Year One
Mission and Core Themes
Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

September 2, 2014

Community Colleges of Spokane
Spokane Community College

This page was left blank intentionally.

Table of Content

Institutional Overview 5

Preface 8

A. Institutional Changes 8

B. Response to Topics Previously Requested by the Commission 10

Chapter One: Mission, Core Themes, and Expectations 17

A. Executive Summary of Eligibility Requirements 2 and 3 17

B. Standard 1.A - Mission 18

C. Standard 1.B – Core Themes 22

Conclusion 34

Glossary of Acronyms 35

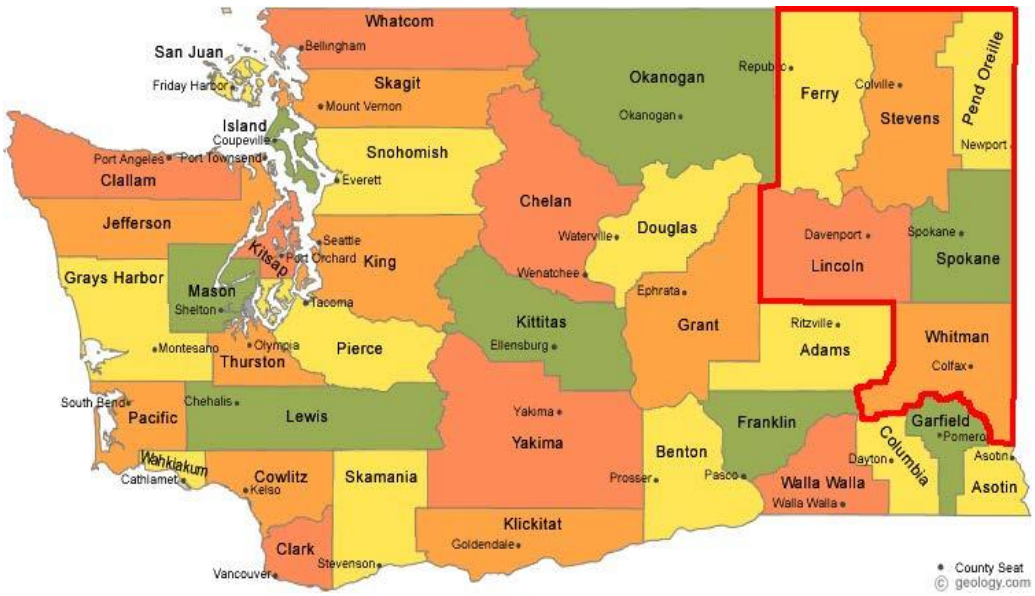
Appendices 36

This page was left blank intentionally.

Institutional Overview

Spokane Community College (SCC) is a comprehensive, public two-year institution that offers educational opportunities in academic transfer, workforce, developmental and adult basic education. The College is one of two independently-accredited colleges that comprise Community Colleges of Spokane (CCS) District 17, which also includes Spokane Falls Community College. The district is the state's largest community college district geographically, and 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. The College's main campus is located in the city of Spokane and it has five education centers located throughout the service area that include Colville, Newport, Republic, Inchelium, and Ione.

As part of a district, the College is governed by a district-wide board of trustees. The CCS Board delegates district-wide administrative authority to a chancellor. The chancellor delegates authority and operational responsibility for each of the two colleges to a president, respectively.



In 2012, the CCS Chancellor, Dr. Christine Johnson, recommended a merger between SCC and the Institute for Extended Learning (IEL), a third educational unit within the district that primarily provided adult basic education (ABE), general education development (GED), and English as a Second Language (ESL) instruction and educational access in CCS' rural service district through education centers. The primary rationale for the merger was to improve instructional opportunities for students. The College submitted a *Substantive Change Prospectus* to the Northwest Commission on Colleges and Universities (NWCCU) 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. All phases of the merger will be completed by January 1, 2015.

SCC has been accredited by the NWCCU since 1967. The college was officially established as part of Washington State's community college system in 1963 after having been a vocational training facility since 1916. Today, approximately 58% of SCC students are pursuing a workforce certificate or degree.

Twenty-five percent are preparing for transfer to a four-year college or university, and the remaining 17% are attending Basic Skills education.

The 2013-14 student headcount was 29,843 with 17,859 state support students, 180 international students and 494 Running Start students (high school juniors and seniors earning college credits while still enrolled in high school). The average age of SCC students was 28.7 years with a median age of 25.2. Women represented just slightly more than 50 percent of the student population. Forty-five percent of students were considered full-time. Typically, a high percentage of SCC students (60-70 percent annually) receive financial aid and are first-generation (31%).

SCC is organized into two primary functional areas, instruction and student services, which are overseen by vice presidents who report directly to the president (see Appendix A). Student services are organized into four units including student support services, admissions and registration, student development, and multicultural services and outreach. Educational programs are organized into eight instructional divisions including Adult Education; Arts and Sciences; Athletics, Physical Education and Recreation; Business, Hospitality and Information Technologies; Corrections Education; Extended Learning; Health and Environmental Sciences; and Technical Education.

The College's distribution of full-time equivalent students (FTE) by division is shown in the table below:

	Full-Time Equivalent Students (FTES) by Academic Year			
Instructional Division	**2010-2011**	**2011-2012**	**2012-2013**	**2013-14**
Adult Education	-	-	-	2,113
Arts and Sciences	2,311	2,364	2,520	2,406
Athletics/PE/Recreation	333	317	287	244
Business/Hospitality/IT	1,279	1,283	1,347	1,137
Corrections Education*	-	-	-	419
Extended Learning	-	-	-	719
Health/Environmental Science	1,019	967	1,027	911
Technical Education	1,574	1,415	1,511	1,468
Total	**6,516**	**6,346**	**6,692**	**8,998**

*Contact effort, non-state supported.

SCC places significant emphasis on student services to better meet the needs of the College's low socio-economic, first-generation college, adult, and multicultural student populations. SCC workforce funding programs are specifically geared towards low socio-economic students. These students have mandatory tracked study-time and are required to attend student success workshops. Workshops are offered in learning strategies, time management, test taking, test anxiety, math skills, career planning, college-level research, financial management, and parenting techniques. Students also meet one-on-one with appropriate funding coordinators, who track their classes, grades, and attendance so students may remain eligible for funding and meet their educational goals.

College Bound Scholarship students represent first-generation, low-income families committed to maintaining successful academic standards from middle through high school with the reward of tuition assistance in college. SCC's Office of Multicultural Student Services supports these students by offering mentoring and educational support. During the summer, SCC also offers an institute designed to prepare students for fall enrollment and challenges associated with transitioning to college. Students are introduced to student success and career services, financial aid and the library. Throughout the academic year, College Bound Scholarship students are encouraged to participate in college success workshops to promote retention and graduation.

Preface

A. Institutional Changes

SCC submitted its first *Year One Mission and Core Themes Evaluation* to NWCCU on September 15, 2011, and a *Year Seven Mission Fulfillment and Sustainability Evaluation* on September 1, 2013, completing the new seven year accreditation cycle in two years.

Following is a brief update on significant institutional changes since the 2013 report.

SCC/IEL Merger

In June 2013, the district's third educational unit, formerly known as the IEL, merged with SCC. As a result, the College now offers 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. As a result of the merger, SCC has become one of the largest community college in the Washington system of community and technical colleges.

Leadership Changes

In January 2014, the College began nationwide searches to hire permanent vice presidents in instruction and student services as well as two instructional deans. Dr. Rebecca Rhodes and Amy McCoy, the acting vice presidents since July 2012, were hired as the permanent vice presidents of instruction and student service, respectively, as of April 1, 2014. Dr. Vicki Trier, the interim dean since July 2013, was hired as the permanent Dean of Instruction for the Division of Arts & Science. To fill a vacancy due to retirement, Raju Hedge was hired as the Dean of Instruction for Adult Basic Education and began at the College in July 2014.

ctcLink

The Washington State community college system (CTC) is replacing its antiquated legacy administrative software system that has been in place since the early 1980s. SCC is one of three *FirstLink* colleges to pilot a new administrative software system, called *ctcLink,* in November 2014 with the goal to have all 34 community colleges converted by the end of 2017. *ctcLink* is the implementation of a single, centralized system of online student and administrative functions that will streamline and standardize practices across the 34-college system and includes a new set of integrated software tools for student administration, academics, student finance, college financials, HR/payroll and data/reporting.

Building remodel

A remodel and major addition to the Student Services Building 15 was completed in August 2014 to provide a one-stop location for student entry services. The major addition has allowed the College to relocate adult basic education and English-as-a-Second Language classes and services on campus which

were previously located a mile north of campus. The building has 8 state-of-the-art classrooms and two computer labs as well as faculty and staff offices. Classes began summer 2014 in this location.

Student Achievement Project Funding

In fall 2013, the State Board for Community and Technical Colleges (SBCTC) allocated $226,000 to SCC as part of an achievement appropriation from the Washington legislature. The new SCC *Planning and Budgeting Committee* determined the best use of the money would be to support college departments, both instruction and student services, to explore and assess ways to improve student achievement. The committee made a call for proposals and strongly encouraged departments to work collaboratively with other departments to develop innovative proposals. The committee received a total of 34 proposals from across the College. The SCC Planning and Budging Committed funded a total of 17 proposals which focused on strategies to improve student success in mathematics and English; student testing and placement; tutoring support; and success strategies.

B. Response to Topics Previously Requested by the Commission

In September 2013, SCC submitted its *Year Seven Mission Fulfillment and Sustainability Evaluation* and hosted a visit for reaffirmation of accreditation by NWCCU. The evaluation team made three commendations and five recommendations.

