MID-CYCLE REPORT

SPOKANE FALLS COMMUNITY COLLEGE

September 30, 2016

Northwest Commission on Colleges and Universities

Mid-Cycle Evaluation

FALL 2016

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Mid-cycle Report

Introduction

Established in 1967, Spokane Falls Community College (SFCC) is a public two-year college covering 127 acres on its main campus. It is one of two institutions comprising Washington State Community College District 17, the State's largest community college district geographically. The district is within a six-county, 12,302 square-mile region along the Washington-Idaho border. With its main campus, SFCC serves Spokane, an economically-challenged urban area of approximately 479,398 people, and with its Pullman campus, the more rural Whitman County.

The Community Colleges of Spokane is comprised of Spokane Community College (SCC), with its main campus located on the eastern side of the city of Spokane, and Spokane Falls Community College, located on the northwest side. The two separately accredited colleges within the Community Colleges of Spokane (CCS) have different emphases.

The largest percentage of SFCC's offerings are designed for student transfer to baccalaureate, degree-granting institutions. The State of Washington has statewide transfer agreements among all of the public and most of the private baccalaureate institutions. SFCC students benefit by having universities that honor these transfer degrees in the surrounding Spokane area including Eastern Washington University, Gonzaga University, Washington State University, and Whitworth University. For SFCC students pursuing a baccalaureate degree entirely through e-learning, SFCC has an articulation agreement with Western Governors University. SFCC also offers two Bachelor of Applied Science degrees, the first one being implemented in Fall 2015 and the second one launched Fall 2016.

1 Part I

Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?

The mission statement, "**Spokane Falls Community College meets the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness**," was approved by the CCS Board of Trustees in June 2014. This mission is supported by five core themes, reaffirmed by the Board of Trustees in June 2014 (see Appendix A).

- Excellent Instruction/Learning
- Student Achievement
- Broad Access
- Diversity, Equity, & Global Awareness
- Responsiveness to Community Needs

Assessment of SFCC's mission fulfillment is multilayered and collaborative. The work of myriad student support, business processes, and infrastructure professionals as well as faculty is captured in the reach of the core themes. Budget allocations from funds such as Campus Improvement, Technology Fees, and appropriations for new faculty and staff must all demonstrate how they have a positive impact on a core theme objective. These documentations are submitted through the

campus-wide Strategic Planning Online (SPOL) software. Review of improvement based on the expenditures is conducted in the fall of the following academic year.

1.1.1 Institutional Effectiveness Team

In 2015-16, SFCC reshaped the existing Executive Accreditation Committee into the Institutional Effectiveness Team (IET). The goal of this change was to support a cultural shift away from using accreditation as a reason to document the assessment of planning and mission fulfillment and towards putting greater emphasis on pragmatic action and continuous improvement for the benefit of students and the organization. While work remains to be done to help Core Theme Teams (CTTs) to think broadly in terms of college-wide resources and opportunities, steps have been taken to make the work of the IET more engaged in the efforts of the CTTs by providing a supportive environment for ongoing discussion and recommendation. An Institutional Effectiveness Team Charge, parallel with the Core Theme Team Charge, was developed to assist members in understanding their active roles in the assessment of mission fulfillment.

The IET's monthly meetings are designed for reporting from CTTs, analysis of reports, and discussion about utilizing institution-wide resources as part of the action planning strategies of the CTTs. The IET focuses on process and how each CTT is engaged in continuous improvement. The process requires that meaningful data are gathered in order to assess the college's core theme objectives, the data are analyzed, and appropriate action plans are made and followed. The expectation is that every team can show that it is effectively engaged in this process.

One outcome of the IET meetings is an overall Core Theme Team Status Report that is shared broadly with the college, the CCS Board of Trustees, District Leadership, and executive leadership at SCC, the other college in the CCS District.

The IET also works to build a collaborative effort including the CTTs and existing entities with similar objectives. For example, the Curriculum and Graduation Requirements Committee (CGRC), the Institutional Teaching and Learning Improvement Coordinating Committee (ITALIC), the Program Review Team, and Core Theme Team 1 (CT1) all focus on the development and achievement of educational student learning outcomes at the course and program level.

Furthermore, IET incorporates organizational areas which may not be directly tied to a core theme (facilities, for example) but which are integral to the health of the organization and mission fulfillment.

1.1.2 Core Theme Teams

The primary work of assessing mission fulfillment at SFCC is the responsibility of the CTTs. Each team, comprised of representation from faculty, staff, and students, is charged with reviewing the core theme objectives and indicators, identifying appropriate evidence for evaluation, and setting pragmatic thresholds for mission fulfillment. The expectation of each CTT is to rigorously address the recommendation of the seven-year evaluation committee that SFCC "articulate an acceptable threshold of mission fulfillment and ensure the effective measurement of core themes and that the core themes 'individually manifest' and 'collectively encompass' the College's mission statement. Further the core theme objectives and verifiable indicators should be rigorous and meaningful, should align to evaluate the accomplishment of core themes, and should holistically inform

evaluation of programs and services for each core theme objective (Standards 1.A.2, 1.B.2; 3.B.3; 4.A, and 4.B)."

To support this, the CTTs were asked to do an evaluation of the core theme's plan and indicators. Each CTT completed a status report in Spring 2016 documenting the assessment cycle to date (see Appendix A). The work of these teams moved out into the larger SFCC community through their own outreach to those responsible for the various interventions, programs, and actions that support the outcomes of the core themes. For example, Core Theme 4 (CT4), Diversity, Equity, & Global Awareness has members on the Diversity and Equity and Global Education Committees. CT1, Excellent Instruction/ Learning, has members on the Program Review Team, and so forth. Each CTT is encouraged to reach out to the many people doing the key work, ask questions, gather more data when appropriate, and make recommendations on areas for attention and improvement.

Because of the overlap in membership between the IET and the CTTs, communication is constant between the two groups. As SFCC builds capacity for data analysis, planning, and improvement, the "nested" structure of the two groups supports those efforts.

Diagram 1: Continuous Improvement Cycle for Core Theme Objective Indicators

Communication to the larger SFCC community is conducted through quarterly All Faculty meetings and President and Vice Presidents Community meetings. The Board of Trustees receives reports on core theme objectives, either as part of an accreditation update or as focused reports on key objectives (student retention and completion, for example). Because each core theme objective has been mapped to the CCS Strategic Indicators, standing strategic indicator reports to the Board are informed by accreditation results.

Board members receive these reports in advance of their meetings, engage in discussions, and ask questions of those presenting the information during Board meetings.

Are your core themes and objectives still valid?

During the first-year of this accreditation cycle, all core themes were reviewed. There were substantial discussions regarding only one of the core themes—student success. Should it be combined with the core theme on excellent teaching and learning? After many conversations, it was decided that while these themes are inter-related and dependent, they do in fact address different objectives and so should remain separate. The other three core themes were confidently supported as remaining valid. The five core themes were reaffirmed by the CCS Board of Trustees in June 2014.

Each CTT reviewed the core theme objectives with a conservative eye. Changing an objective was based on a significant inadequacy of the objective to align with the core theme or a failure to be student learning outcome based. CTTs reduced the number of objectives from fifteen to twelve and identified some language changes to move objectives from outputs to outcomes for greater emphasis on student learning, but most changes were minor and remained true to the original intent.

Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

Each CTT was charged with reviewing the indicators that supported each objective of the core theme. After much discussion and some significant adjustments over the last two years reducing down from fifty to twenty-three indicators, each CTT reached agreement among its team members that the selected indicators now provide feedback that is meaningful and actionable in the improvement toward mission fulfillment and sustaining mission. The Director of Planning, Institutional Effectiveness, and Research (PIER) supports the teams in identifying currently available data and methods for collecting additional qualitative or quantitative data.

Since the Year One Report, some CTTs have decided the current indicators were not adequate or appropriate. Several CTTs held prolonged discussions regarding the alignment between indicators and objectives. The indicators are, appropriately, higher level. The question, "if this indicator came back low, would it tell us we need to do something differently?" was applied. If it would not spur action, it was discarded. The CTTs sought indicators which they believed would change based on action. The action may be from multiple sources, but if the team did not believe action would lead to change, the indicator was deemed inappropriate. An example is counting the number of faculty who participated in professional development instead of the outcome of that professional development on teaching and learning.

Other indicators were deemed inappropriate because the original reason for selecting them had changed. For example, one of the indicators for CTT3, Broad Access, had been developed to specifically address an issue of financial aid awards based on priority dates. Because of significant improvements in the Financial Aid Office's business processes, award by priority is no longer a significant issue. CTT3 members changed the indicator to report on student success in relationship to financial need and traditional versus non-traditional age instead.

One change in data analysis currently being made where appropriate is the use of the Equity Index when reporting on groups (Bensimon, Bustillos, & Hao, 2003). This ratio-based model, while developed specifically for measuring equity for minority groups, can also be used for groups based on financial need, age, and other characteristics.

As each CTT sought to incorporate the focus on student learning outcomes rather than institutional inputs and outputs, some have struggled more (Responsiveness to Community Needs) than others (Student Achievement). The mission of the community college historically has included services to the community beyond enrolled students—supporting community arts for example. Substantial dialogue took place on how to balance the need to remain true to the community mission with the purpose of assessment of mission fulfillment beyond counting inputs and outputs. The ability to collect meaningful evidence that can support improvement is still in process. This issue has yet to be fully resolved but the CTT changed key indicators from a "head count" measure to a scope of professional and civic service indicator. Assessments now also include the gathering of responses of the end user - - how services are valued by community members - - not just whether they utilized the services or not.

