes, and 4,249 were enrolled in web enhanced classes. Approximately 61% of e-learning students are enrolled at SCC. Overall enrollment in e-learning classes is down in the last three years, perhaps following the same trend in on-ground enrollment. Approximately 68% of e-learning students reside in Spokane or Spokane Valley, 29% reside elsewhere in Washington State, and 3% reside elsewhere in the United States. Currently 156 full-time and 108 part-time faculty teach e-learning classes.

Current library services to support e-learning

Instruction:

- **Online research guides and tutorials** are created by CCS librarians for broad disciplines (like Psychology & History) and for specific courses and assignments. These may take

the form of research guides which are linked from the library's homepage, videos, Canvas modules populated with multimedia, or other instructional media which can be added to an online course.

- **Instructional partnerships with a librarian** are provided upon request. They can range from light involvement to having a librarian heavily embedded in course for the duration of the quarter.
- **Regular, programmatic instruction for select gateway courses** is provided for some courses. An example is SCC Library's partnership with online ENGL101 faculty where librarians create a research orientation module which discipline faculty embed in their Canvas course. At SFCC the early childhood education program incorporates the use of library resources and a librarian is also embedded in the Applied Health Sciences programs.
- **Student Success Workshops which are provided at SCC** for on-ground students are not currently provided for e-Learning students. Several faculty from rural counties have requested similar content be available to their students. While these faculty have generally been satisfied with current library research guides and video tutorials, it is suggested that consideration be given to providing some type of live Student Success Workshop for distance students. In the past, SFCC provided videos of student success workshops to remote users; however, recent programs have not been recorded.
- **The ITV classroom in the SCC Learning Resources Building** has an ITV delivery system which does not provide adequate image resolution to clearly demonstrate library research tools. Because the equipment in SFCC Library Room 2-206 is roughly the same vintage, this is also true at SFCC. The result is that students are not able to see detailed features of library databases or the library catalog.

Resources:

- **Electronic learning resources** (subscription databases which contain e-books, articles, images, audiobooks, and other information formats) are available to all students. Each college's library subscribes to a different complement of databases depending upon curricular need. Currently, students enrolled in American Honors College through CCS can access databases at either college library. Students enrolled in the AADTA online degree program can only access databases in their declared college which may pose problems now and in the future. For students who do not declare a college, one is assigned to them at random, so students in the same online course may not have access to the same library database collection.
- **Physical resources** from library collections can be provided to e-learning students upon their request. The libraries will send books through the mail to students and will send photocopies of articles from the print periodicals collection. Books loaned in this manner must be returned to the library by the student in order to avoid fines, fees, or course grade and registration blocks. This mailing service is not widely utilized by students.

Restrictions apply in that books will only be sent from the CCS Library collection; DVDs or audio CDs will not be sent through the mail in this manner.

- **Partnerships are maintained with area libraries** which e-learning students may use depending on their location and mobility. The WIN (Washington Idaho Network) partnership includes Gonzaga University, Whitworth University, North Idaho College, Lewis-Clark State College, and Heritage University. E-Learning students can use the online library catalog to request that books from WIN libraries be sent to one of the CCS libraries for pickup. If students have an ID card they can also visit the WIN libraries to check out books. Currently there is no procedure whereby e-learning students may obtain a college ID card without visiting one of the college sites to acquire it.

Services:

- **In-person, phone, and email reference assistance** during library open hours
- **24/7 online chat reference assistance** (in conjunction with the QuestionPoint Virtual Reference cooperative)
- **Interlibrary loan of articles** not available in the CCS libraries
- **Reserves** services are not currently provided for e-Learning courses.

Current staffing

Librarians at each college teach and provide library support for departments and programs within their liaison assignments, including e-Learning. The new e-Learning and Rural Outreach Services Librarian, referred to above, who will start work in May, will take the lead on expanding support for e-Learning.

Current level of assessment

The SCC Library only conducts one regular assessment of an e-Learning course which is the ENGL101 online library orientation and accompanying quizzes. While ENGL101 instructors require their students to complete and pass the quizzes, the library does not see the resulting quiz scores or other student data. While an optional feedback survey for students is included, an insignificant number have responded.

SFCC librarians may choose to conduct assessments in the e-learning classes they teach.

Gaps in services and resources for e-learning and rural centers

- Access to book resources is not the same for all users.
- Textbooks and other reserve materials that are available for on-ground students are generally not available for most rural and e-learning students.