In correspondence dated January 31, 2014, the Commission reaffirmed SCC's regional accreditation and concluded that 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 "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 the said correspondence, the Commission also requested that SCC submit an Ad Hoc Report in Fall 2014 to address Recommendations 1, 2, 4, and 5. Below are summaries of the College's response to each recommendation. More detailed responses are outlined in the requested Ad Hoc Report.

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 (ER 19, 2.A.30, 2.F.7).

Response to Recommendation 1

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.

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 with the process of restating colleges' financial information to business-type activity reporting. 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.

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. 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.

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 field work has ended.

The CCS chief financial officer will review the inaugural set of financial statements with the College's administration and financial managers prior to the external audit once completed.

Once the external audit is completed, 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.

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 (2.C.2, 2.C.9, 2.C.10, Core Themes: 4.A.1, 4.A.2).

Response to Recommendation 2

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-level that is purposeful, systematic, and faculty-driven.

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. The committee recommended the College adopt a blended approach using areas from two of the five models reviewed. 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.

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 being 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.

<u>Program Review</u>

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. After considerable research, the sub-committee developed a process that is faculty-driven, reflective in nature, and largely focused on continuous improvements to teaching and learning. 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 vice president of instruction. The next step includes faculty meeting with the department chair, dean, and Vice President of Instruction to discuss findings and address weaknesses, if any.

The proposal was vetted by the faculty at an all-faculty meeting in June and approved by the Council of Chairs with minor revisions. Six instructional programs (English as a Second Language, Applied Education, Chemistry, Heavy Equipment, Accounting Assistant, 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. The results from the program review 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 Division's' 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.

Recommendation 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).

Response to Recommendation 3

CCS Board members take their role as stewards seriously, and therefore annually evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner as indicated in Board Policy 1.20.01. Each year, the board members complete a board self-evaluation survey that assess the board's performance in a number of key functional areas such as mission

fulfillment, communication, decision-making, budget, and board development. The results from the evaluation are analyzed and discussed at the annual retreat. Furthermore, prior to the annual retreat, the board members also complete a "Topics for Ongoing Board Development" questionnaire that helps the board focus its yearly planning activities.

In 2011, the CCS Board participated in a two-year long, professional development project (funded by the Gates Foundation) called the *Governance Institute for Student Success (GISS).* GISS is a "governance leadership model that will identify key policy decisions, actions, and levers for institutional transformation that trustees and presidents throughout the nation can use to support innovation, accountability, and improvement in developmental education and student success, equity, and completion."

Recommendation 4

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

Response to Recommendation 4

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. Results from the taskforce brainstorming sessions and a college-wide survey led to the taskforce drafting a new mission statement.

Once a 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 element 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 (2.E.2, 2.E.4).

Response to Recommendation 5

The SCC Library has taken several steps to ensure that planning for library and information resources is guided by data that include feedback from appropriate stakeholders. For example, 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. 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. Feedback from the meetings are entered into a log and reviewed by the library faculty at their staff meetings. Actions taken or changes made as a result are also documented.

To evaluate the quality and adequacy of library services and resources, library faculty have developed two surveys that are administered to instructional faculty who have scheduled an information literacy session with a librarian. Results from the surveys are used to improve information literacy instruction and resources that support the curriculum.

The Community College Survey of Student Engagement (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 results Fall Quarter 2014 when results are made available to the broader college community.

The integrated library system (ILS) is 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.

A document titled Data Sources for Library Decision-Making (listing approximately 25 data sources) has been created and incorporated into the Information Literacy Plan. The Information Literacy Plan 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 Community Colleges of Spokane Library Services reporting to the CCS Provost. As such, the library is required to conduct an annual Strategic Program Assessment (SPA). SPA is a peer-reviewed self-study that focuses on identifying strengths and weaknesses and developing recommendations for improvement based on data and in accord with the district's strategic priorities and the College's mission, core themes, and goals. The results from the external peer-review are tied to planning, resource allocation, and decision-making processes.

Chapter One: Mission, Core Themes, and Expectations

A. Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

SCC is authorized to operate and grant associate degrees and certificates under the Revised Code of Washington (RCW) 28B.50.020 and the jurisdiction of the Washington State Board for Community and Technical Colleges (SBCTC).

Washington Administrative Code (WAC) 132Q-01-006 organizes the Washington State Community College District 17, Community Colleges of Spokane (CCS), to include Spokane Community College (SCC) and Spokane Falls Community College (SFCC), under Title 28B RCW as a public institution of higher education. CCS is governed by a five-member board of trustees, Community Colleges of Spokane Board of Trustees, appointed by the Governor, which oversees administration, strategic planning, and policy development for the district as a whole.

Eligibility Requirement 3: Mission and Core Themes

SCC's mission and core themes are consistent with the College's legal authorization and are appropriate for a degree-granting institution of higher learning. The College's mission statement and core themes were revised during the 2013-14 academic year and approved in June 2014 by the CCS Board (see Appendix B). The revised core themes individually manifest essential elements of the new mission and collectively encompass the mission.

B. Standard 1.A - Mission

1.A.1 Mission Statement

Following the merger with the IEL in June 2013, President Morgan convened the *Mission and Core Themes Taskforce* 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 review the current mission and discuss the College's new purpose after the district-wide 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 were used to draft a new mission statement and to identify core themes that represent fundamental elements of that new mission.

The taskforce's draft mission statement and revised core themes, as well as a revised vision and value statements, were presented at the all-college meeting on February 19, 2014 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 on the revised statements. In addition, the College hosted two community forums in March 2014 to solicit feedback from the community and external stakeholders. SCC's new mission statement (stated below) and revised core themes were approved by the CCS Board in June 2014.

Spokane Community College offers educational opportunities in college readiness, workforce training, and university transfer that meet the needs of the diverse communities we serve. We are committed to student success through active learning, dynamic relationships, and supportive environments.

SCC's new mission clearly articulates the College's purpose and is consistent with state statute (RCW 28B.50) which establishes community colleges as open-access institutions with a purpose of providing pre-transfer preparation, workforce education, basic skills instruction, and lifelong learning opportunities. The mission and core themes are published on the College's website and in the iCatalog. In addition, posters with the new mission and core themes are displayed in all buildings, offices, and classrooms.

The College's new mission aligns well with the mission of the CCS district which is "[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." The College's core themes also align well with the district's strategic priorities for 2011-2021. The CCS Board adopted the district's strategic plan in 2011 which emphasizes four strategic priorities for the next ten years:

1. Student Success - Strengthening Engagement;
2. Collaboration and Communication - Building Productive Communities;

3. Sustainability - Enhancing Operational Efficiency and Effectiveness; and
4. Innovation - Supporting a Culture of Continuous Improvement.

Alignment of SCC Core Themes to CCS Strategic Priorities

CCS Strategic Priority Area	CCS Strategic Initiatives	SCC Core Themes
Student Success: Strengthening Engagement	Improve student success transitioning among educational levels and careers	College Readiness Student Success
	Improve instructional options to meet diverse student needs	All core themes
	Strengthen student completion	All core themes
Collaboration and Communication: Building Productive Communities	Expand results-oriented partnerships among education, business labor and community leaders that strengthen workforce development	Workforce Development
	Build and support cross-district teams to identify and implement best practices	All core themes
	Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic well-being	Workforce Development College Readiness
Sustainability: Enhancing Operational Efficiency and Effectiveness	Recruit, develop and retain high-quality diverse faculty and staff	All core themes
	Operate as a District	All core themes
	Optimize the use of technology	All core themes
	Sustain fiscal stability	All core themes
	Provide facilities and environments highly conducive to learning with minimal ecological impact	All core themes
Innovation: Supporting a Culture of Continuous Improvement	Ensure programs and services are relevant, diverse, high-quality and timely	All core themes
	Identify and capture new sources of revenue	Workforce Development Academic Transfer
	Reward innovative ideas and high-performance teams	All core themes

Interpretation of Mission Fulfillment

SCC defines mission fulfillment in the context of its purpose, characteristics, and expectations by demonstrating an acceptable level of performance in its core themes, individually and collectively. The mission together with the core themes provides direction and focus to all areas of the College. As such, the College has developed a scoring matrix to evaluate its achievement of the core themes, objectives, and indicators set forth (see Appendix C). SCC uses the results at each level to aggregate upward, and the final product is a comprehensive evaluation of SCC's achievement of its mission.

Indicators

The administration and the core theme teams recognized that some indicators were more crucial to the achievement of the core themes than others and adopted a system to categorize individual indicators as critical, very important, or important. With the goal of continuous improvement in mind, the administration and core theme teams agreed that the ratings of indicators needed to be linked to planning and budgeting. As a result, the system of categorization, referred to as the "importance ratings," was defined as follows:

- Critical – An indicator is considered critical if results have planning and budget implications for the core theme and College as a whole.
- Very Important – An indicator is considered very important if results may have planning and/or budget implications for the core theme as a whole.
- Important – An indicator is considered important if the results may have planning and/or budget implications for part(s) of the core theme.

Baselines were established for each indicator using a three-year average of past performance. When three years of data were not available, the most recent year's data were used instead.

Targets were set in a variety of ways. The core theme teams used state and/or national data for comparison when applicable and available. The teams also, where appropriate, reviewed and discussed the impact of future social, economic, and political trends. Some targets were established based on the performance of other schools or peer groups. Wherever possible, the College used data disseminated by SBCTC that would allow for annual benchmarking and state-wide college-to-college comparison.

At the completion of an academic year, each indicator was measured against the set target (by taking the ratio defined as "result" divided by the "target"). Each indicator was then weighted by the "importance rating" and aggregated to the corresponding objective.

As scoring matrix and a visual aid, a green/yellow/red dot system helps quickly identify areas of strength and weakness. The meaning and thresholds of each dot are the same for all levels (indicator, objective, core theme) and are explained below:

	Performance Threshold
	Results are within 90% of target
	Results are between 80% and 90% of target
	Results are below 80% of target

The scoring matrix of green/yellow/red dots are calibrated such that results within 90% of the target are given a green dot, results between 80% and 90% are given a yellow dot, and results that fall below 80% of the target are given a red dot. In some cases, an indicator may be within 90% of the target and deserve a green dot but falls below the established baseline. Under these circumstances, the overriding fact that the result is below baseline will automatically receive a yellow dot for the indicator.