Part II

Example I: General Education Student Learning Outcomes Assessment, Core Theme 1, Objective 1.1.2

As an institution whose reason for being is teaching and learning, assessment of student learning is integral to mission fulfillment. "Students attain learning outcomes for courses and programs" is the first objective in support of CT1, Excellent Instruction/Learning. Transfer-intent graduates achieving the general education student learning outcomes (GESLO) is one indicator of mission fulfillment of the core theme. While SFCC received a commendation in Fall 2013 for its robust annual program review of Career and Technical Education (CTE) programs, the seven-year evaluation committee did recommend "that the College move aggressively to revise and refine its system of direct and authentic assessment that appraises student accomplishment of general education outcomes from which are derived meaningful results that provide clear direction for curricular and instructional improvement (Standard 4.A.3, 4.A.6, 4.B.1, and 4.B.2)."

In response, a team of five, including the current chairs of ITALIC and CGRC, an adjunct faculty member, the dean over program review, and PIER director, attended the AAC&U 2014 Institute on General Education and Assessment. Informed by the Degree Qualification Profile literature and the AAC&U Value Rubrics, the team drafted an assessment plan that would assess five GESLOs over two years and include structured opportunities for continuous improvement. A significant change in the assessment process was mapping all general education courses to at least one GESLO. Courses would be selected for participation in assessment based on their chosen GESLO rather than the degree distribution areas as it had been done in past practice. This fostered recognition of the contributions to students' general education beyond the discipline content. Non-math courses, such as Introduction to Geography, were able to participate in the Quantitative Literacy GESLO for example. For each of the GESLOs, SFCC created rubrics that were slight modifications of existing AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics, which define the criteria used to assess the standard. Instructors participating in the assessment of student work

were invited to a workshop that guided the design of signature assignments that would address all of the criteria of the designated outcome. After the assignment was collected, random samples of student work were collected (prior to grading) to be evaluated by other instructors in disciplines associated with the outcome.

	Year One	Year Two	Year Three	Year Four
Identify and draft GESLOs	x			
Develop rubrics for pilot	x			
Map General Education courses to GESLOs	x	x		
Train Faculty in developing signature assignments	x	x	x	x
Train Faculty in use of rubrics and norming	x	x	x	x
Pilot GESLO--Communication	x			
Pilot GESLO—Diverse Perspectives	x			
Analyses of data	x	x	x	x
Discuss results and improvements with campus populations		x	x	x
Faculty discussions regarding the appropriate number of GESLOs in scope and coverage		x		
Revise signature assignments and improve lowest scoring dimensions from previous year		x	x	x
Faculty discussions and revisions of rubrics		x	x	
Assessment of GESLO—Communication	x		x	
Assessment of GESLO—Diverse Perspectives	x		x	
Assessment of GESLO—Critical and Creative Thinking		x		
Assessment of GESLO—Information Literacy		x		x
Assessment of GESLO—Quantitative Literacy		x		x
Assessment of GESLO—Creative Thinking			x	
Assessment of GESLO—Critical Thinking				x

Table 1 – General Education Assessment Timeline

Because SFCC already had identified writing-intensive (^W) and diversity-intensive (^D) courses which go through an objective faculty approval process to receive the designations, the team decided to pilot the assessment plan using these courses and the GESLOs of communication and diverse perspectives using the associated rubrics for the outcomes. As a result, SFCC was able to move forward quickly with these two GESLOs without having to wait for the mapping to be completed.

ITALIC, which has faculty representation from all academic departments, led the GESLO assessment process. In Fall 2014, ITALIC hosted a faculty workshop series on the new GESLOs and program assessment process addressing rubric utilization and norming as well the previously mentioned sessions on developing signature assessments.

Several challenges had to be addressed. The ^D courses previously needed to address only three of the eleven diversity goals, but now the expectation was that all rubric dimensions would need to be assessed through a single assignment. Additionally, significant differences in the way Humanities and Social Sciences curricula approach teaching diversity contributed to questions of the rubric's validity. In the end, adhering to a process created and improved by faculty led to more ownership and interest in the assessment of diversity course student learning outcomes and better teaching and assessment.

1.1.3 Are the indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?

Multiple structured faculty discussions regarding what should be the GESLOs, what should be the rubric dimensions, are the levels appropriate, how tightly aligned must the signature assignments be to those rubrics have been held in year two. These have been organized by the Vice President of Learning's office and ITALIC. One of the significant discussions focused on separating Creative Thinking into its own GESLO, rather than being combined with Critical Thinking. Revisions to the other rubrics were also made based on significant faculty input gathered through these sessions, as well as the input from those who used the rubrics in year one. Both faculty who created signature assignments and collected student work and faculty who served as scorers for that student work contributed. The revised rubrics are now being used as departments update their mapping to the new GESLO configuration.

One of the challenges given to those involved with the rubric development was to be confident that the dimensions were in fact meaningful and essential. Because the historic distribution structure was no longer the determinant of which GESLO was being assessed, content-specific knowledge, which a student may not have learned due to course selection, was not appropriate. Identifying the right general education outcomes, ones all students would have had the educational opportunities to develop and that contain the aspirational as well as common goals of higher education led to meaningful discussions about SFCC's general education mission and the ability to assess it.

Since indicators reflect the assessment of each outcome by a distinct rubric, and these rubrics reflect the discussions of faculty regarding appropriate levels of student achievement, SFCC believes these indicators to be appropriate and meaningful. Some continued calibration will be needed to pinpoint appropriate benchmark language, but SFCC is confidently moving forward with the six general education outcomes in the belief that these do in fact capture the core learning outcomes for our transfer students.

1.1.4 What has the institution learned so far and what changes are contemplated? What has been progress to date using the data? Do the data tell you what you are looking for?

Developing a robust holistic process for assessing general education outcomes is not a challenge SFCC faces alone. Yearly workshops, conferences, trainings, not to mention articles and books, are available to assist. While the challenges are not insurmountable, they can be substantial. Analyses of the two GESLOs in the pilot led to more questions about the process, and the rubrics in particular, than confidence in whether the indicator assessment met the threshold set for successfully attaining the objective. This questioning of process was not unexpected given the nature of the shift away from isolated distribution assessments to a more holistic campus-wide assessment. It is a reflection of continuous improvement and has led to recognition that changes need to be made going forward.

Until there is confidence that the rubrics and signature assignments are aligned and utilized appropriately, interpretation of the findings is of limited use. Faculty assessors had reasonable success applying the communication rubric. There was fair to good inter-rater reliability with three of the five dimensions for Communication. However, after first use, students with only 30 credits were significantly exceeding the benchmark for students nearing the end of their two-year programs, resulting in a decision to ratchet up the expectations heading into year three and the second cycle of assessment. Another issue that will need to be addressed is how SFCC will manage

the collection and distribution of non-print materials. Student artifacts included documents, videos of student speeches, and links to student-created websites. Student anonymity and technology sharing, especially off campus and of time-limited sites, will be addressed leading into the second cycle.

The pilot implementation suggested that changes were needed in regard to the Diverse Perspectives GESLO. The ITALIC team reviewed two VALUE rubrics that aligned in some way to our Diverse Perspectives GESLO—Intercultural Knowledge and Competence and Global Learning—and attempted to combine them. Drafting this rubric proved to be a challenge. The analyses emphasized the lack of alignment between the student responses to the signature assignments and the criteria. The level 2 application criterion (Formulates practical yet elementary solutions to global or domestic diversity challenges that use at least two perspectives) was not an expectation for many assignments. This rubric was revised in year two, tested with a broad array of student assignments with faculty from a variety of disciplines, and the revised rubric is now ready for the second cycle.

The benefit of the faculty-wide discussions and ongoing work of ITALIC is in establishing a culture of assessment which is about student learning. This holistic view is more in keeping with the institution efforts toward mission fulfillment than the previous assessment that focused on a distribution view which did not always allow for the broad, interdisciplinary conversations. This shifted perspective can provide SFCC with better learning outcome information as SFCC begins developing guided pathways, which are being built upon the GESLOs.

1.1.5 How are data being collected, analyzed, and utilized and the findings communicated to constituents?

The team attending the 2014 AAC&U General Education and Assessment Institute were committed to direct, authentic assessment of student work. In order to obtain samples of student work for the pilot test, faculty volunteers were first solicited from the courses with the pre-existing writing intensive (^W) or diversity (^D) designations. Faculty were asked to volunteer to submit student work from a signature assignment given in one of their classes and/or to participate as a rater. A sample of ten student artifacts (e.g., papers, videos) from each class were selected at random for the assessment. These artifacts were sent to the Office of PIER, who removed student and faculty identifiers. Then the artifacts were randomized and assigned to faculty scorers, two scorers per artifact. In some cases, faculty members who submitted student work also acted as scorers. To promote objectivity in the assessment, faculty were not permitted to assess work from their own students. Additional scorers external to the college were recruited to rate work from a Spanish class.

In year one, raters worked independently and recorded the scores on Excel spreadsheets which were submitted electronically to PIER, while in year two, raters worked in tandem after the norming sessions, rating student work and checking in periodically to maintain normed standards.
Two different analyses were conducted on the Communication and Diverse Perspectives general education outcomes assessment. A report primarily of descriptive statistics was completed first and presented by PIER to the Improvements subcommittee of ITALIC. A second report with a focus on statistical significance was then completed. The findings were then presented by ITALIC to the faculty in multiple venues.