- Former IEL students (who have had access to SFCC databases) will soon be enrolled at SCC and it is not known whether SCC databases will meet the needs of rural center classes.
- All students in online AADTA classes will not have access to the same library databases.
- Bandwidth limitations in northern counties can affect use of streaming videos.
- ITV technology presents limitations for teaching information literacy skills because poor resolution does not allow students to see the detailed features of library database and library catalog screens.
- Librarian visits to rural centers and proactive outreach to e-Learning and rural faculty is not done routinely.
- Online information literacy learning tools (videos and other) have been created by CCS librarians, but they are not sufficient for all rural and e-learning instructional needs.
- Funding is not available for the Colville library technician position beyond December 2014.
- Assessment of resources and information literacy instruction is not done routinely.

Program Learning Outcomes

Objective A:

e-Learning and rural students will have the same access to library resources as Spokane on-ground students in accordance with the standards cited above.

Evidence:

Students can use the online library catalog to request books from SCC and SFCC, as well as WIN partner libraries. Interlibrary loan requests (to get materials from libraries beyond the WIN consortium) may be submitted online. Students have access to a wide array of library databases. There is a small collection of materials at Colville, and the other centers have few print resources.

Analysis:

Although there are many online resources currently in place, e-Learning and rural students do not have exactly comparable access to library resources. The students remote to the two campus libraries have limited access to print resources. There is more that CCS Library Services can do to improve this situation.

Plan of action:

More electronic format library materials will be purchased.

Librarians will contact rural faculty to make sure SCC databases will be sufficient to support their classes, which previously used SFCC databases.

CCS Library Services will study which library databases can be made available at both libraries, given current budget constraints.

Print resources now available in the rural centers will be evaluated for currency, usefulness, most useful location, and appropriate collection size.

CCS Library Services will work with rural instructors to identify priorities regarding reserve materials and place materials on reserve as appropriate.

Objective B:

e-Learning and rural students will have the same access to information literacy instruction and librarian research assistance as Spokane on-ground students in accordance with the standards cited above.

Evidence:

Currently SCC and SFCC librarians are providing instruction and research assistance to e-learning and rural students. In prior years, the librarian in Colville provided information literacy instruction primarily to the Colville students. However, even then, information literacy instruction was more available to on-campus students than it was to rural students.

Librarians at both colleges have developed a variety of online research guides, videos, tutorials and Canvas modules to assist and instruct students in the research process. Librarians have engaged in partnerships with faculty to develop tailored approaches to information literacy instruction and, in some cases, they have been embedded in online courses, such as English 101.

While e-Learning and rural students do not have access to face-to-face research assistance in the same way as students on a campus in Spokane, they are able to get help by phone, email, and via 24/7 online chat.

Analysis:

SCC and SFCC librarians have not been able to be proactive in working with rural and e-Learning faculty because of other duties and responsibilities. There is more that CCS Library Services can do to improve this situation.

Plan of action:

The newly hired e-Learning and Rural Outreach Services Librarian will develop a plan to visit rural centers on a regular basis, teach rural and e-learning information literacy classes, work

closely with rural and e-learning faculty to understand their needs, and develop learning tools to assist students in the research process. Following the “teach the teacher” concept, the librarian will also provide information literacy training for the rural center and e-learning faculty.

Assessment of information literacy instruction will be done on a regular and systematic basis.

Objective C:

Equipment and facilities will not present barriers to library resources and services for e-learning and rural students.

Evidence:

Northern counties faculty have reported that streaming videos often do not play smoothly because of bandwidth issues.

ITV technology presents limitations for teaching information literacy skills because poor resolution does not allow students to see the detailed features of library database and library catalog screens.

The Colville Center has the largest library facility of the rural centers and is heavily used. The library technician position is only funded through December, 2014. Funding to keep the doors of the Colville Center library open beyond that date is currently not in the budget.

Analysis:

Increased bandwidth is needed for streaming videos

It is important to find an alternative solution to the ITV resolution problem because students need to be able to clearly see how to use specific features of library research tools.

The Colville Center library cannot remain open without staffing. Leaving the library unattended presents a security risk for the library resources and computer equipment located there. Work-study students support is not sufficient to replace full-time staff, nor is it possible to supplant full-time staff with work-study help.

Plan of action:

Bandwidth issues must be addressed and solutions found, as needed.