Objectives

Each objective was also given an "importance rating." The definitions were the same for the indicators and allowed for the recognition that some objectives are more crucial to the achievement of SCC's mission than others. For each objective, the process was repeated to calculate a performance score for the core theme as a whole.

When the indicators for an objective exceeded their target and the aggregated ratio for the objective was above 100%, they were capped to carry forward only a percent from 0 to 100. In short, the fulfillment of an objective cannot be above 100% (whereas the fulfillment of an indicator may be above 100%).

Core Theme

Unlike the indicators and objectives, there is no "importance rating" for the core themes. Each core theme is equally crucial to the success and mission of SCC. Therefore, each score from the four core themes was treated equally when determining the level of mission fulfillment. In fact, the resulting percentages (from the aggregation of the objectives) were averaged over the core themes to express the percentage score for the College's performance on the mission as a whole.

Mission

From the average score of the core themes, the College received a score for the mission as a whole. Internal reports will provide the actual numerical score that was achieved that year on the mission while external reports will show the corresponding green/yellow/red dot.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

The College interprets mission fulfillment in terms of the green/yellow/red dot system. The meaning of each dot is:

- Green – The mission is achieved
- Yellow – The mission is achieved at an acceptable threshold, with areas to improve.
- Red – The mission is not achieved. Action plan(s) are needed.

The expectation of the College is to have an overall score above 80%, meaning SCC fulfilled its mission at an acceptable level. Any score above 80% means SCC met an acceptable threshold for fulfilling its mission while recognizing that there are areas to improve.

C. Standard 1.B – Core Themes

1.B.1 Identified Core Themes

The College's core themes were revised during the 2013-14 academic year and included input from the core theme teams, faculty, staff, students, and community members. The *Mission and Core Themes Taskforce*, who also drafted the new mission, reviewed and revised the College's core themes to ensure that the core themes were closely aligned with the new mission statement. Thus, the revised core themes derive from and individually manifest essential elements of the College's new mission. These core themes were approved by the CCS Board in June 2014 and are as follows:

- **College Readiness**
- **Workforce Development**
- **Academic Transfer**
- **Student Success**

Two of the core themes, workforce development and academic transfer, were carried over from the previous accreditation cycle and continued. A third core theme, student success, was also carried over, but its emphasis was changed to better align with a new aspect of the mission. College readiness was proposed and adopted as a new core theme to represents the new aspect of the College's mission resulting from the merger with IEL.

The College has developed a sustainable process where the College's *Core Theme Teams* (see Appendix D) play a key role in evaluating and assessing programs and services, resources and capacity, and

assessment with respect to accomplishment of the core themes. The core theme teams consisting of faculty, staff, and administrators are charged with the following annual tasks:

- Engage in annual planning around the core theme that is consistent with the College's comprehensive plan, programs, and services to ensure they are aligned with and contribute to the accomplishment of the core theme's objectives.
- Engage in ongoing evaluation of achievement on core theme objectives and indicators of achievement and recommend plans for improvement.
- Engage in ongoing evaluation of alignment and integration of programs and services with respect to accomplishment of core theme objectives.
- Prepare an annual report for the Planning and Budgeting Committee to inform college planning and allocation of resources and capacity.

1.B.2 Core Themes Objectives and Indicators of Achievement

In preparation for the *2014 Year One Mission and Core Themes Self-Evaluation*, each core theme team reviewed and/or developed objectives and indicators of achievement within the context of the College's new purpose, expectations and holistic evaluation of mission fulfillment. Recognizing that many of the indicators from the previous accreditation cycle had room for improvement, each team worked diligently to adopt objectives and indicators that were outcomes oriented and assessed key points in students' educational pathways at the College.

Core Theme One: Workforce Development

Core Theme Description

As the largest workforce training provider in the region, SCC plays a critical role in providing a skilled workforce for greater Eastern Washington. Workforce programs at SCC help students enter high-skill and potentially high-wage occupations. All programs are guided by industry advisory committees, consisting of professionals actively employed in the industry, to ensure that training meets the needs of industry and employers. Students are able to earn certificates of completion and Associate in Applied Science degrees in more than 100 professional and technical areas.

Core Theme Objectives and Indicators of Achievement

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students enrolled in workforce programs progress.			
1.1 Percentage of students retained from 1st quarter to 2nd quarter	Very Import	79%	85%
1.2 Percentage of students retained from 1st year to 2nd year	Very Import	50%	60%
1.3 College-level SAI point/student earned by students in the 1st year of enrollment	Very Import	1.30	1.50
1.4 Percentage of graduates who completed their degree or certificate within 150% of completion time	Critical	96%	97%
Objective 2: Students enrolled in workforce programs are satisfied with their educational experience.			
2.1 Percent of students find faculty available, helpful, and sympathetic	Important	80%	83%
2.2 Percent of students rate their entire educational experience as good or excellent	Important	88%	90%
Objective 3: Students enrolled in workforce programs are prepared for employment.			
3.1 Students demonstrate that they have met program-level outcomes	Critical	TBD	TBD
3.2 Students indicate significant gain related to the college-wide student abilities as measures by the SCC Graduate Petition Survey	Important	69%	75%
3.3 All programs that require license or certification examinations for employment equal or exceed state and/or national rates	Critical	100%	100%
3.4 Percentage of advisory committee members surveyed rate SCC workforce graduates well prepared for employment	Very Important	89%	95%
Objective 4: Students graduating from workforce programs secure employment.			
4.1 Percentage of workforce program graduates who are employed nine months after graduation	Critical	89%	92%
4.2 Percentage of graduates who secure positions will earn salary levels of at least 120 percent of Washington State minimum wage	Important	91%	92%
Objective 5: SCC workforce programs are relevant, of quality, and in demand.			
5.1 Percentage of workforce programs considered to be "in demand" or within industry clusters prioritized by regional and national economic development organizations	Critical	TBD	TBD
5.2 Percentage of advisory committee members surveyed agree that SCC workforce programs meet the need of the community	Very Important	97%	98%

Rationale – Why the Indicators are Assessable and Meaningful Measures

The indicators for Objective 1 focus on assessing students' progression through SCC workforce programs. SCC does a good job preparing workforce students for employment; however, the College has identified retention as an area needing focus and improvement. As the curricula in SCC workforce programs are based on specific course sequencing that build a strong foundation of competencies meeting industry and employers' need for skilled workers, the College will use the Washington Student Achievement Initiative (SAI) data to track students' progression through their first year of enrollment, earning their first 15, 30 and 45 college-level credits to identify where along their pathway college students are struggling and most likely to leave.

The indicators for Objective 2 focus on assessing students' satisfaction with the College and their education. Research shows that positive student-faculty interaction is correlated with student learning and retention. The majority of SCC workforce programs are based on the cohort model in which students move through the program together with the same faculty. The College will use the Community College Survey of Student Engagement (CCSSE) to assess students' perception on faculty and of their educational experience at SCC to identify areas for improvement.

The indicators for Objective 3 focus on assessing students' preparedness for employment. To be successful in the workplace, students must master the skills and knowledge required by employers in their field of study. Assessment of student achievement of program-level learning outcomes and industry or professional exams demonstrates competency in required knowledge and skills in the specific industry or field. In addition, workforce program advisory committees consist of employers who select, employ, and evaluate program graduates and of individuals who do the job on a daily basis. Advisory committees, therefore, provide valuable guidance on curriculum development, entry level skills needed, and level of satisfaction regarding graduate job preparation.

The indicators for Objective 4 focus on assessing workforce students' success once they leave the College. Employment rates provide meaningful evidence on how well the SCC workforce programs prepare students for the workplace. By using state-wide Data Linking for Outcomes Assessment (DLOA) data, though not perfect, the College is able to assess to what extent students completing workforce programs gain employment within nine months of leaving the College and if they are earning living wages.

The indicators for Objective 5 focus on assessing to what extent the College's programs meet local, regional, and national labor demands. SCC is committed to providing greater Eastern Washington with a skilled workforce. Therefore, it is imperative that the College collaborates with national and regional economic development organizations to evaluate the extent to which SCC's program offerings are responsive to the region's workforce needs. Furthermore, as the largest workforce training provider in the region, it is essential for the College to survey advisory committee members who are employers in the community to determine the extent to which the College's workforce programs are meeting their needs for skilled employees.

Core Theme Two: Academic Transfer

Core Theme Description

As a comprehensive community college, SCC plays a critical role in preparing students for baccalaureate degrees. The majority of transfer students who enroll at the College intend to get an Associate of Arts degree; however, the College also enrolls a large number of students who only intend to complete prerequisites for their major prior to transfer. Transfer programs at SCC are carefully developed in partnership with statewide and regional consortiums of colleges and universities. As a public institution in Washington State, SCC participates in the state-wide direct transfer agreement (DTA) that ensures students earning a transfer degree at the College matriculate at junior standing at any of the state public baccalaureates. The majority (51%) of SCC transfer students continue their education at Eastern Washington University (EWU) or Washington State University (WSU).