Communication—Average Score	N=5	N=20	N=16	N=13	N=14
Cum College Level Credits Range	< 30	30 to 44	45 to 59	60 to 89	90 or more
Central Message	2.40	2.25	2.34	2.50	2.46
Supporting Material	1.80	2.11	2.16	2.54	2.43
Organization	2.20	2.38	2.47	2.58	2.39
Language	1.80	2.18	2.19	2.46	2.45
Delivery	1.50	2.13	2.19	2.33	2.36

Table 2 – Average Score by Dimension and Credit Level (Communication)

Diverse Perspective—Average Score	N=5	N=10	N=10	N=18	N=19
Cum College Level Credits Range	< 30	30 to 44	45 to 59	60 to 89	90 or more
Attitudes	1.60	1.95	1.85	1.67	1.63
Perspective Taking	1.40	1.65	1.80	1.56	1.50
Knowledge	1.40	1.80	1.60	1.61	1.59
Application	0.20	0.90	0.90	0.61	0.66

Table 3 – Average Score by Dimension and Credit Level (Diverse Perspectives)

The two fundamental research questions are:

> RQ1: Is there an observed relationship between students' scores on the general education student learning outcomes assessment (each dimension) and the total number of credits earned?
>
> RQ2: Is there an observed relationship between students' GESLO scores (each dimension) and the number of credits earned specifically in the [selected related area]?

Because 2014-15 was the pilot year used to generate baseline data, average student scores were calculated for multiple groups—by common demographics of age, sex, race/ethnicity, and by the number of completed credits in other GESLOs and the ^D and ^W courses. Because of the AA distribution and SFCC graduation requirements, some of these categories were not as useful as hoped. For example, the AA requirement includes one five-credit ^D course, so no students exceeded the five credits. The student artifacts submitted for the Diverse Perspective GESLO came from courses with the ^D designation, so most of the students had the five ^D credits. Common and Diverse Perspective results broken out by credits taken in other GESLOs and SFCC ^D and ^W requirements are provided in Appendix B.

With the caveat that the size of the sample is very small, there was an expectation that work of students with more completed college-level credits, or writing-intensive credits for the Communication GESLO, would be assessed at higher levels. That was not found to be the case, creating a discussion among faculty for how that issue can be addressed. As a result, the dimension definitions were more closely aligned with communication course outcomes, and communication faculty began sharing successful course activities and signature assignments with one another. More training on the rubric and creating signature assignments that align with all rubric dimensions will be offered in Fall 2016 prior to the Winter 2017 second assessment of the Communication GESLO.

Example 2: Diversity & Equity, Core Theme 4.1.1, 4.1.2

As with most higher education institutions nationwide, SFCC strives for equitable outcomes for all its students. While SFCC has had a degree of success, like other institutions across the nation, the institution has struggled to find ways to reach those equitable outcomes, particularly for students of color. CTT4, Diversity, Equity, and Global Awareness is the team responsible for tracking mission fulfillment in these areas.

In its first iteration, CT4's objectives delineated many possible forms of diversity, such as self-reported disability, first-generation status, and receiving need-based aid, and examined many measures of success. Several interventions, both small-scale and large-scale, aimed at increasing the success of all students failed to increase the success of students of color—the populations with the least equitable outcomes. At this point, SFCC recognized that the rising tide does not lift all boats, as the adage goes. Students of color need to be targeted with specific interventions for their boats to rise. Year two was spent in research identifying those interventions, which will be developed and deployed in year three, assessed, and revised.

1.1.6 Are the indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?

CTT4 conducted a review of the objectives and indicators as part of the overall institutional effectiveness review process in 2014-15. Some modification of the indicator wording was made that more tightly aligned to the focus of the team and current strategic institutional efforts. For example, Indicator 1 for Objective 1—SFCC's diverse students succeed was changed from "the gap in persistence rates among diverse students disappears" to "the gap in persistence rates between students of color and white students narrows" from the 2013 baseline. There are three objectives supporting CT4 and four indicators.

Objective	Indicator
1.1 SFCC's diverse students succeed.	The gap in persistence rates between students of color and white students narrows from the 2013 baseline.
	The gap in completion rates between students of color and white students narrows from the 2013 baseline
1.2 SFCC fosters an inclusive, respectful, and equitable campus community.	SFCC will increase the number and rate of students, faculty, staff, and administrators who perceive the SFCC environment as respectful, safe, and positive.
1.3 SFCC students develop awareness of diverse cultural perspectives.	SFCC will increase the number and rate of students who report that their experiences at SFCC have contributed to understanding people of other racial and ethnic backgrounds.

Table 4 - Core Theme 4 Objectives and Indicators

While CTT4 is aware that student success is measured by more than persistence and completion, these two indicators work in tandem to provide an understanding of equity of experience for our students at both the early stages of their academic careers as well as whether they are achieving their educational goals. If students are not persisting at an equitable rate, the first indicator will identify it. If they are persisting but not completing, the two indicators in combination will identify that. Likewise, the high level nature of the other two indicators is recognized as such but is intentionally so. The CTTs have been charged with an organizational level of oversight and so selected indicators are high-level and longitudinal. While many initiatives and actions feed the indicators, and have their own operational indicators for assessment of effectiveness, the

expectation is that strategic efforts will continue to develop. For example, during year one's review of data, CTT4 noted difficulties disproportionately screening out faculty of color during the search process, which detracts from an inclusive environment. CTT4 recommended, and the college adopted, Oregon State University's model for a Search Advocate Program. The program trains appointees to screening committees to guide the search process in ways that avoid bias and prejudice. Seventy employees were trained as search advocates, and starting in 2015-16, every screening committee was required to include a search advocate. The results from the first year of this program will be reviewed, and those will be used to modify the Search Advocate Program in the future. Beyond the program's effectiveness, measuring the program's impact upon the campus environment is needed to determine if the program contributes to mission fulfillment. In this case, a meaningful indicator helped to show a deficiency, informed action, and guided measurement of the action's effectiveness.

1.1.7 What has the institution learned so far and what changes are contemplated? What has been progress to date using the data? Do the data tell you what you are looking for?

CTT4 members also serve on either the Diversity & Equity Committee (DE) or the Global Education Committee (GE), which are the two primary action groups for diversity, equity, and global awareness. After reviewing and discussing the data excerpted below, CTT4 recommended actions for improvement to the IET. Now approved, these actions will be carried out by the newly combined DE and GE Committees beginning in year three. While this committee provides the primary organizational reporting structure for evidence of mission fulfillment and institutional activities, many programs, departments, and individuals contribute to efforts to increase equity at SFCC.

The data at this point in time show that interventions need to be more impactful. The recommended actions of faculty/staff training, appointing an equity advocate, and embedding a diversity-enriched student success course in all Guided Pathways will be developed and deployed by the DE/GE Committee and studied by CTT4.

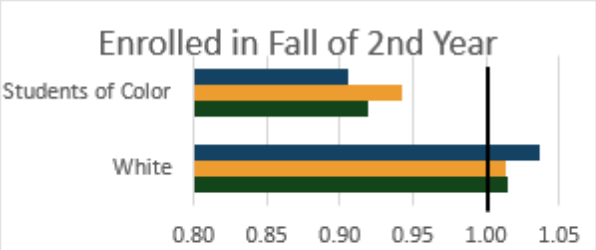
1.1.8 How are data being collected, analyzed, and utilized and the findings communicated to constituents?

The evidence reviewed by CTT4 includes enrollment data, results of the Community College Survey of Student Engagement (CCSSE), the Student Satisfaction Inventory (SSI), and an institutionally-developed employee campus climate survey. All of these, with the exception of the employee campus climate survey, provide longitudinal data. The employee campus climate survey, which SFCC planned to administer again in Spring 2016, was replaced with a campus sexual violence survey developed by the State Board for Community and Technical Colleges to fulfill the state legislative mandate SSB 5518. This survey was administered in Spring 2016. The state will make results available to the campus in Fall 2016.

One change made in the data collected, analyzed, and utilized was to switch the way SFCC measured persistence and completion from using a complicated and imprecise comparison to peer institutions to using an "equity index," which compares the ratio of students of color in the overall population to the ratio of students of color who persist and complete. This model is less hampered by the low numbers of students of color at SFCC compared to the previous measure, giving more confidence that the evidence is reliable. In addition, it is easy to grasp and so has proved more successful in

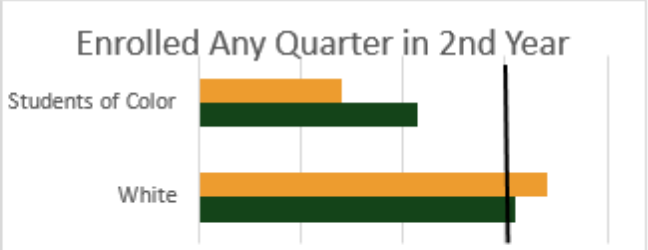
mobilizing action across campus. From this data set, SFCC can gather persistence and completion data for student groups based on self-reported race/ethnicity categories.

The next two tables show persistence and completion using the equity index; the black line represents equity, and the distance of the students of color from the black line represents the work needed. These simple visuals have made a powerful impact when communicating CTT4's findings to the campus community.



	White	Students of Color
2014-15	1.04	0.91
2013-14	1.01	0.94
2012-13	1.01	0.92

Table 5 - Degree-Seeking Students Enrolled 2nd Fall



	White	Students of Color
2013-14	1.02	0.92
2012-13	1.00	0.96

Table 6 - Degree-Seeking Students Enrolled in any quarter 2nd Year

The SSI from Noel-Levitz has been administered at SFCC on a three-year cycle since 2005. One item, "The campus is safe and secure for all students" was selected as a CTT4 indicator because it is an item that can be tracked longitudinally as part of the survey cycle and comes from a nationally normed survey.

SSI	2015			2011			2008			Change in Gap	
Scale / Item	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	2011-15	2008-15
31. The campus is safe and secure for all students.	6.32	5.59/1.31	0.73	6.23	5.36 / 1.34	0.87	6.12	5.33 / 1.30	0.79	0.14	0.06

Table 7 - Longitudinal data from SSI supporting indicator 3

The SSI asks students to rate both importance and satisfaction and reports the "gap" between the two. While the gap is key to understanding student satisfaction, students' rating of importance directly influences the gap figure. The importance of an item may increase at a different rate than satisfaction. SFCC has seen an increased level of importance, an increase in satisfaction, and a decrease in the gap.