Librarians will investigate the use of technologies other than ITV for demonstrating library research tools.

There are two plans for consideration regarding the staffing at the Colville Center:

Background

In order to accomplish the objectives above, adhere to standards and meet our commitment to serve all students wherever they reside and however their educational opportunities are delivered, a plan for service must be carefully constructed and based on available funding.

The library fee paid by northern counties students should generate an estimated \$6,800 per year. These dollars will be used to cover a reasonable share of the cost of databases and other e-materials.

Currently, the rural services and e-learning budget is \$22,530, excluding the librarian's salary. Approximately \$7,000 of that amount must be set aside for travel for the e-Learning and Rural Outreach Services Librarian. This will leave \$15,530. Part of those dollars will need to be used to cover database and e-book costs and the rest will be available for part-time staff at the Colville Center. Without an infusion to the budget, the library hours will be cut drastically with less than \$10,000 available to cover a part-time position. A significant challenge to providing essential services and resources for the northern counties is the lack of funding to fully staff the Colville Center library.

Two plans for ongoing support:

Plan A (no new infusion of funds)

This option would use the less than \$10,000 for part-time hourly staffing and would result in much reduced library hours at the Colville Center.

Plan B (infusion of funds)

This option would require that ca. \$20,000 be added to the budget in order to hire a full-time staff member for the Colville Library. This person would also provide library technical support to the other rural centers. This would include more support of the ExLibris (library automation) system, including adding check-out capability to the centers as needed.

Summary

This assessment has provided benchmark data and information regarding the current state of library support for e-learning and rural centers. It has identified strengths, weaknesses, and gaps in services and resources. CCS Library Services is suggesting numerous actions to address the gaps and better serve students. The new e-Learning and Rural Outreach Services Librarian will play an important role in addressing many of the issues that have been described and implementing the programs that are developed.

Exhibits

Rural Center Headcounts			
	2011-12	2012-13	2013-14
Credit students	943	927	847
Colville	414	393	367
Republic	88	72	74
Inchelium	18	25	31
lone	14	13	15
Newport	146	160	168
Pullman	312	303	282
Running Start	133	129	142
Adult Education	291	294	196
Transfer	435	410	358
Prof/Tech	308	317	275
Day classes	240	378	562
Evening classes (after 5)	15	11	56

eLearning Headcounts

	2011-12	2012-13	2013-14
Distance Ed students			
Online	5,216	4,967	3,961
Hybrid	4,224	4,827	3,465
Web Enhanced	5,772	5,297	4,249
ITV	207	161	236
Other	56	101	91
SCC	9,530	8,843	7,248
SFCC	5,362	5,418	4,650
Top 30 Distance Ed Classes			
ENGL&101	1,197	1,214	1,010
BIOL&160	872	893	803
PSYC&100	590	766	652
CMST 227	510	513	420
ENGL&102	520	446	389
CIS 110	938	787	371
HLTH 174	553	472	353
HLTH 104	473	490	335
ENGL 099	348	378	335
BIOL&242	371	450	328
CHEM&121	524	391	316
HLTH 101	492	456	291
BUS 103	412	442	289
CMST&210	351	354	282
BIOL&260	317	354	279
MATH 091	316	386	278
BUS& 101	350	382	256
CATT 120	412	425	248
BIOL&241	326	403	245
SURG 105	400	366	243
BT 101	473	426	243
CATT 138	324	354	228
ACCT 151	265	281	222
SOC& 101	281	263	218
MATH 092	218	218	195
PSYC&200	271	292	194
MATH 099	185	193	191
ECON 100	264	273	188
HED 125	156	224	179
PHYS 100	136	202	176
Faculty			
Fill-time	146	151	156
Part-time	92	97	108
Geography			
Spokane	6,164	5,742	4,847
Washington	2,654	2,472	2,078
United States	444	412	229



LIBRARY PROGRAM PEER REVIEW REPORT

SPRING 2014

Submitted by

Jenni Martin, Dean of Instruction Extended Learning Division, SCC

Maury Barr, English Faculty, SCC

Bob Nelson, Manager of Website and Portal Services, CCS

Angela Rasmusson, English Faculty, SCC

Kim Taylor, Psychology Faculty, SFCC

Introduction:

The Community Colleges of Spokane (CCS) serves students in the six-county service area in Eastern Washington. Library services are provided at all off-campus locations. These locations include: Colville, Newport, Republic, Lone, Inchelium, Pullman, and Fairchild Air Force base. Review of the library services for the off-campus locations by a team of peers is the focus of this report. This review team was tasked with assessing the effectiveness of the objectives and self-study provided by the library services team. Additionally, the review team met with Mary Carr, Director of Library Services, Jan Wingenroth, SFCC Library Chair, Tim Aman, SCC Library Chair, and Tamara Ottum, Librarian Off-Campus locations. This meeting allowed for pursuit of answers for questions that came up after reading and discussing the self-study by the review team. This report is the compilation of information obtained from that meeting and from the self-study itself.

CCS Library Services has undertaken this assessment to evaluate the adequacy of library support for eLearning and rural students, faculty and staff. They will use this assessment as the basis for a gap analysis and strategic plans.

Mission Statement:

The CCS Library Services department supports and encourages information literacy and lifelong learning. The libraries serve the instructional and informational needs of a diverse population of students, faculty and staff using essential resources and technologies.

CCS Library Services is committed to the quality delivery of library services to all students of the Community Colleges of Spokane, wherever the students reside and however their educational opportunities are delivered.

Program Learning Outcomes:

Objective A

eLearning and rural students will have the same access to library resources as Spokane on-ground students in accordance with the standards cited above.

Analysis

The review team was impressed with the thorough analysis and plan of action. There is evidence that Colville has similar access to library resources as Spokane on-ground students. It is important to speak in terms of equitable access to specified core resources and services rather than equal access to all/unspecified resources and services and allow for differences between off-campus centers and full campuses as well as differences among the various off-campus centers. Moreover, it is reasonable that all remote centers would make core resources and services available but perhaps at differing levels of convenience, and it is reasonable that some remote centers would offer extra features because of their size and the number of learners they serve.

There is not a clear plan on how the same access for all students will be achieved and assessed for effectiveness.

Objective B

eLearning and rural students will have the same access to information literacy instruction and librarian research assistance as Spokane on-ground students in accordance with the standards cited above.

Analysis

The review team was impressed with the thorough analysis and plan of action. There is substantial evidence that CCS libraries provide appropriate instruction and support for students who are located on-campus in Spokane. Examples of this instruction and support include the videos, links and narrated PowerPoints in their “Research Tutorials” section can be used by faculty in classrooms when it is not easy to have library faculty meet with students, or they can be assigned to online students to take the place of those live class sessions. Their work supports their Objective B goal to provide rural and online students equitable access to informational literacy instruction and research assistance.

There is further evidence that supports access to information literacy instruction and librarian research assistance in Colville. It is not clear how students in all of the other off-campus

locations will access these services. It is important to speak in terms of equitable access to specified core resources and services rather than equal access to all/unspecified resources and services. Allow for differences between off-campus centers and full campuses as well as differences among the various off-campus centers. Moreover, it is reasonable that all remote centers would make core resources and services available but perhaps at differing levels of convenience, and it is reasonable that some remote centers would offer extra features because of their size and the number of learners they serve.

There is not a clear plan on how the same access for all students will be achieved and assessed for effectiveness.

Objective C

Equipment and facilities will not present barriers to library resources and services for eLearning and rural students.

Analysis

This is an ambitious plan that may or may not be within the scope of the library to accomplish as it depends on many outside structures for support and implementation. In particular, the limited funding makes the execution of the Objective difficult to achieve. Revising the Objective to focus more on details that the library is more in control of would strengthen the plan. Additionally, it also needs to add the word “staffing” to the list of “Equipment and facilities.” If staffing is going to be discussed, the Objective should refer to it directly. For example, the Objective could begin with “Equipment, facilities and staffing will not present barriers...” rather than “Equipment and facilities will not present barriers...” to meet this outcome. Specifying, for instance, technological and financial obstacles might add clarity; plan of action might add the inclusion of other administrators and funding from other divisions (like Student Services and IT) to surmount the financial obstacle of paying for staffing which would include a multi-divisional staff position description.

Shared staffing, shared technology, and shared travel could all help stretch limited library services budgets. There is confusion as to how the budget will be developed and distributed to best fix the deficiencies in service.