Core Theme Objectives and Indicators of Achievement

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students enrolled in transfer programs are retained.			
1.1 Percentage of students retained from 1st quarter to 2nd quarter	Very Important	76%	80%
1.2 Percentage of students retained from 1st year to 2nd year	Critical	43%	45%
1.3 Percentage of students whose first math course was math 97 or higher successfully complete college-level math within 1st year of enrollment	Critical	54%	57%
1.4 Percentage of students who complete English 101 within 1st year of enrollment	Critical	82%	85%
Objective 2: Students enrolled in transfer programs are prepared to transfer.			
2.1 Students demonstrate mastery of college-wide student abilities	Important	TBD	TBD
2.2 Students demonstrate mastery of distribution area outcomes	Important	TBD	TBD
2.3 Percentage of full-time students with intent to transfer complete a degree within four years (200% of completion time)	Critical	24%	27%
Objective 3: Students enroll in transfer programs continue their education at baccalaureate colleges and universities.			
3.1 Percentage of transfer students who enroll at a four-year baccalaureate within four years	Very Important	47%	52%
3.2 Percentage of transfer graduates who enroll at four-year baccalaureate within two years	Very Important	61%	62%
Objective 4: Students are successful as they transfer to baccalaureate colleges and universities.			
4.1 Percentage of transfer graduates who transfer to EWU and WSU successfully matriculate as juniors	Very Important	93%	TBD
4.2 SCC transfer students at EWU and WSU perform at par or better than other CC transfer or native students	Critical	X≥0	X≥0

Rationale – Why the Indicators are Assessable and Meaningful Measures

The indicators for Objective 1 focus on assessing students' progression through SCC transfer programs. SCC does a good job preparing students for upper-level course work at baccalaureates; however, the College has identified retention as an area needing focus and improvement. Research shows that first-year retention is critical to overall student success and goal achievement. In addition, the College has also identified timely progression from developmental math to college-level math and completion of English composition as areas of focus. The College will use the Washington Student Achievement Initiative data to identify where along their educational pathway students are struggling and most likely to leave college.

The indicators for Objective 2 focus on assessing students' preparedness to transfer to baccalaureate colleges and universities. A crucial aspect is to measure students' mastery of skills and knowledge required to be successful within their majors at the baccalaureate level as well as college-wide student abilities such as communication and problems solving. For many students, completion of an Associate degree will result in efficient transfer of credits toward their baccalaureate degree as statewide articulation agreements are in place. Tracking completion rates with in a four-year timeframe allows the College to assess how students are progressing toward their goal of attaining a degree.

The indicators for Objective 3 focus on assessing students' success in transferring to baccalaureate colleges and universities. Not all "transfer students" who enroll at the College intend to complete a two-year degree prior to transfer, so it is important that the College assess the transfer process for both degree completers and students not graduating but considered "transfer-ready." The National Student Clearinghouse allows the College to track all transfer students once they leave SCC to evaluate how efficiently students are able to transfer their credits and how they are progressing toward their goal of transferring to a

four-year institution.

The indicators for Objective 4 focus on assessing the success of SCC transfer students at baccalaureate colleges and universities. Students who have graduated with an Associate degree should be able to matriculate at junior standing at any of the public state universities according to the DTA. Using the SBCTC's Mutual Research Transcript Exchange data system to track SCC students' transfer to and performance at EWU and WSU, allows the College to ensure that its degree guidelines are in compliance with the DTA and to evaluate how successful SCC's transfer program is in general in preparing students for transfer.

Core Theme Three: College Readiness

Core Theme Description

College readiness is critical to students' success. According to the Community College Research Center, less than 25% of students who enroll in pre-college courses or programs ever complete a degree or certificate. Providing pre-college courses and programs is an essential part of the College's new mission as a large number of students enrolling at SCC are not college-ready. Pre-college programs meet the needs of students and prepare them for college-level courses while empowering them to succeed academically, personally, and professionally. Basic skills includes ABE, ESL, GED, and high school completion. Developmental education offers courses in reading, writing, and math that are designed to prepare students for college-level coursework.

Core Theme Objectives and Indicators of Achievement

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students enrolled in pre-college courses and programs complete.			
1.1 Percentage of ABE/ESL students making significant Basic Skills gains within their first year	Very Important	62%	64%
1.2 Percentage of ABE students who take a GED test successfully pass	Critical	TBD	TBD
1.3 Percentage of ESL students who take the English Proficiency Exam successfully pass	Critical	58%	61%
1.4 Percentage of students who enroll in developmental courses successfully complete (2.0 GPA or better)	Very Important	62%	64%
1.5 Percentage of students who enroll in gatekeeper courses successfully complete	Critical	70%	73%
Objective 2: Students in pre-college courses and programs transition to the next level.			
2.1 Percentage of ABE, GED, and ESL students transitioning into developmental math and/or English within one year	Important	Math: 96% Engl: 59%	Math: 90% Engl: 55%
2.2 Percentage of HSC and GED students transitioning to their 1st college-level course within one year	Critical	27%	29%
2.3 Percentage of developmental transfer students who transitioned into college-level within one year	Critical	Math: 28% Engl: 92%	Math: 32% Engl: 95%
2.4 Percentage of developmental transfer students who began just below college-level transition to college-level within one year	Very Important	Math: 43% Engl: 66%	Math: 50% Engl: 70%
2.5 Percentage of developmental students who began more than one level below college-level transition to college-level within two years	Critical	Math: 79% Engl: 80%	Math: 83% Engl: 84.5%
Objective 3: Students transitioning from pre-college to the next level successfully complete the level.			
3.1 Success of ABE, GED, and ESL students who transitioned into developmental math and/or English courses	Critical	Math: 50% Engl: 72%	Math: 55% Engl: 80%
3.2 Success of ABE, GED, and ESL students who transitioned into college-level courses	Critical	62%	67%
3.3 Success of developmental students who transitioned into college-level (math and English)	Critical	Math: 80% Engl: 82%	Math: 83% Engl: 85%

Rationale – Why the Indicators are Assessable and Meaningful Measures

The indicators for Objective 1 focus on assessing completion levels of students enrolled in pre-college courses and programs. Starting college can be intimidating, especially when students lack basic skills in math, reading, and writing. Research shows that students who are not adequately prepared for college-level course work when they arrive at college are less likely to persist and complete a degree.

More than half of the College's incoming fall cohort requires pre-college education in one or more areas (math, reading and writing). Therefore, analyzing annual data on completion rates are important to identifying barriers and assessing the College's ability to retain pre-college students, especially within the first year. The College will also use the data to evaluate strategies put in place to improve pre-college completions.

The indicators for Objective 2 focus on assessing to what extent students enrolled in pre-college courses and programs transition to the next level of study. Many students start at two or three levels below college-level math. These lengthy sequences often become stumbling blocks resulting in students leaving college before completing their pre-college requirements. A primary focus for the College is to increase the number of students who successfully transition from pre-college to college-level course work. The College will use the Washington State's Student Achievement Initiative (SAI) data to make statewide comparisons from year to year. SCC will also use the SAI data to help evaluate strategies put in place to increase student transitions into college-level course work.

The indicators for Objective 3 focus on assessing to what extent students who transitioned from pre-college courses and programs to the next level were able to complete the next level of courses successfully. The College expects pre-college students to be academically prepared to successfully complete the next level of courses, especially if they transition into college-level courses. In addition to using internal data, the College will also use SBCTC's Achieving the Dream (AtD) data, a widely adopted and recognized data set, to make comparisons from year to year as well as comparisons to state averages.

Core Theme Four: Student Success

Core Theme Description

Students at SCC are provided with opportunities to succeed in a supportive environment that enhances individual and professional growth through academic, personal, and professional development. In addition, the College places significant emphasis on services to better meet the needs of SCC's low socio-economic, first-generation, adult, and multicultural student populations.

Core Theme Objectives and Indicators of Achievement

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students are engaged with their learning environment.			
1.1 Students are highly engaged in their learning compared to students at other medium-sized, two-year schools as measured by CCSSE Benchmarks	Important	2 of 4 CSSE Benchmarks	4 of 4 CSSE Benchmarks
Objective 2: Students are satisfied with their educational experience.			
2.1 Percentage of students who rate their educational experience as "good or excellent" is equivalent or exceeds that of students at other medium-sized, two-year schools as measured by CCSSE	Important	86%	89%
2.2 Percentage of students who rate their satisfaction with SCC is equivalent or exceeds that of students at other medium-sized, two-year schools as measured by Noel-Levitz Student Satisfaction Inventory survey	Important	TBD	TBD
Objective 3: Services designed to support students are successful and effective.			
3.1 Effectiveness of student services initiatives	Critical	TBD	TBD
3.2 Effectiveness of academic initiatives	Very Important	TBD	TBD
Objective 4: Students progress toward educational benchmarks.			
4.1 College-level SAI points per student earned by specific student population cohorts in their first year	Critical	1.23	1.35
4.2 SCC's retention rates for specific student populations are equivalent to or exceed that of other Washington community and technical colleges	Critical	80%	85%
4.3 SCC's completion rates for specific student populations are equivalent to or exceed that of other Washington community and technical colleges	Critical	28%	30%

Rationale – Why the Indicators are Assessable and Meaningful Measures

The indicators for Objective 1 focus on assessing students' engagement with their learning and the College. As a nationally known survey on student engagement, CCSSE provides valuable data that allows the College to measure the extent to which students are engaged in educationally meaningful activities that are linked to student success. SCC will use CCSSE's benchmarks "Active & Collaborative Learning," "Academic Challenge," "Student Faculty Interaction," and "Support For Learners," to evaluate the College's performance against comparison groups and national norms.

The indicators for Objective 2 focus on assessing students' satisfaction with SCC and their educational experience at the College. As nationally known surveys, the CCSSE and the Noel-Levitz Student Satisfaction Inventory survey provide important data on students' perceptions of SCC programs and services and their overall educational experience at the College that can be used for planning, continuous improvement and to strengthen student retention initiatives.

The indicators for Objective 3 focus on assessing the effectiveness of a number of student services and academic initiatives/strategies put in place by the College to improve student success. The College has adopted a number of preemptive initiatives, such as accelerated learning and college prep, and intervention strategies, such early alert and behavioral intervention team, to reduce academic barriers and improve student success. For each initiative or strategy, the College will develop a methodology to measure effectiveness that is correlated to student course success, retention, or completion.