In addition to reporting the descriptive statistics for this indicator, analysis of the SSI and CCSSE responses of minority and white students was conducted to identify items for which there was a statistically significant difference in the responses. Only students who indicated a race/ethnicity were included in the analysis.

In the 2011 data, students of color had statistically less satisfaction with, "The campus is safe and secure for all students", than white students; however, there was no statistically significant difference in the 2014 data, suggesting some institutional improvement in campus climate. To dig further, CTT4 conducted listening sessions with multicultural student club members in year two. By collecting and documenting barriers that students of color experience, CTT4 can take immediate action to address barriers before they prevent persistence. Some actions will continue, others determined not effective and will be stopped, and some will take time to become effective. But the accumulative efforts should "move the needle" on the higher-level indicators.

2 Part III

Moving forward to the Year Seven, what will you need to do?

SFCC, in part as a result of its work over the last 10 years with Foundations of Excellence, Title III grant, and as an Achieving the Dream College, has developed a culture of assessment and efforts toward continuous improvement. The sophistication of this continuous improvement culture varies, however, among programs and CTTs. While all CTTs have been active in addressing the questions asked in the mid-cycle report—are the indicators meaningful, the right number, telling us the right data, and are they being used? —some of the CTTs are struggling with the data collection process where a new methodology or data element has been selected. For example, CTT5, Responsiveness to Community Needs, chose to develop a new survey of all employees asking about professional and civic service. This has taken more time to develop, implement, and analyze than counting student enrollment in service-learning courses but will provide more meaningful, outcomes-based information than the previous data measure. As a whole, all CTTs are moving forward and are confident they will be able to provide evidence of mission fulfillment with multiple cycles of data collection moving forward to year seven.

The IET has become a conduit where the CTTs can vet their questions and receive input, support, and resources from the college-wide community. Preparations are being made for CTTs to participate in annual Board reports and present at SFCC faculty meetings and SFCC community meetings, engaging the entire college in the feedback loop of the continuous improvement process. As the CTTs continue to gather evidence and measure how well they are doing in regards to the indicators of the core theme objectives, and since some of the indicators and measurements are relatively new, thresholds will need to be adjusted and action plans modified with the help of the IET.

A setback to the gathering of evidence occurred in the 2015–16 academic year with SFCC's adoption of a new enterprise planning system (ERP) referred to among the Washington State Community and Technical College system as "ctcLink." As one of the first adopters of the statewide ERP conversion, the college discovered that much of the data had been corrupted in the conversion and gathering data was problematic throughout the year. This will result in an annual cycle that will be missing for some of the CTT objective indicators in the Year Seven Comprehensive Report. On April 30th, 2016, the SFCC and SCC Presidents and Accreditation Liaison Officers submitted a letter of disclosure regarding the ERP adoption problem to NWCCU President, Dr. Sandra Elman.

With more improvement cycles and more opportunities to gather feedback from the Board of Trustees and the college community, the expectation is that, in each year leading up to the Year Seven Report, there will be an increasing amount of college-wide understanding and support for the process. With budgeting through SPOL and professional development activities all supporting core theme objectives, the understanding that everything is tied to mission fulfillment will only become more prominent as the college moves forward.

APPENDIX A

The core theme teams adopted a system of colors and arrows to visually represent current status in regard to threshold achievement and progress towards continuous improvement. Colors of red, yellow, and green represent below threshold, at threshold, and above threshold respectively. Arrows are attached to the previous cycle and represent trends compared to the previous cycle only. These two indicators together show at a glance how well the objective is being met. Clicking on the Core Theme link will take you to the full matrix.

Core Theme 1 – Excellent Instruction/Learning

SFCC faculty, students, and administration commit to excellence in instruction and learning.

- Objective 1.1 – Students attain the learning outcomes established for their courses and programs.
  - Indicators
    - CTE programs verify students attain PLO.
    - Academic grads achieve GELOs.

- Objective 1.2 – Faculty and administration develop courses and programs that align with academic disciplines and industry standards.
  - Indicators
    - Transfer information shows SFCC students perform at same or better rates than other transfer students.
    - CTE graduates find employment.

- Objective 1.3 – Faculty professional development informs the improvement of teaching and learning.
  - Indicators
    - Professional developmental activities are reflected in classroom instruction and/or demonstration of how they benefit student learning.

SFCC is committed to building and sustaining indicators, evidence, thresholds and actions that will ensure the college is regularly informed on the quality of its programs, the effectiveness of its efforts supporting excellent instruction and learning, and that results inform planning.

SFCC's primary actions in support of the objective ***Students attain the learning outcomes established for their courses and programs*** are through a multi-part program review process and an extensive general education assessment model. CTE program review integrates an assessment of all program outcomes on at least a three-year cycle and annually generates reports on student success via course success rates, retention, scheduling analyses, industry demand and financial aid debt. A program review committee, with representation from instructional administration, institutional research,

curriculum and the registrar's office, meet with CTE program faculty annually to discuss reports, facilitate the review process and identify actions.

SFCC's general education process underwent a substantial revision after receiving a recommendation in the last seven year accreditation report. Based on the Association of American Colleges and Universities VALUE rubrics, SFCC has implemented a faculty-led assessment process that recruits faculty to develop signature assessments, norm rubric scoring and evaluate samples of student work.

In evaluating the objective ***Faculty and administration develop courses and programs that align with academic disciplines and industry standards,*** SFCC has emphasized transfer data for its academic programs and employment data for career and technical education. Based on information from the Mutual Research Transcript Exchange (MRTE), SFCC students complete a four-year degree after transferring to a public university at a higher rate than students from other community colleges in Washington. That same report indicates that completing an associate's degree significantly increases the likelihood of success after transfer. It has been more difficult to achieve a clear assessment of employment. Student surveys provide individual data but are incomplete assessments and state reports provide complete assessment with an imperfect matching back to students. A combination of all resources gives an overview, but SFCC will continue its efforts to use clear and meaningful data.

Toward the assessment of ***Faculty professional development inform the improvement of teaching and learning,*** SFCC has developed a common rubric for faculty professional activities, and has added an agreement to participate in assessment to application processes. The first cycle will be completed this year with results shared to funding sources.

Core Theme 2 – Student Achievement

SFCC provides students with the tools and opportunities to achieve their goals.

- Objective 2.1 – SFCC provides foundational, ongoing, and transitional support services.
  Indicators
  - An increase in Fall-to-Fall persistence rates for degree-seeking students.
  - An increase in the percentage of students earning their 45 college-level credit SAI point.
  - Students successfully transfer to public Washington four-year colleges.

- Objective 2.2 – SFCC supports students' academic progress toward degree completion.
  Indicators
  - An increase in student completion rates.
  - A reduction in the percentage of students moving through A2 and A3 (academic probation).
  - Students report enhanced learning through participation with student support services.

Student achievement encompasses students' experiences while at SFCC, preparing them for success after leaving SFCC. SFCC provides students with the tools and opportunities to make connections with others, meet their goals, and transition successfully, whether into the workforce or onto further learning. SFCC's Mission Statement directly addresses student achievement and our commitment to it by naming student achievement as one of SFCC's five areas of emphasis.

The primary focus of Core Theme Two since the year one report has been to increase student achievement through the continuous improvement of student support services. By monitoring specific actions and programs designed to contribute to student success, CTT2 is focused on accomplishing the six indicators associated with the two main objectives, thus, moving the needle on student completion.

The college has institutionalized the interventions developed during the Achieving the Dream Initiative, namely academic advising and early alert. These interventions, combined with other best practices and necessary student support services, are monitored and assessed periodically and changes are made as improvements are identified. Additionally, changes in processes have been made to support student achievement. For example, the establishment of multiple indices for college-level course placement including ACT, SAT, and Smarter Balanced scores, high school GPA, as well as high school agreements which place students into college-level courses without further testing are examples of evidence-based continuous improvements.

During the 2015-16 academic year, the college converted its ERP (ctcLink) which impacted all college operations, including the student management system. During the implementation process, challenges arose which impacted not only data retrieval, but also student services. Vital information regarding tracking students' academic progress, particularly in regards to Objective 2.2, became difficult to obtain. At this time significant challenges with data retrieval, analysis, and validation

remain. Constructively though, the data teams along with various front line staff, deans, and administration are determined to reestablish these links to data. They have either developed alternative ways to track data or have written custom queries to filter out data so that they are viewable in their cleanest form possible.

Core Theme 3 – Broad Access

SFCC opens access to all students through a variety of teaching methods, services, locations, and modalities of instruction.

- Objective 3.1 – SFCC cultivates strategies to reduce financial barriers that inhibit student success.
  Indicators
  - SFCC provides access to instruction, support services, and technological resources. Academic success of students is comparable regardless of teaching/learning/delivery methodology (class modality) "wherever offered, however delivered".
  - Students utilizing support services are academically successful.

- Objective 3.2 – SFCC's diverse students succeed.
  Indicators
  - Traditional aged students (16 to 24) are academically successful regardless of financial need.
  - Non-traditional aged students (over 24) are be academically successful regardless of financial need.

Evidence indicates that SFCC promotes access to quality learning opportunities by offering instruction in a variety of modalities (on site, hybrid, online and ITV) to accommodate students who, for reasons of geographic or time restraints, might not otherwise pursue their educational goals. Student success rates suggest that online learning is as effective a delivery method for instruction as traditional classroom learning.

Evidence also indicates that tutoring and disability support services serve the academic needs of students by promoting success rates that are above the 70% threshold for students using these services.