Summary:

The review team was impressed with the depth and completeness of the report. The review team appreciated the candor and honesty of the library services team both in the report and in person. The review team has confidence that the library services team intends on improving based on this review. There is ample evidence that library services will revise and revisit these objectives and plans after further exploration and examination by the new librarian Tamara Ottum. It is clear that the library services team recognizes the deficiencies within the current level of service for off-campus and eLearning students. This recognition coupled with the budget realities requires creative thinking and collaboration to ultimately meet program objectives.

Commendations and Recommendations:

Commendation 1

The review team commends library services for trying to give the eLearning and rural students the same value in library access as on-ground CCS students – an admirable goal. The team appreciates clear action plans that follow the objectives and are consistent with the evidence and analysis. The review team recognizes the further commitment of library services to eLearning and rural students by the hiring of Tamara Ottum.

Commendation 2

The review team commends library faculty for their work with other CCS faculty in designing on-ground and online tools, tutorials and learning assessments.

Recommendation 1

The review team recommends library services appropriately revise Objective A and B so they define attainable states. These objectives should be attainable and assessable.

Recommendation 2

The review team recommends library services appropriately revise Objective C to be inclusive of budget and staffing so the objective is meaningful, assessable, and attainable.

Recommendation 3

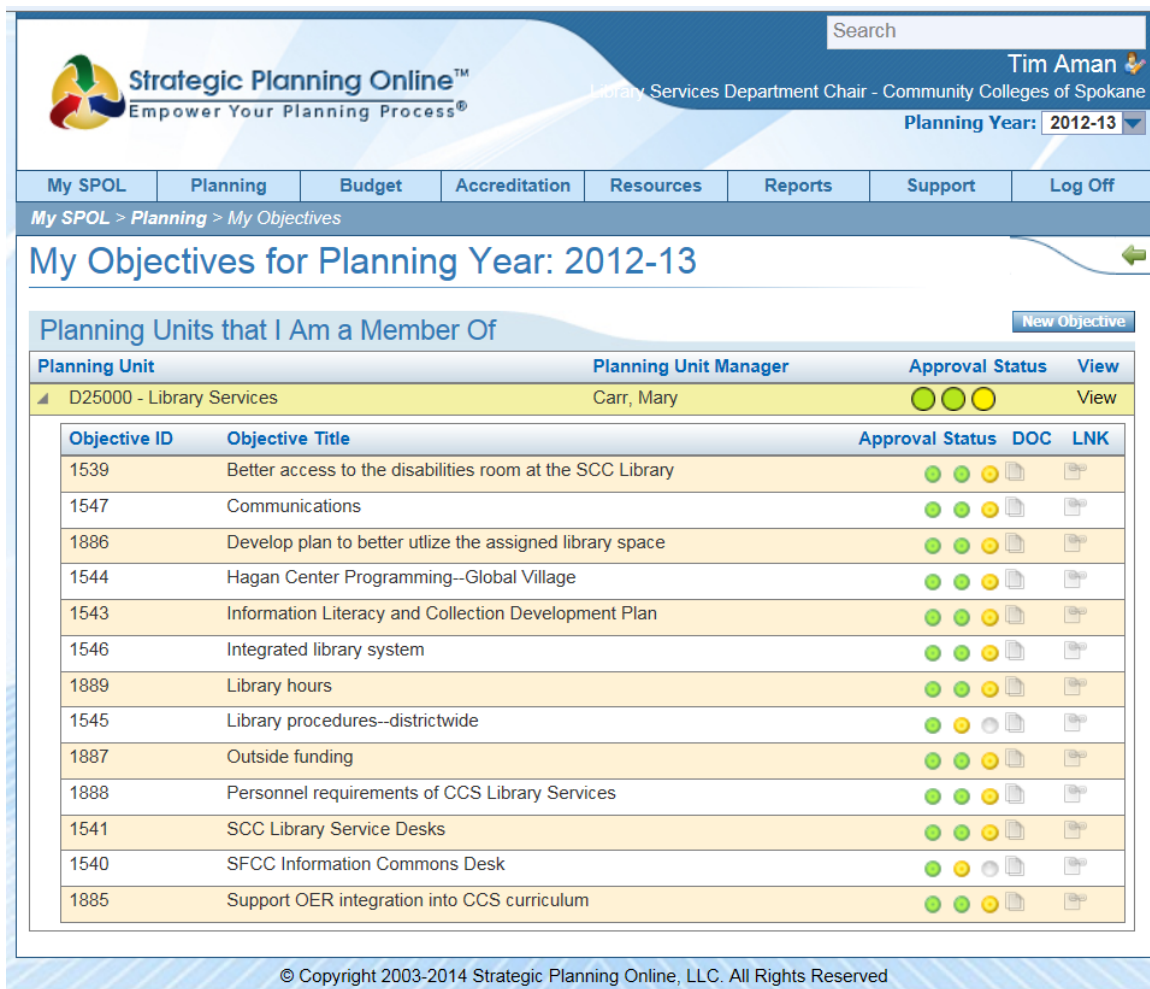
The review team recommends library services work with CCS administrators from Student Services and Information Technology to leverage funds and staffing to meet program objectives.