The indicators for Objective 4 focus on assessing student progression, achievement, and completion for specific student populations. The College places significant emphasis on providing services to better meet the needs of SCC's low socio-economic, first-generation, adult, and multicultural student populations SCC has adopted the SAI framework to track students' progression through their first year of enrollment, such as completion of college-level math, earning their first 15, 30 and 45 college-level credits to identify areas of barriers for special student populations (economically disadvantaged, first-generation, and students of color). The College will also use SBCTC's Achieving the Dream (AtD) data, a widely adopted and recognized data set, to assess retention and completion that allows for annual benchmarking and statewide comparisons.

Conclusion

This *Year One Mission and Core Themes Evaluation* provides an overview of Spokane Community College's framework for systematic assessment of mission fulfillment. It addresses Standard One of the new accreditation standards set forth by the Commission.

In Fall 2013, following the merger with the IEL and an onsite NWCCU site visit, President Morgan convened a college-wide taskforce to review the mission and core themes of the College. Students, faculty, staff, and the larger community played an active role as the College worked to draft a new mission and identify core themes truly reflective of that mission. The rich conversations throughout this process have initiated important collaborations and a renewed sense of purpose and energy to SCC.

The development of core theme objectives and indicators of achievement was a collaborative process led by teams comprised of faculty, staff, and administrators. These *Core Theme Teams* (see Appendix D) will continue to play a key role in evaluating and assessing programs and services, resources and capacity, and assessment with respect to accomplishment of the core themes. The core theme teams have been institutionalized into the College's strategic planning process and report to the College's Planning and Budgeting committee.

Through the process of mission revision, and core theme development, Spokane Community College has charted a clear direction for the college's efforts over the next seven years. The college's commitment to ongoing assessment and continuous improvement will allow us to achieve our mission.

The College has also made major progress in the five recommendations that were presented following the Fall 2013 *Year Seven Mission Fulfillment and Sustainability Evaluation* and site visit by NWCCU. Of special significance are the efforts made in addressing learning outcomes assessment, a faculty-driven endeavor.

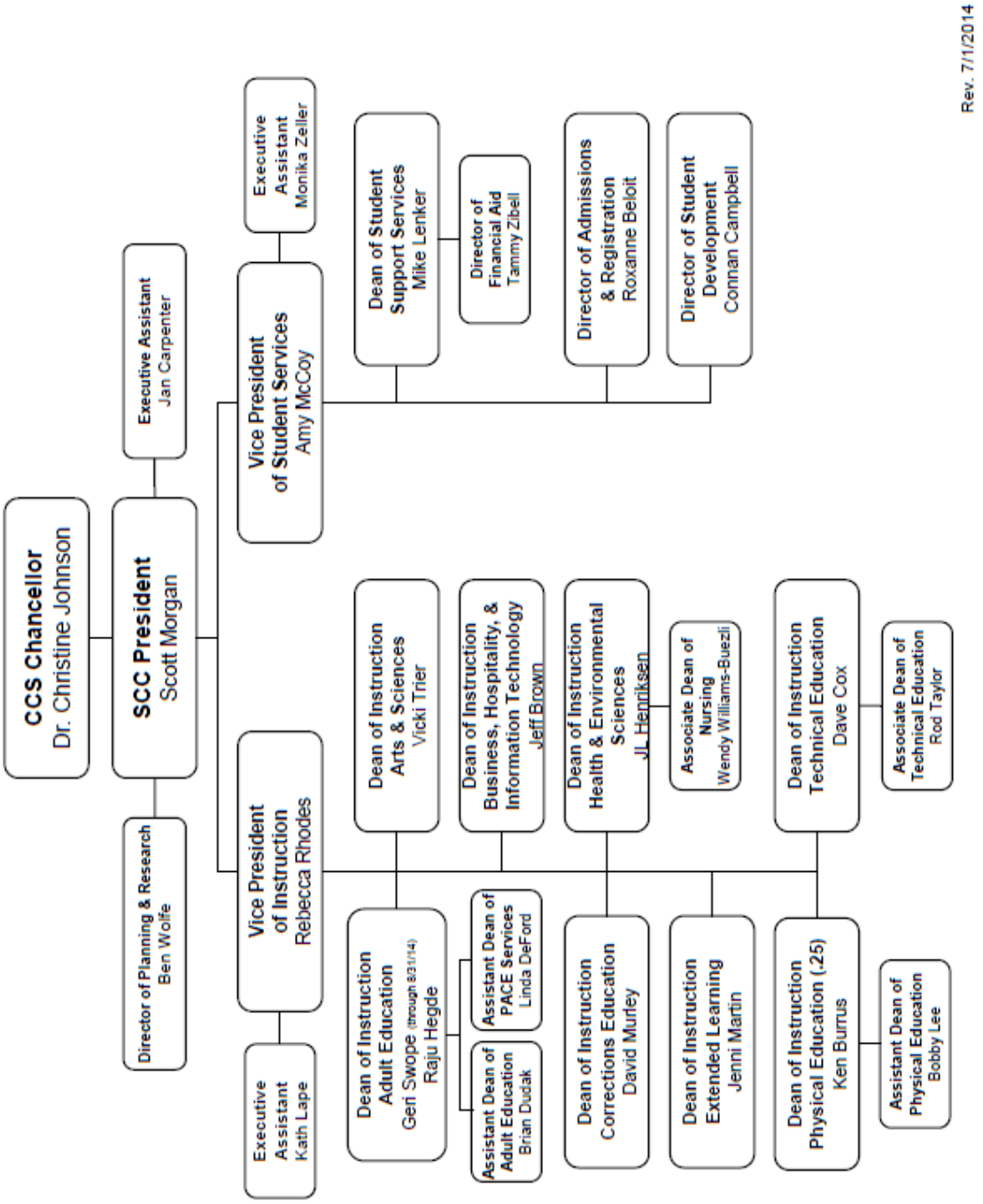
Glossary of Acronyms

Acronym	Description
ABE	Adult Basic Education
CCS	Community Colleges of Spokane
CCSSE	Community College Survey of Student Engagement
CTC	Washington State Community College System
DTA	Direct Transfer Agreement
ESL	English as a Second Language
EWU	Eastern Washington University
FTE	Full-time Equivalent Students
GED	General Education Development
GISS	Governance Institute for Student Success
IEL	Institute for Extended Learning
NWCCU	Northwest Commission on Colleges and Universities
RCW	Revised Code of Washington
SBCTC	State Board for Community and Technical Colleges
SPA	Strategic Program Assessment
SPOL	Strategic Planning Online
WAC	Washington Administrative Code
WSU	Washington State University

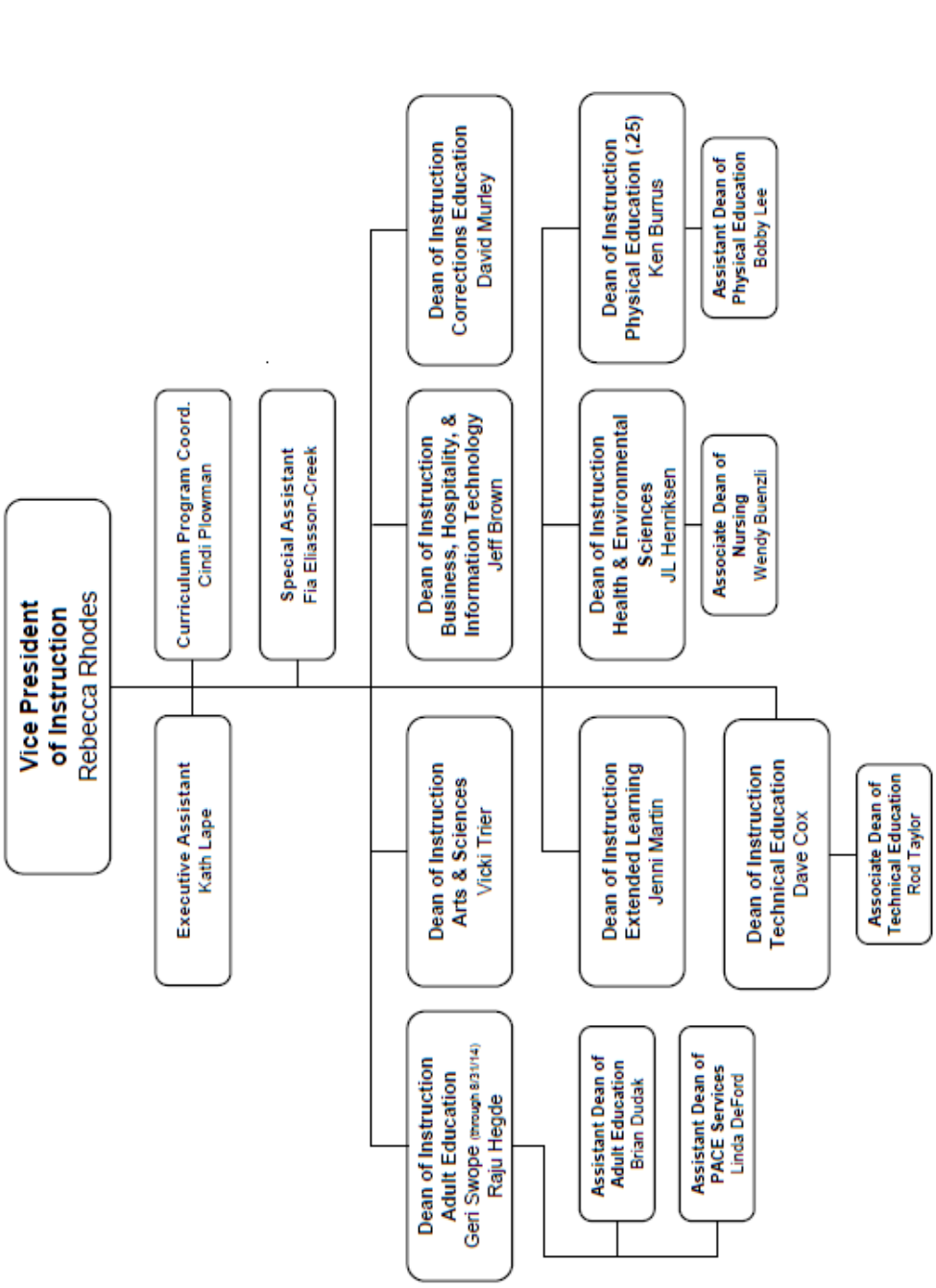
Appendices

Appendix A	College Organizational Charts
Appendix B	College Vision, Mission, Core Themes, and Value Statements
Appendix C	SCC Mission Fulfillment Scorecard Matrix
Appendix D	Core Theme Team Charge and Membership
Appendix E	SCC Core Theme, Objectives, and Indicators of Achievement