Reducing the financial barrier that stands between students and a college education is likely the primary institutional action that promotes broad access and student success. Evidence indicates that students are successful above the 70% threshold to the degree that they are allowed to concentrate on their studies without the need to pursue extra income. Those students who attended SFCC with generous financial aid packages experienced the greatest success in their coursework across both traditional and non-traditional student groups.

Since some student populations, traditional and non-traditional, who receive financial aid do not succeed at the same rates, the Student Success Equity Index is being used to identify these student groups so as to improve student support services, counseling, and academic coaching to these groups. The overall pass rate is meeting the threshold, so the action initiatives planned by Core Theme Four should help achieve this 70% threshold for all student populations.

Core Theme 4 – Diversity, Equity, and Global Awareness

SFCC advances diversity, promotes equity, and prepares students to live responsibly in an increasingly global civilization.

- Objective 4.1 – SFCC's diverse students succeed.
  Indicators
  - The gap in persistence rates between students of color and white students narrows from the 2013-14 baseline.
  - The gap in completion rates between students of color and white students narrows from the 2013-14 baseline.

- Objective 4.2 – SFCC fosters an inclusive, respectful, and equitable campus community.
  Indicators
  - Students, faculty, staff, and administrators perceive the SFCC environment as respectful, safe, and positive.
  - Students report that their experiences at SFCC have contributed to understanding people of other racial/ethnic backgrounds.

Although CT4 narrowed its focus from all types of student diversity to tracking students of color in the new accreditation cycle, assessment planning has remained consistent. Mission fulfillment regarding diversity, equity, and global awareness is defined through three objectives, and the CT4 team reviews and discusses a variety of data each fall, including results of nationally-normed surveys and local persistence and completion data. The team then adjusts actions based on the new data. For example, during last year's review, when the CT4 team noted difficulties recruiting faculty of color, the college adopted Oregon State University's model for a Search Advocate Program.

As the CT4 team reviewed evidence for the mid-cycle report this year, the team observed improvement is needed in two objectives: the persistence and completion of students of color, specifically African American and Native American students, and in creating a respectful, safe, and positive environment for diverse students, especially students of color and immigrant/refugee students.

As we examined the data through the lens of the equity index, we observed trends that allow us to make decisions and take action. Retention during the first year exceeds our threshold for all students of color over the past three years; however, in some years several groups fall below the threshold in retention to the second year, including African American and Native American. While SFCC did hit its threshold for completion for all students of color, several groups fell below threshold, most significantly African American students. Because SFCC's multicultural student center, Mosaic, is currently in a transition period due to a retirement, to address improvement for both persistence and completion, CTT4 recommended that the college leverage the student success course that will be embedded for first-quarter students in all new guided pathways to connect students of color with a faculty advisor/mentor who is a diversity advocate. Not only will the course provide all first-quarter students with the strategies needed for success in college, but it will provide them with a connection to other students, and more importantly, with one of the most important people on campus: the person who knows them best as an individual, who seeks them out to provide support and assistance, and who is committed to their success.

Regarding campus climate, CTT4's focus for the next four years will be on developing and delivering training. One avenue was the previously mentioned search advocate program. Another will be to seek to add mandatory faculty training to address diversity, equity, and global awareness issues. A third will be to create a series of trainings to create an ally program on campus so that students of color can more easily find faculty, staff, or administrators who will guide them when they do encounter obstacles.

While the college will engage in several other activities over the next four years to improve, CTT4 believes the student success course and trainings to be the most crucial to moving the college toward mission fulfillment in the areas of diversity, equity, and global awareness.

Core Theme 5 – Responsiveness to Community Needs

SFCC meets the changing needs of its community stakeholders through collaboration and innovation.

- Objective 5.1 – Sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout our region.
  Indicators
  - SFCC will collaborate with community partners to provide multiple pathways to higher education for students of diverse abilities and needs.
  - SFCC will meet the regional employment needs for in-demand industries.

- Objective 4.2 – Advance service and engagement in the community.
  Indicators
  - SFCC students and employees are engaged professionally in the community.
  - SFCC students and employees are engaged in civic service in the community.

SFCC is committed to building and sustaining indicators, evidence, thresholds and actions that will ensure the college is regularly informed on the quality of its programs and on the effectiveness of its efforts supporting **Responsiveness to Community Needs** and that results inform planning by the college toward fulfillment of the CT5 objectives.

SFCC's primary actions in support of the objective ***Sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout our region*** are achieved through a number of initiatives:

- Programs aimed at youth including Running Start, Tech Prep, Gateway to College, On Track, and other high school concurrent enrollment offerings.
- Initiatives meeting the needs of non-traditional students including Prior Learning Assessment (PLA) and Bachelors of Applied Science (BAS) degrees.

SFCC's primary actions in support of the objective ***Advance service and engagement in the community*** are achieved through a number of actions:

- Student participation in internships, practicums, fieldwork, and clinicals.
- Student participation in service learning and other volunteer opportunities.
- Employee professional and civic engagement in the community.

SFCC documents all activities and opportunities in a number of ways:

- CCSSE data.
- Employee surveys.
- Service learning, student government, and club reports documentation.
- Community partner surveys and interviews.

At this time, CT5 recommends the following:

- SFCC be more intentional in encouraging employees to be civically and professionally active in the community.
- SFCC develops institutional support for these activities.
- SFCC develops and implements a method for tracking and documenting student and employee civic and professional engagement.

These will inform its work over the next years.

APPENDIX B

Diverse Perspective Outcome Results

By number of credits in Communications Outcome

Count of Students	4	43	12	1	60
Communication Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	1.5	1.79	1.64	2	1.74
Perspective Taking	1.13	1.59	1.45	2	1.54
Knowledge	1.38	1.66	1.43	2	1.6
Application	0.5	0.78	0.59	0.5	0.71

By number of credits in Critical Thinking Outcome

Count of Students	2	3	34	21	60
Critical Thinking Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	2	1.8	1.61	2	1.74
Perspective Taking	1.5	1.63	1.36	2.25	1.54
Knowledge	1.75	1.61	1.51	2.25	1.6
Application	0.75	0.75	0.68	0.5	0.71

By number of credits in Quantitative Literacy Outcome

Count of Students	18	40	2		60
Quantitative Lit Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	1.59	1.8	2		1.74
Perspective Taking	1.32	1.63	1.75		1.54
Knowledge	1.47	1.65	1.75		1.6
Application	0.65	0.7	1.5		0.71

By number of credits in Information Literacy Outcome

Count of Students	10	50			60
Information Lit Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	1.72	1.74			1.74
Perspective Taking	1.56	1.53			1.54
Knowledge	1.78	1.56			1.6
Application	0.89	0.68			0.71

Diverse Perspective Outcomes

By number of credits in Diverse Perspectives Outcomes

Count of Students	2	51	7		60
Diversity Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	1.5	1.78	1.57		1.6
Perspective Taking	1	1.59	1.36		0.71
Knowledge	1	1.66	1.39		1.74
Application	0.25	0.79	0.36		1.54

By number of credits in SFCC Diversity Requirement

Count of Students	8	52			60
^D Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	1.64	1.76			1.74
Perspective Taking	1.29	1.57			1.54
Knowledge	1.57	1.6			1.6
Application	0.43	0.76			0.71

By number of credits in SFCC Writing Intensive Requirement

Count of Students	3	1	38	18	60
^W Credits	0 credits	5 or less	6 to 10	11 to 15	Total
Attitudes	2	1.17	1.74	1.81	1.74
Perspective Taking	1	1.17	1.59	1.56	1.54
Knowledge	1.75	1.33	1.59	1.64	1.6
Application	0.5	1.17	0.74	0.59	0.71

Communications Outcomes Results

By number of credits in Communications Outcome

Count of Students		11	14	16	11	11	5	68
Communication Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message		2.34	2.45	2.41	2	2.36	2.46	2.38
Supporting Material		2.31	2.27	2.27	2.2	2.11	2.25	2.25
Organization		2.52	2.5	2.41	2.1	2.27	2.52	2.43
Language		2.25	2.25	2.09	2.4	2.32	2.32	2.26
Delivery		2.11	2.16	2.02	2.3	2.23	2.32	2.18

By number of credits in Diverse Perspectives Outcomes

Count of Students	15	22	21	8	1	1		68
Diversity Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message	2.4	2.43	2.31	2.38	2	2.5		2.38
Supporting Material	2.37	2.25	2.12	2.41	2.5	1.5		2.25
Organization	2.45	2.58	2.31	2.31	2.5	2		2.43
Language	2.37	2.3	2.14	2.28	2.5	2		2.26
Delivery	2.33	2.34	1.9	2.22	2.5	1.5		2.18

By number of credits in Quantitative Literacy Outcome

Count of Students	30	20	12	1		2	3	68
Quantitative Lit Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message	2.32	2.45	2.54	2		2.5	1.83	2.38
Supporting Material	2.21	2.3	2.17	1.5		3.25	2.17	2.25
Organization	2.36	2.53	2.5	2		2.5	2.25	2.43
Language	2.23	2.38	2.25	1.5		2.38	2	2.26
Delivery	2.11	2.43	2.15	1.5		1.88	1.83	2.18

By number of credits in Information Literacy Outcome

Count of Students	10	26	20	8	3	1		68
Information Lit Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message	2.75	2.38	2.08	2.56	2.5	2.5		2.38
Supporting Material	2.55	2.21	2.09	2.06	3	2.5		2.25
Organization	2.73	2.39	2.33	2.38	2.5	2.5		2.43
Language	2.55	2.17	2.18	2.25	2.42	3		2.26
Delivery	2.6	2.13	2.06	2.06	2.42	2		2.18