Appendix 5-13: CCS Library Services SPOL Annual Plans

CCS Library Services SPOL Annual Plans

The library is required to submit annual plans that support the district's strategic priorities and the College's core themes. SPOL (Strategic Planning Online) is the software platform used for this purpose. Since authorized users must login with a username and password this document uses screenshots to illustrate some of the SPOL content.

This screenshot shows CCS Library Services objectives:



Strategic Planning Online™
Empower Your Planning Process®

Search

Tim Aman
Library Services Department Chair - Community Colleges of Spokane

Planning Year: 2012-13




My SPOL | Planning | Budget | Accreditation | Resources | Reports | Support | Log Off




















































My SPOL > Planning > My Objectives

My Objectives for Planning Year: 2012-13

New Objective

Planning Units that I Am a Member Of

Planning Unit	Planning Unit Manager	Approval Status	View
D25000 - Library Services	Carr, Mary	  	View

Objective ID	Objective Title	Approval Status	DOC	LNK
1539	Better access to the disabilities room at the SCC Library	  		
1547	Communications	  		
1886	Develop plan to better utilize the assigned library space	  		
1544	Hagan Center Programming--Global Village	  		
1543	Information Literacy and Collection Development Plan	  		
1546	Integrated library system	  		
1889	Library hours	  		
1545	Library procedures--districtwide	  		
1887	Outside funding	  		
1888	Personnel requirements of CCS Library Services	  		
1541	SCC Library Service Desks	  		
1540	SFCC Information Commons Desk	  		
1885	Support OER integration into CCS curriculum	  		

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This screenshot shows an example of one objective and how it aligns with district strategic priorities and college core themes:

My SPOL > Planning > My Objectives > Objective Title

Objective Details

Information Literacy and Collection Development Plan

D25000 - D25000 - Library Services

Unit Manager: Carr, Mary
Email Unit Manager: Mary.Carr@ccs.spokane.edu

Awaiting Approval
Awaiting Approval by Guest, Accreditation

Approval Notes:
Note Options

Approval Status:
Approval Options

Add Objective Edit Objective Delete Objective

Objective Description

Objective ID: 1543 Status: Active (Working on objective) Objective Purpose: Accreditation/Strat Plan (SCC/SFCC/IEL)

Develop a comprehensive information literacy plan, which includes an updated, collection development plan, support for e-learning, student achievement and use of technology to deliver content.

Planning Years

Edit Planning Years

Planning Year	Start Date	End Date
<input checked="" type="radio"/> 2012-13 - (Current)	07/01/2012	06/30/2013
<input type="radio"/> 2014-15	07/01/2014	06/30/2015

SCC - Select Accreditation Core Themes & Objectives

- SCC 3 - Student Success - Objective 1 - (Strategic Initiatives: 1,3,5,12,14)

SFCC/IEL - Select Accreditation Core Themes & Objectives

- 1. SFCC/IEL 1-Excellent Instruction-Objective 1

Strategic Initiatives

- 2. Student Success: Improve Instructional Options
- 1. Student Success: Improve Student Success

Tasks

Add Task Edit Task Expand All

A team of librarians are working on a comprehensive information literacy plan which will include a collection development component. The team will use data gleaned from collection and database assessments, student surveys, and information literacy classroom

Start Date:
Due Date: 07/01/2014

Task Type: Not Set
Completion Date:

Priority: High
Status: In Progress

Budget: \$0
More >>

Weed the SFCC collection; update the digital e-book collection; update the video collection replacing items, as appropriate with close-captioned CDs.

Start Date:
Due Date: 07/01/2014

Task Type: Not Set
Completion Date:

Priority: High
Status: In Progress

Budget: \$0
More >>

Total Objective Budget: \$0