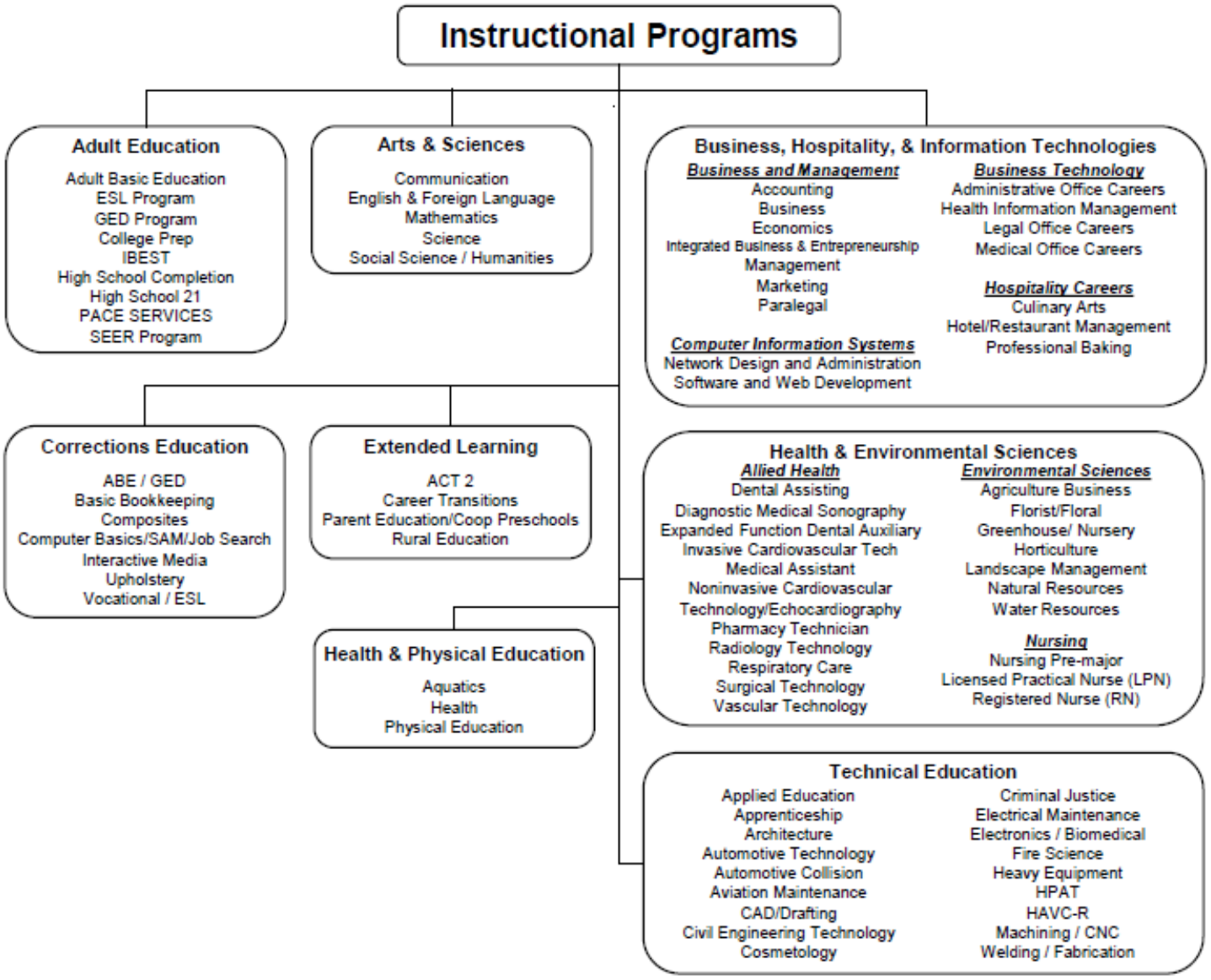
Appendix A – College Organizational Charts, College Administration