Communications Outcomes Results

By number of credits in Critical Thinking Outcome

Count of Students	11	6	6	14	12	8	11	68
Critical Thinking Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message	2.55	2.25	2.17	2.46	2.21	2.38	2.45	2.38
Supporting Material	2.18	2.17	1.92	2.29	2.31	2.06	2.55	2.25
Organization	2.52	2.5	2.42	2.43	2.13	2.56	2.52	2.43
Language	2.23	2.25	2	2.46	2.04	2.31	2.39	2.26
Delivery	2.23	2.17	2.17	2.32	1.98	2.25	2.14	2.18

By number of credits in SFCC Writing Intensive Requirement

Count of Students	5	10	10	17	9	4	13	68
^W Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message	2.7	2.4	2.55	2.21	2.11	3	2.31	2.38
Supporting Material	2.4	1.9	2.3	2.16	2.14	2.88	2.35	2.25
Organization	2.55	2.3	2.65	2.32	2.06	3.25	2.44	2.43
Language	2.5	1.9	2.35	2.22	2.06	3	2.35	2.26
Delivery	2.3	1.9	2.35	2.19	1.97	2.88	2.13	2.18

By number of credits in SFCC Diversity Requirement

Count of Students	36	25	6	1				68
^D Credits	0 credits	Up to 5	6 to 10	11 to 15	16 to 20	20 to 25	30+	Total
Central Message	2.47	2.24	2.17	3.5				2.38
Supporting Material	2.25	2.17	2.33	3.5				2.25
Organization	2.51	2.31	2.25	3.5				2.43
Language	2.3	2.18	2.25	3				2.26
Delivery	2.26	2.03	2.21	3				2.18

APPENDIX C
BAS IMPLEMENTATION UPDATE

Overview

As part of our Mid-Cycle accreditation review, this Ad Hoc Report addresses Spokane Falls Community College's (SFCC) Bachelor of Applied Science (BAS) degree programs in Information Systems and Technology as well as Applied Management. In 2015, the State Board for Community and Technical Colleges (SBCTC) approved the BAS degrees in Information Systems and Technology and Applied Management. NWCCU followed with approving SFCC's proposal to offer BAS degrees in Information Systems and Technology and Applied Management. The BAS degrees offered at SFCC are mission-driven, as they meet demonstrated community needs.

Currently in candidacy status, the BAS in Information Systems and Technology is offered in a hybrid instructional modality. Students entering this BAS are graduates of SFCC's AAS in Information Technology as well as other related AAS programs. The BAS degree in Applied Management launched Fall 2016 and is also currently in candidacy status. The BAS in Applied Management is offered in an online instructional modality. Students entering this BAS are graduates of SFCC's AAS in Business Management and other AAS career technical degrees, looking to increase their management skills and education level.

Core Theme 1 – Excellent Instruction/Learning

SFCC is committed to developing a robust and rigorous upper division curriculum, which encompasses knowledge and skills from a wide variety of academic disciplines. Lower and upper division courses included in the curriculum are chosen to help students meet the expected program outcomes.

The BAS program curriculum has continued to be evaluated and in early 2016, additional general education credits were included. These requirements add to the rigor of the program and promote not only the core of the BAS coursework, but also are part of the SBCTC requirement to offer 60 General Education credits as part of the 180 credit total. Typical student schedules for the BAS degrees are located in Appendices A and B. The general education requirements are in addition to the core coursework (Tables 1 and 2) and have been developed based on feedback from the Advisory Committees. They reflect what local employers are looking for in graduates. Courses include Professional Communication, Organizational Communication and Professional Ethics. The upper division general education credits are located in Table 3.

SFCC offers the BAS in Applied Management in online modality, and supports students without a need for increased facility space. Faculty teaching in the program have office space available on campus to meet with students face-to-face during office hours and also offer support by phone or webcam.

SFCC's BAS in Information Systems and Technology offers evening courses and utilizes the same facilities used during the day for AAS programs. SFCC has the necessary classroom, computer lab

space, and equipment to support this program and its faculty and students. Equipment and software needs are assessed annually and purchases are made accordingly. Students who participate through evening/hybrid flexibility also have support resources available on campus before evening courses begin.

SFCC hired an additional full-time, tenure track faculty position for the BAS in Information Systems and Technology. The BAS in Applied Management program has hired expert adjunct faculty to build curriculum and teach. Both programs will add additional faculty as the program expands. The faculty credentials include PhD level faculty as well as faculty with CPA and MBA credentials. Faculty and staff credentials are located in Tables 4 and 5.

Table 1: BAS Applied Management Core Courses

Course Required/Recommended		Credits
MMGT 341:	Applied Principles of Management	5
MMGT 342:	Project Management	5
ACCT 320:	Accounting for Managers	5
MMGT 428:	Human Resource Management & Employment Law	5
MMGT 344:	Business Information Systems	5
MMGT 343: MMGT 435: MMGT 350:	Logistics & Inventory Control – OR – Operations Management – OR – Marketing for Managers	5
MMGT 325:	Legal Issues for Managers	5
MMGT 430: MMGT 440: MMGT 450:	Manufacturing Management – OR – Healthcare Management – OR – Entrepreneurial Enterprises	5
MMGT 491: MMGT 492:	Capstone Project – OR – Internship	5

Table 2: BAS Information Systems and Technology Core Courses

Course Required/Recommended		Credits
ISIT 310:	Routing and Switching in the Enterprise	5
ISIT 344:	Virtualization and Storage	5
ISIT 332:	Data Warehousing	5
ISIT 360:	Database Application Development	5
ISIT 444:	Automation Configuration and Management	5
ISIT 410:	Enterprise Server Administration	5
MMGT 342:	Project Management	5
ISIT 470:	System Analysis and Design	5
ISIT 475:	Capstone/Internship	5

Table 3: Upper Division General Education Courses

Course Required/Recommended		Credits
ENGL 335:	Technical Writing	5
CMST 320:	Professional Communication	5
CMST 430:	Organizational Communication	5
PSYC 333:	Principles of Motivation and Leadership	5
PHIL 330:	Professional Ethics	5

Table 4: BAS Applied Management Faculty Profiles

Faculty Name	Credentials	Status	Courses
Gary Alvarado	MPA	PT – hired 2016	Associate, BAS Core Curriculum
Brent Booth	PhD	FT, Lead	Associate, BAS Core Curriculum
Ken Commers	MS	FT	Associate, BAS Core Curriculum
Katella DeBolt	MA	FT	Psychology, Motivation and Leadership
Jackie Franklin	MBA, CPA	FT	Associate, BAS Core Curriculum
Larry Massey	MA (ABD)	FT	Organizational Communication
Britni Weaver	MA	FT	Business Ethics
Amy Wolfsen	MA (ABD)	FT	Professional Communication & Negotiation
Mark Wylie	PhD	FT	Associate, BAS Core Curriculum
New FTE	PhD preferred	FT – to be hired 2018	Associate, BAS Core Curriculum

Table 5: BAS Information Systems and Technology Faculty Profiles

Faculty Name	Credentials	Status	Courses
Katella DeBolt	MA	FT	Psychology
Max Josquin	MEd	FT, Department Chair	Associate, BAS Core Curriculum
Larry Massey	MA (ABD)	FT	Organizational Communication
John Mill	MS	FT	Associate, BAS Core Curriculum
Mark Neufville	MEd	PT	Associate, BAS Core Curriculum
Brady Nielsen	MBA	FT	Associate, BAS Core Curriculum
Rick Udlock	MS	PT	Associate, BAS Core Curriculum
Britni Weaver	MA	FT	Business Ethics
Mark Wylie	PhD	FT	Economics

SFCC's BAS in Information Systems and Technology is designed to meet the needs identified by employers for network and computer systems administrators, information security analysts, data specialists, and computer network support specialists through providing a pathway to the baccalaureate for students with two year technical degrees in IT. Graduates of the BAS IST will have a broad base of theoretical and technical knowledge, as well as specialized knowledge in areas such as systems administration, security, database administration, virtualization, and storage. With the first graduating class of spring 2017, SFCC will be track student outcomes and employment post-BAS IST.

Successful Information Systems and Technology graduates will be able to:

- Apply a broad understanding of information systems and technology, creative problem solving techniques and systems thinking to develop organizational solutions.
- Apply core competencies learned to function as a successful professional in the field of Information Systems and Technology.
- Work independently and cooperatively to deliver reports, programs, projects, and other deliverables that document a business organization's information technology requirements.
- Demonstrate proficiency in selecting, implementing, and operating information technology solutions to meet organizational requirements.
- Demonstrate the ability to search, analyze, and synthesize current information and solutions in the rapidly changing information technology profession.
- Base decisions and actions on the legal, ethical, and professional guidelines and practices of the information technology field.
- Engage in continuing professional development through lifelong learning.
- Analyze and apply sustainable business practices.
- Demonstrate the breadth and depth of the educational preparation through the completion of an internship/capstone project.

The BAS in Applied Management will allow students with an AAS degree in a career technical field to further their education. Students who are currently employed but who are ineligible for promotion will be better positioned to assume leadership roles within their companies or seek better employment opportunities. SFCC will track the graduates of the BAS in Applied Management for graduation and employment data. Graduates will possess knowledge of a wide range of management principles as well as specific managerial level skills.

Successful Applied Management graduates will be able to:

- Adapt effective communication skills across all levels of the organization and to diverse audiences, using language, tools, concepts, and managerial principles necessary to achieve desired outcomes within specific professional contexts (e.g., healthcare management or manufacturing).
- Identify and appraise human behavior and psychology in an organizational setting.
- Think critically and creatively when making decisions within a managerial context.
- Integrate sound ethical principles related to managerial behaviors.
- Develop and/or improve management and leadership strategies within the organizational contexts.
- Successfully analyze and synthesize information for effective planning and decision-making.
- Facilitate a group- or team-based approach to problem solving.
- Apply the principles of successful human resource development to design programs which maximize the human potential within the organization.
- Apply ethical and legal principles related to employee relationships to improve organizational outcomes.
- Apply the principles of accounting and financial management to solve problems within the organizational context.
- Demonstrate competence in current and emerging information technologies.

The Advisory Committees' role is to advise the programs as to recommended curriculum improvements, help keep the program abreast of changes in the field, assist student recruitment and placement, and make recommendations for other changes that will keep the program current. Experts are engaged throughout the full curriculum development and implementation phase to ensure rigor of the content and learning methodologies. External experts with experience in the areas of study assess the overall curriculum and courses to ensure rigor, consistency, and quality.

Currently, SFCC has two active BAS degrees, both of which are completing the first year of implementation. The program review process will be implemented in the 2017-18 academic year. Since these degrees are primarily designed for employment over transfer, SFCC will apply the current program review process for career and technical programs to the BAS programs. In particular, this implies that along with the assessment of program learning outcomes, SFCC will measure course success rates, scheduling practices, demand and employment data and financial aid debt. Data will be gathered from student exit surveys as well as graduate institutions to which students transfer. Employers, who hire SFCC graduates, also will be engaged in review of the programs and graduates. As the BAS programs require an associate's degree for admission, the program review process will also examine success by various degrees of entry.

Initially the BAS degrees were developed and reviewed with the assistance of outside experts. The BAS in Information Systems and Technology selected Professor Terrence Geyer from Eastern Washington University and Mr. Mathieu Tallegas to provide external review of the proposed degree. The BAS in Applied Management selected Dr. Molly Pepper from Gonzaga University and Professor Christie Anderson from Whitworth University. The BAS programs took information provided during the external review and incorporated feedback into curriculum revisions.

Core Theme 2 – Student Achievement

Students in the BAS programs are AAS graduates continuing directly or already working in a career or technical field. To ensure access to program assistance, the BAS program coordinator is available for late afternoon appointments and electronically. The program coordinator is the single point of contact for BAS students, from pre-admission, through the program, and transitioning to graduate school. To provide convenient access to BAS students, SFCC has numerous services available electronically, including online registration each quarter, online tutoring, 24/7 access to librarians through "ask a librarian," research databases suitable for baccalaureate-level research, and transcript request services.

The following services are the most frequently used by baccalaureate students:

Counseling and Student Advising: Within the BAS degrees, a program coordinator works one-on-one with students to ensure these students are receiving adequate support to be successful in the program. The BAS program coordinator, in collaboration with faculty counselors, assists students with their educational planning and progress toward degree completion. Regular audits of progress are conducted for every student enrolled in the program. Because there are multiple quarter entry points, students who "stop out" are offered multiple opportunities to re-enter the program and continue toward degree completion. Each student has an individualized schedule and advising plan. Program faculty work with students who need additional assistance to develop personalized student success strategies or work with the tutoring center to ensure students have adequate support to be successful. Quarterly meetings of the department chair, the program coordinator, and student services personnel assess the quality of student support. Necessary improvements are made to systems and processes to better serve the BAS student.

Computer Labs: SFCC provides access to a variety of specialized computer and learning labs. A list of computer and instructional labs, including location and hours of operation, is located on the college website[1].

Credentials Evaluation: SFCC's credentials evaluators have extensive experience evaluating transcripts from regionally accredited institutions. They evaluate incoming students for compliance with admission requirements and review student records for all degree requirements when students near graduation. Program faculty evaluate all transfer or prior learning requests for core courses.

Disability Support Services (DSS): The DSS office provides assessment and accommodations for students with documented disabilities. They provide specialized course materials via e-text, braille and closed caption, coordinate alternate testing for students, and assist faculty to provide appropriate accommodation.

[1] http://www.spokanefalls.edu/Resources/OnlineResources.aspx?page=PV4.

Financial Aid: The financial aid office prepares and awards federal, state, and institutional aid for all SFCC students. Students can monitor the status of their application online by accessing the student portal[2].

Job Placement: Providing help with career advancement and job placement is a priority for BAS program faculty and Career Center staff. Advisory Committees, comprised of industry professionals, help to identify jobs. Through the required internship/capstone course, students are able to develop potential job contacts. The program chairs continually network with businesses to market the new degree programs, creating awareness of the program and opportunities for information on new employment. The SFCC Career Center has been successful in helping students secure employment by providing comprehensive career services including career planning and exploration, job search and placement assistance, career fairs, work-study, internships, and service learning opportunities. SFCC conducts a "Meet the Employers" event several times per year to help students connect with local employers, build relationships, get advice from experts, and inquire about internship opportunities. These events have resulted in strong relationships with local employers. These events will continue with a focus on BAS students.

Multicultural Services: The SFCC MOSAIC Center offers students of various cultures assistance with counseling, support, tutoring, and mentoring. These essential services empower students of color to identify, pursue, and complete educational and personal objectives aligned with their career and life goals.

Library and Other Online Services: All students have access to a full slate of services and information via the web. Through ctcLink, students can access records and grades, transcripts, registration, advising, faculty communication, and library services. The library has research databases, which have been improved to support the baccalaureate degree disciplines. The "ask a librarian" online research assistance program allows students access to research and information literacy guidance 24/7. The distance education office provides extensive technology assistance and additional student services for all online students[3].

Student resources are available by distance or in person to accommodate evening, hybrid, and online students' needs. To assist students in accessing campus resources, a quarterly bus pass with Spokane Transit Authority is included in their student fees. SFCC is committed to removing barriers that prevent students from continuing with their education.

SFCC hired the first of two support positions, a BAS program coordinator who works with faculty to develop the student's academic degree plan and provide support through the program. Additionally, SFCC plans to hire a completion coach as enrollment numbers increase. The completion coach will deliver comprehensive specialized services designed to enhance retention and completion. The program coordinator currently assists with those efforts.

SFCC has a graduate school articulation agreement with Western Governors University for the BAS in Information Systems and Technology and BAS in Applied Management. SFCC is also in continued discussions with Eastern Washington University (EWU) and Central Washington University (CWU) to expand the current graduate school articulation agreements statewide. SFCC is working with EWU on an articulation agreement for its Master in Business Administration and with CWU on an

[2] http://www.spokanefalls.edu/Admissions/FinancialAid/Home.aspx
[3] http://ccsonline.spokane.edu/

articulation agreement into its Master of Science, Information Technology and Administrative Management.

SFCC is working with Bellevue University in Nebraska on an articulation agreement into its graduate online programs. Bellevue University offers over 20 online Master of Science and Master of Arts programs.

Core Theme 3 – Broad Access

As an open access institution, SFCC is committed to developing high-quality, affordable learning opportunities for students living within the Community Colleges of Spokane (CCS) service district. More than 40% of SFCC students identify as "economically disadvantaged." As such, it is in the students' best interest to access the most affordable pathway to the bachelor's degree. Because of the unique tuition structure, students enrolled in the BAS programs experience tremendous economic benefits and a high return on investment of their tuition dollars. Additionally, students experience less disruption to their programs of study if they can move seamlessly into a BAS degree path after completing their AAS degrees.

In addition to helping serve the community in this regard, the BAS degrees offered at SFCC are offered in a flexible modality to help students achieve their goals while balancing work and life responsibilities. The BAS in Applied Management is offered in an online modality that allows for additional opportunities for our working student to advance in their careers with minimal impact on their work schedules. The BAS Information Systems and Technology is an evening/ hybrid model.

Core Theme 4 – Diversity, Equity, and Global Awareness

This theme supports SFCC's mission and goals to respect and advance diversity, promote equity, and prepare students to live responsibly in an increasingly global civilization. In this context, diversity refers to differences and similarities across groups including, but not limited to race, ethnicity, age, gender identity, sexual orientation, religion, physical and psychological capabilities, learning ability, and class.

The BAS programs have not seen the diversity in the application pool anticipated and, as a result, the enrolled student population is not adequately representative. The current process will be revisited and employ practices recommended by the SFCC Diversity and Equity Committee to attract a more diverse student population to the college and its programs.

The Information Systems and Computer Science department received a National Science Foundation (NSF) grant and will use funds to actively recruit students from underrepresented populations to enter the AAS and BAS programs of study.

Core Theme 5 – Responsiveness to Community Needs

The BAS in Information Systems and Technology added a pathway for graduates of the AAS Information Technology (IT) degree and other related degrees. AAS IT graduates will be able to seamlessly transition to BAS coursework with no interruption to their academic pursuits. In 2015, SFCC presented to NWCCU and SBCTC the student enrollment projections as reported in Table 6. SFCC projected that by fall of 2016 the BAS in Information Systems and Technology headcount would be 19, with an anticipated nine students graduating spring 2017. SFCC's BAS in Information Systems and Technology has a current headcount of 21 and is on target for nine graduates spring quarter. The BAS in Information Systems and Technology is not cohort based in nature and students can enter the program fall, winter or spring. SFCC admits students quarterly as they graduate from the AAS-IT program.

The BAS in Applied Management added pathways for graduates of the AAS Business Management degree as well as other career and technical AAS programs. SFCC projected student enrollments of 34 students for year one. SFCC admitted 30 students to start fall 2016, with more students admitted for winter 2017 (Table 7). The BAS degree in Applied Management is not cohort based in nature and students can enter the program fall, winter or spring quarter. SFCC admits students each quarter as they graduate from the AAS program. Prospective students have already applied for entry winter and spring 2017.

Table 6: BAS IST Enrollment Projections

	Projected Year 1 2015-16	Projected Year 2 2016-17
Headcount	15	19
Graduates	0	9 (Spring 2017)

Table 7: BAS AM Enrollment Projections

	Projected Year 1 2016-17	Projected Year 2 2017-18
Headcount	34	59
Graduates	0	15 (Spring 2018)

SFCC will continue to build the strength of the BAS programs and relationships within our community. SFCC believes the programs are meeting the industry needs identified in the original program proposals. As the programs produce graduates, continual assessment of need and effectiveness will be conducted through collaboration with local industry and the programs' Advisory Committees.