Appendix A – College Organizational Charts, Instruction

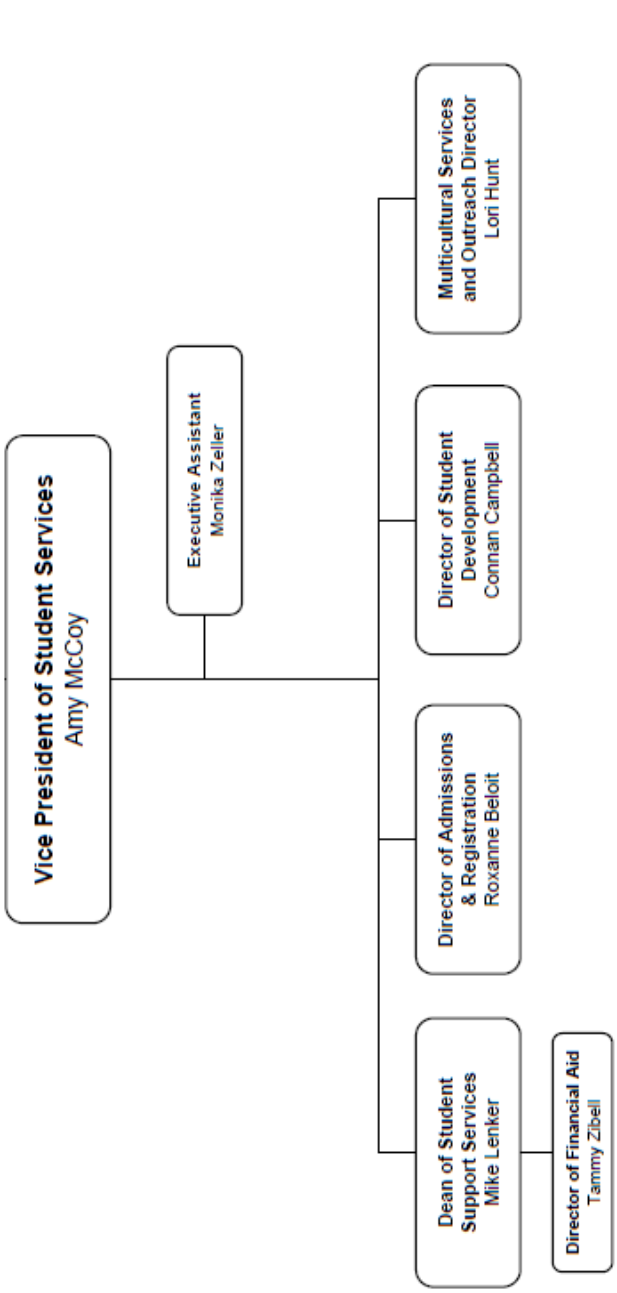


Rev. 7/1/2014

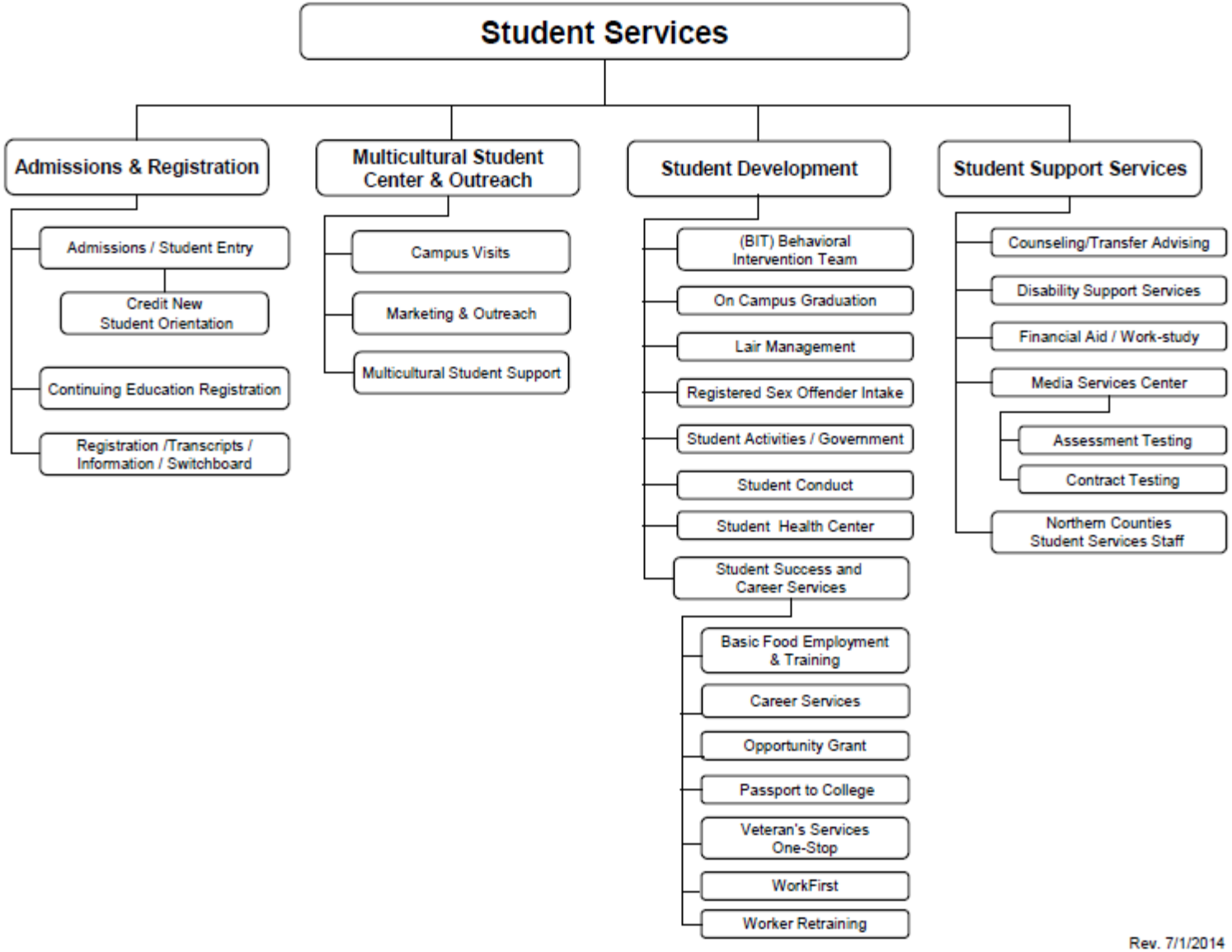

Instructional Programs
Adult Education
Adult Basic Education
ESL Program
GED Program
College Prep
IBEST
High School Completion
High School 21
PACE SERVICES
SEER Program
Arts & Sciences
Communication
English & Foreign Language
Mathematics
Science
Social Science / Humanities
Business, Hospitality, & Information Technologies
Business and Management
Accounting
Business
Economics
Integrated Business & Entrepreneurship
Management
Marketing
Paralegal
Computer Information Systems
Network Design and Administration
Software and Web Development
Business Technology
Administrative Office Careers
Health Information Management
Legal Office Careers
Medical Office Careers
Hospitality Careers
Culinary Arts
Hotel/Restaurant Management
Professional Baking
Corrections Education
ABE / GED
Basic Bookkeeping
Composites
Computer Basics/SAM/Job Search
Interactive Media
Upholstery
Vocational / ESL
Extended Learning
ACT 2
Career Transitions
Parent Education/Coop Preschools
Rural Education
Health & Environmental Sciences
Allied Health
Dental Assisting
Diagnostic Medical Sonography
Expanded Function Dental Auxiliary
Invasive Cardiovascular Tech
Medical Assistant
Noninvasive Cardiovascular
Technology/Echocardiography
Pharmacy Technician
Radiology Technology
Respiratory Care
Surgical Technology
Vascular Technology
Environmental Sciences
Agriculture Business
Florist/Floral
Greenhouse/ Nursery
Horticulture
Landscape Management
Natural Resources
Water Resources
Nursing
Nursing Pre-major
Licensed Practical Nurse (LPN)
Registered Nurse (RN)
Health & Physical Education
Aquatics
Health
Physical Education
Technical Education
Applied Education
Apprenticeship
Architecture
Automotive Technology
Automotive Collision
Aviation Maintenance
CAD/Drafting
Civil Engineering Technology
Cosmetology
Criminal Justice
Electrical Maintenance
Electronics / Biomedical
Fire Science
Heavy Equipment
HPAT
HAVC-R
Machining / CNC
Welding / Fabrication

Rev. 7/1/2014

Appendix A – College Organizational Charts, Student Services



Rev. 7/1/2014


Student Services
Admissions & Registration
Admissions / Student Entry
Credit New Student Orientation
Continuing Education Registration
Registration /Transcripts / Information / Switchboard
Multicultural Student Center & Outreach
Campus Visits
Marketing & Outreach
Multicultural Student Support
Student Development
(BIT) Behavioral Intervention Team
On Campus Graduation
Lair Management
Registered Sex Offender Intake
Student Activities / Government
Student Conduct
Student Health Center
Student Success and Career Services
Basic Food Employment & Training
Career Services
Opportunity Grant
Passport to College
Veteran's Services One-Stop
WorkFirst
Worker Retraining
Student Support Services
Counseling/Transfer Advising
Disability Support Services
Financial Aid / Work-study
Media Services Center
Assessment Testing
Contract Testing
Northern Counties Student Services Staff

Rev. 7/1/2014

Appendix B – College Vision, Mission, Core Themes, and Values

Community Colleges of Spokane
Spokane Community College

VISION

Spokane Community College is where students transform their lives and attain their goals, enriching our communities.

MISSION

Spokane Community College offers educational opportunities in college readiness, workforce training, and university transfer that meet the needs of the diverse communities we serve. We are committed to student success through active learning, dynamic relationships, and supportive environments.

CORE THEMES

- Workforce Development
- Academic Transfer
- College Readiness
- Student Success

VALUES

- Student Success
- Excellence
- Accessibility
- Inclusiveness
- Collaboration
- Mutual Respect
- Responsiveness
- Life-long Learning

Adopted: 6/17/2014

Appendix C – SCC Mission Fulfillment Scorecard Matrix

Spokane Community College

Office of Planning and Institutional Research

Mission Scoring

Step 1: Indicators

The result of each indicator is scored against the target. Two exceptions exist: 1) if the results are higher than the target, the score is capped at 1, and 2) if the result is less than the baseline, it is automatically given a score of 0.8. The score is weighted according to the importance rating (3 for 'critical', 2 for 'very important', and 1 for 'important') for aggregating up to the objective. Corresponding "dots" are based off of the "Dot Score," "Objective Score," "Core Theme Score," and "Mission Fulfillment" score.

Result was lower than the baseline, so the Dot Score is automatically 0.80

Result was higher than the target, so the Dot Score is capped at 1.00

Core Theme, Objective, Indicator		Baseline	Target	Result	Result Score	Dot Score		Indicator Importance Score		Indicator Weighted Score	Aggregated Score	Aggregated Possible
1	1	57%	60%	54%	.90	.80	×	3	=	2.40	8.40	9.00
	2	80%	80%	89%	1.11	1.00		2		2.00		
	3	53%	53%	56%	1.06	1.00		2		2.00		
	4	100%	100%	100%	1.00	1.00		2		2.00		
	2	1	70%	75%	87%	1.16	1.00		3		3.00	5.00	5.00
		2	70%	80%	92%	1.15	1.00		2		2.00		
	3	1	70%	70%	82%	1.17	1.00		1		1.00	2.00	2.00
		2	70%	70%	88%	1.26	1.00		1		1.00		

Step 2: Objectives

Core Theme	Objective	Aggregated Score		Possible Score		Objective Score		Objective Importance Weight		Objective Weighted Score	Aggregated Score	Aggregated Possible
1	1	8.40	÷	9.00	=	.93	×	3	=	2.79	6.79	7.00
	2	5.00		5.00		1.00		2		2.00		
	3	2.00		2.00		1.00		2		2.00		

Step 3: Core Themes & Mission Fulfillment

Core Theme	Aggregated Score		Possible Score		Core Theme Score	Mission Fulfillment
1	6.79	÷	7.00	=	.970	.905 *Average of Core Theme Scores*
2	8.64		10.00		.864	
3	8.49		10.00		.849	
4	5.64		6.00		.940	

Appendix D– Core Theme Team Charge and Membership

Core Theme Team Charge

Spokane Community College
2014-2016

Charge: **The Core Theme Team will assist the College in planning, implementing, and assessing institutional efforts toward fulfilling the College's mission and expectations around the core theme (CT) and its objectives.**

Specifically, the Core Theme Team is charged to:

- Establish core theme objectives (1.B.2)
- In collaboration with the Office of Planning and Institutional Research, identify meaningful, assessable and verifiable indicators of achievement for all CT objectives. (1.B.2)
- Establish baselines, targets, and system for evaluating accomplishment of the core theme as a whole and its objectives. (1.B.2)
- Engage in annual planning around the CT that is consistent with the College's comprehensive plan, programs, and services to ensure they are aligned with and contribute to the accomplishment of the CT's objectives. (3.B.1)
- Engage in ongoing evaluation of achievement on CT objectives and indicators of achievement and recommend plans for improvement (4.A.1).
- Engage in ongoing evaluation of alignment and integration of programs and services with respect to accomplishment of CT objectives (4.A.4).
- Prepare an annual report for the Planning and Budgeting Committee to inform college planning and allocation of resources and capacity (4.B.1)

Membership and Chair:

- CT Team members shall serve three-year terms and be appointed by the President.
- Faculty membership vacancies shall be announced to the faculty. Nominations shall be solicited by the AHE and submitted for consideration by the President.
- The CT Team shall be co-chaired by a faculty and an administrator.

Meetings:

- The CT Team shall meet monthly during the academic year with additional meetings scheduled as needed.

Scope of Authority:

- The CT Team reports to the Planning and Budgeting Committee.

Assessment:

- The CT Team will compile an annual report summarizing its accomplishments regarding its duties and responsibilities as listed in charge. This report will be shared with the Planning and Budgeting Committee and posted on the accreditation website.

SCC Core Theme Teams

2014-16 Membership

College Readiness Core Theme Team

Dean, Adult Education	Geri Swope
Dean, Arts and Sciences	Vicki Trier
Dean, Extended Learning	Jenni Martin
Faculty, ABE/GED/HSC - Colville	Annie Lawson
Faculty, ABE/GED	Kathy George
Faculty, English	Shusmita Sen
Faculty, English	Denise Lambert
Faculty, Mathematics	Nicole Duvernay
Library (Faculty)	Janine Odlevak
Counselor (Faculty)	Brian Brothers
Off-campus Counselor (Faculty)	Sami Salvatori
Student Representative	Ryan Teskay
Student Representative	Joe Carollo
Admissions and Registration	Kelli Elliot
Vice President of Instruction – *Ex officio*	Rebecca Rhodes
Director of Planning and Research – *Ex officio*	Ben Wolfe

Academic Transfer Core Theme Team

Dean, Arts and Science	Vicki Trier
Dean, Business, Hospitality, & IT	Jeff Brown
Faculty, Sociology	Cecile Lycan
Faculty, Psychology	Jason Eggerman
Faculty, Philosophy	Geoffrey Bagwell
Faculty, English and Foreign Language	Kathryn McKenna
Faculty, English – Newport	Leah Schaeffer
Faculty, Communication	Cindy Trujillo (Bone)
Library (Faculty)	Linda Keys
Counselor (Faculty)	*TBD*
Student Representative	Katarina Granados
Student Representative	Cody Valle
Admissions and Registration	Elizabeth Vines
Vice President of Instruction – *Ex officio*	Rebecca Rhodes
Director of Planning and Research – *Ex officio*	Ben Wolfe

Workforce Development Core Theme Team

Dean, Technical Education	Dave Cox
Dean, Health & Environmental Sciences	JL Henriksen
Associate Dean, Adult Education	Brian Dudak
Faculty, Business Technology	Deby Hanson
Faculty, Hydraulic & Pneumatic	Matt Miller
Faculty, Diagnostic Medical Sonography	Donna Rubosky
Faculty, Vascular Technology	Rachel Kendoll
Faculty, Metal Trades	Eric Bouvier
Faculty, Hospitality Careers	Julie Litzenberger
Library (faculty)	Nancy Coffey
Counselor (faculty)	Ric Villalobos
Student Representative	*TBD*
Student Representative	*TBD*
Admissions and Registration	Selina Gilchrist
Multicultural Student Services	Ramona Barhorst
CCS Chief Workforce Development Officer	Mark Mattke
Vice President of Instruction – *Ex officio*	Rebecca Rhodes
Director of Planning and Research – *Ex officio*	Ben Wolfe

Student Success Core Theme Team

Student Services Administrator	Mike Lenker
Student Development Administrator	Connan Campbell
Dean, Physical Education	Ken Burrus
Faculty, History	Stacy Kowtko
Faculty, English	Angela Rasmussen
Faculty, Metal Trades	Brad Hein
Faculty, ABE/Mathematics	Camille Kovarik
Faculty, College Prep	Heather Edwards
Faculty, Applied Education	Kelly Roberton
Library (Faculty)	Tim Aman
Counselor (Faculty)	Carmen Green
Student Representative	*TBD*
Student Representative	*TBD*
Multicultural Student Services	Nicole Ridnour
Admissions and Registration	April Mallicoat
Vice President of Student Services – *Ex officio*	Amy McCoy
Director of Planning and Research – *Ex officio*	Ben Wolfe

SCC 2014-2020 Core Themes

Objectives and Indicators of Achievement

Core Theme One: Workforce Development

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students enrolled in workforce programs progress.			
1.1 Percentage of students retained from 1st quarter to 2nd quarter	Very Important	79%	85%
1.2 Percentage of students retained from 1st year to 2nd year	Very Important	50%	60%
1.3 College-level SAI point/student earned by students in the 1st year of enrollment	Very Important	1.30	1.50
1.4 Percentage of graduates complete a degree or certificate within 150% of completion time	Critical	96%	97%
Objective 2: Students enrolled in workforce programs are satisfied with their educational experience.			
2.1 Percent of students find faculty available, helpful, and sympathetic. (CCSSE)	Important	80%	83%
2.2 Percent of students rate their entire educational experience as good or excellent. (CCSSE)	Important	88%	90%
Objective 3: Students enrolled in workforce programs are prepared for employment.			
3.1 Students demonstrate that they have met program-level outcomes (direct measure)	Critical	TBD	TBD
3.2 Students indicate significant gain related to the college-wide student abilities as measured by the SCC Graduate Petition Survey (indirect measure)	Important	69%	75%
3.2 All programs that require license or certification examinations equal or exceed state and/or national passage rates.	Critical	100%	100%
3.3 Percentage of advisory committee members surveyed rate SCC workforce graduates well prepared for employment	Very Important	89%	95%
Objective 4: Students graduating from workforce programs secure employment.			
4.1 Percentage of workforce program graduates who are employed nine months after graduation	Critical	89%	92%
4.2 Percentage of graduates who secure positions will earn salary levels of at least 120 percent of Washington State minimum wage	Important	91%	92%
Objective 5: SCC workforce programs are relevant, of quality, and in demand.			
5.1 Percentage of workforce programs are considered to be "in demand" or are within industry clusters prioritized by regional and national economic development organizations	Critical	TBD	TBD
5.2 Percentage of advisory committee members surveyed agree that SCC workforce programs meet the need of the community	Very Important	97%	98%

Core Theme Two: Academic Transfer

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students enrolled in transfer programs are retained.			
1.1 Percentage of students retained from 1st quarter to 2nd quarter	Very Important	76%	80%
1.2 Percentage of students retained from 1st year to 2nd year	Critical	43%	45%
1.3 Percentage of students whose first math course was math 97 or higher successfully complete college-level math within 1st year of enrollment	Critical	54%	57%
1.4 Percentage of students who complete English 101 within 1st year of enrollment	Critical	82%	85%
Objective 2: Students enrolled in transfer programs are prepared to transfer.			
2.1 Students demonstrate mastery of college-wide student abilities	Important	TBD	TBD
2.2 Students demonstrate mastery of distribution area outcomes	Important	TBD	TBD
2.3 Percentage of full-time students with intent to transfer complete a degree within three years (150% of completion time)	Critical	24%	27%
Objective 3: Students enrolled in transfer programs continue their education at baccalaureate colleges and universities.			
3.1 Percentage of transfer students who enroll at a four-year baccalaureate within four years	Very Important	47%	52%
3.2 Percentage of transfer graduates who enroll at four-years within two years	Very Important	61%	62%
Objective 4: Students are successful as they transfer to baccalaureate colleges and universities.			
4.1 Percentage of transfer graduates who transfer to EWU and WSU successfully matriculate as juniors	Very Important	93%	TBD
4.2 SCC transfer students at EWU and WSU perform at par or better than other CC transfer or native students	Very Important	X≥0	X≥0

Core Theme Three: College Readiness

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students enrolled in pre-college courses and programs complete.			
1.1 Percentage of ABE/ESL students making significant Basic Skills gains (SAI) within their first year	Very Important	62%	64%
1.2 Percentage of ABE students who take a GED test successfully pass	Critical	TBD	TBD
1.3 Percentage of ESL students who take the English Proficiency Exam (SLEP) successfully pass	Critical	58%	61%
1.4 Percentage of students who enroll in developmental courses successfully complete (2.0 gpa or better)	Very Important	63%	65%
1.5 Percentage of students who enroll in gatekeeper courses[1] successfully complete	Critical	70%	73%
Objective 2: Students in pre-college courses and programs transition to the next level.			
2.1 Percentage of ABE, GED, and ESL students transitioning into developmental math and/or English within one year	Important	Math: 96% Engl: 59%	Math: 90% Engl: 55%
2.2 Percentage of HSC and GED students transitioning into their 1st college-level course within one year	Critical	27%	29.0%
2.3 Percentage of developmental transfer students who transition into college-level within one year	Critical	Math: 28% Engl: 92%	Math: 32% Engl: 95%
2.4 Percentage of developmental transfer students who began just below college-level transition to college-level within one year	Very Important	Math: 43% Engl: 66%	Math: 50% Engl: 70%
2.5 Percentage of developmental transfer students who began more than one level below college-level transition to college-level within two years	Critical	Math: 79% Engl: 80%	Math: 83% Engl: 85%
Objective 3: Students transitioning from pre-college to the next level successfully complete the level.			
3.1 Success of ABE, GED, and ESL students who transitioned into developmental math and/or English courses	Critical	Math: 50% Engl: 72%	Math: 55% Engl: 80%
3.2 Success of ABE, GED, and ESL students who transitioned into any college-level courses	Critical	62%	67%
3.3 Success of developmental students who transitioned into college-level math and English courses	Critical	Math: 80% Engl: 82%	Math: 83% Engl: 85%

[1] Gatekeeper courses include Math 97, 99 and English 99.

Core Theme Four: Student Success

Indicators of Achievement	Importance Rating	2012-13 Baseline	2019-20 Target
Objective 1: Students are engaged with their learning environment.			
1.1 Students are highly engaged in their learning compared to students at other medium-sized, two-year schools as measured by CCSSE Benchmarks	Important	2 of 4 CCSSE Benchmarks	4 of 4 CCSSE Benchmarks
Objective 2: Students are satisfied with their educational experience.			
2.1 Percentage of students who rate their educational experience as "good or excellent" is equivalent or exceeds that of students at other medium-sized, two-year schools as measured by CCSSE	Important	86%	89%
2.2 Percentage of students who rate their satisfaction with SCC is equivalent or exceeds that of students at other medium-sized, two-year schools as measured by Noel-Levitz SSI	Important	TBD	TBD
Objective 3: Services designed to support students are successful and effective (see taxonomy below).			
3.1 Effectiveness of student services initiatives	Critical	TBD	TBD
3.2 Effectiveness of academic initiatives	Very Important	TBD	TBD
Objective 4: Students progress toward educational benchmarks.			
4.1 College-level SAI points per student earned by specific student population cohorts in their first year	Critical	1.23	1.35
4.2 SCC's retention rates (fall-to-winter) for specific student population cohorts are equivalent to or exceed that of other Washington CC System	Critical	80%	85%
4.3 SCC's completion rates for specific student population cohorts are equivalent to or exceed that of other Washington CC System	Critical	28%	30%