INFORMATION SYSTEMS AND TECHNOLOGY
Typical Student Schedule for Fall Start

FIRST YEAR

First Quarter - **Fall**

ISIT	310	Routing and Switching in the Enterprise	5
ISIT	344	Virtualization and Storage	5
PSYC	333	Motivation and Leadership	5

Second Quarter - **Winter**

CMST	430	Organizational Communication	5
ISIT	332	Data Warehousing	5
Non Lab Science		Natural Science Course (See AA distribution list)	5

Third Quarter - **Spring**

CMST	320	Professional Communication	5
ISIT	360	Database Application Development	5
MATH	107	Math and Society – OR –	
MATH	141	Pre-Calc	5

SECOND YEAR

Fourth Quarter - **Fall**

ISIT	444	Automation Configuration Management	5
ECON	202	Macro Economics	5
PHIL	330	Professional Ethics	5

Fifth Quarter - **Winter**

MMGT	342	Project Management	5
ISIT	410	Enterprise Server Administration	5
ISIT	470	System Analysis and Design	5

Sixth Quarter **- Spring**

CMST	227	Inter Cultural Communication	5
ISIT	475	Capstone/Internship	5
GEN ED		Additional credits from distribution list	5

180 credits are required for this BAS degree with 60 upper division and 60 general education credits required. Students will enter program with minimum of 15 general education credits from AAS-IT (ENGL235, ENGL&101 and PHYS100) and will need 5 additional general education credits.

APPLIED MANAGEMENT
Typical Student Schedule for Fall Start

FIRST YEAR

First Quarter **– Fall**		
ENGL 335	Intermediate Technical Writing	5
MMGT 341	Applied Principles of Management	5
MATH 107	Math in Society – OR –	
MATH 201	Finite Math	5
Second Quarter **– Winter**		
CMST 430	Organizational Communication	5
MMGT 342	Project Management	5
Non Lab Science	Natural Science Course (See AA distribution list)	5
Third Quarter **– Spring**		
CMST 227	Inter Cultural Communication	5
CMST 320	Professional Communication	5
Lab Science	Natural Science Course (See AA distribution list)	5

SECOND YEAR

Fourth Quarter **– Fall**		
PHIL 330	Professional Ethics	5
PSYCH 333	Principles of Motivation & Leadership	5
ACCT 320	Accounting and Financial Management for Managers	5
Fifth Quarter **– Winter**		
MMGT 428	Human Resource Management & Employment Law	5
MMGT 344	Business Information Systems	5
MMGT 343	Logistics & Inventory Control – OR –	
MMGT 435	Operations Management – OR –	
MMGT 350	Marketing for Managers	5
Sixth Quarter **– Spring**		
MMGT 325	Legal Issues for Managers	5
MMGT 430	Manufacturing Management – OR –	
MMGT 440	Healthcare Management – OR –	
MMGT 450	Entrepreneurial Enterprises	5
MMGT 491	Capstone Project – OR –	
MMGT 492	Internship	5

180 credits are required for this BAS degree with 60 upper division and 60 general education credits required. Students will enter program with minimum of 15 general education credits (ex. CMST101, ENGL&101, and 5 additional).

ADDENDUM
RESPONSE TO RECOMMENDATION FOUR

Relevant Portion of the NWCCU January 31, 2014 Letter to SFCC President Janet Gullickson from NWCCU President Sandra Elman:

"Moreover, the Commission requests that the College include an addendum to its Fall 2016 Mid-Cycle Self-Evaluation Report to address Recommendation 4 of the Fall 2013 Year Seven Peer-Evaluation Report."

Year Seven Evaluation Recommendation #4:

4. The evaluation committee recommends that the institution develop, implement, and regularly review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services (Standard 2.G.8).

Response: The Community Colleges of Spokane's Office of Information Technology has responsibility for information technology equipment and support across the entire district including Spokane Falls Community College (SFCC), Spokane Community College (SCC), and the district offices. Remote sites and centers are included within their appropriate campus affiliation, e.g., Pullman is affiliated with SFCC.

Often broadly labeled as an institution's *technology infrastructure* this complex technology asset is made up in part of student and employee computer workstations, laptops and tablets found in offices, classrooms, labs, kiosks, and in tutoring, testing and support centers. This technology asset also includes network switches, routers and wireless access points; classroom and conference room audio/visual and interactive televideo equipment; the servers supporting district data processing; and, the associated telecommunication media (wire, cable, & fiber) that connect it all.

The Office of Information Technology (OIT) has conducted an exhaustive review and inventory of the *technology infrastructure* to identify equipment type, models, counts, acquisition date and age, estimated life expectancy and location. Life expectancies for equipment have been established and rotation plans are drafted that will assure that the *technological infrastructure* meets or exceeds adequate support to SFCC's operations, programs, and services. These plans will be reviewed and updated during spring term each year as part of an annual OIT work plan which schedules equipment updates and replacements. Equipment upgrade, replacement and rotation schedules are based upon life expectancies and the availability, prioritization and approval of equipment replacement funds and are developed in cooperation with the college.

Technology infrastructure replacement priorities and recommendations shall be forwarded to the CCS Chief Information Officers by the CCS Information Technology Governance Advisory Council each year. An annually updated Technology Equipment Update, Renewal and Replacement Plan and associated schedules will be posted on the Project Portfolio tab located on the Chief Information Officer's homepage.

COMMUNITY COLLEGES OF SPOKANE

Office of Information Technology

Information Technology Equipment

Upgrade, Renewal and Replacement Plan

2016/17

June 23, 2016

Introduction

This document describes the concept and practice for the regular upgrading, renewal and replacement of information technology equipment throughout the Community Colleges of Spokane (CCS) district. The district is comprised of the Spokane Community College (SCC), Spokane Falls Community College (SFCC) and the Community Colleges of Spokane district offices.

All data presented in this plan are categorized by campus affiliation. Remote sites and centers are included within their appropriate campus affiliation, e.g., Pullman is affiliated with SFCC; Colville, Newport, Republic, Inchelium, Ione and the local centers throughout Spokane county are affiliated with SCC. Head Start and Early Head Start are affiliated with the district offices. Although software licenses and maintenance agreements, telecommunication contracts and technology support agreements associated with this infrastructure are an integral part of the asset, they have been excluded for the purposes of this document but are included in the District Managed Costs budgeting processes.

Current Procedure

The components of CCS *technology infrastructure* are updated, renewed and replaced based upon established life expectancies, funds available and priorities recommended by the Information Technology Governance Advisory Council (ITGAC). Equipment life expectancies are those provided by the original equipment manufacturer. Funding for computer replacement originates from several disparate locations dependent upon the workstation's use and location. Update, renewal and replacement of computer workstations in student labs relies predominantly upon the Student Technology Fee but is often subsidized from additional departmental or executive funds. Computer labs exclusively supporting non-credit classes are replaced only when their responsible departments pay for an update, renewal, replacement or when surplus equipment becomes available. Faculty and staff workstations are replaced only when funding is provided by the associated campus or department however the regular rotation of workstations out of student computer labs has often provided a source of relatively more up-to-date workstations that have been "trickled down" into faculty and staff offices if priorities and equipment age warrant. In limited situations, the ITGAC may recommend specific priorities for equipment update, renewal or replacement based upon other than oldest equipment first. The ITGAC will review and make recommendations regarding equipment update, renewal and replacement schedules each spring.

Workstations

Objective

Renew/replace all standard workstation hardware (desktops, laptops and tablets) owned by the Community Colleges of Spokane (CCS) at the end of a five year life expectancy with an emphasis on reducing hardware moves during workstation lifetime.

Method

Determine the total number of workstations currently in service. Identify equipment type, models, counts, acquisition dates and ages, estimated life expectancies and locations.

Assign all CCS owned workstations to one of 10 functional categories (see below). Divide the total number of workstations in each category by five to get an annual workstation replacement number for each category. Replace one fifth of the total number of workstations each year in each category beginning with the oldest workstation in each category.

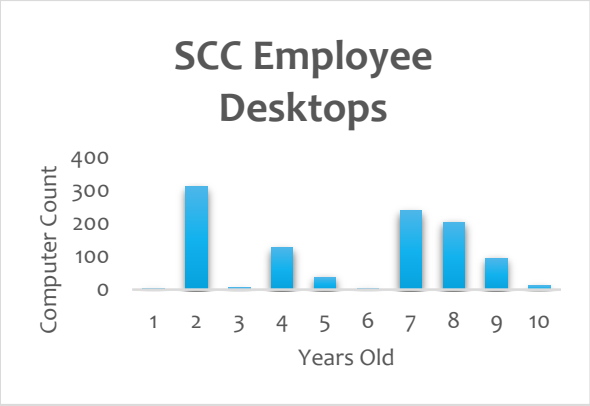
Categories

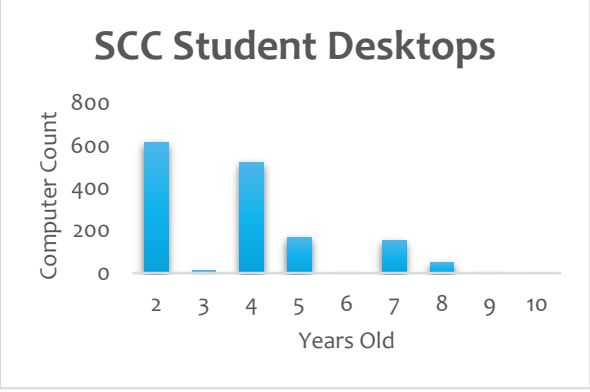
Workstations are broken into the following functional categories. The responsible budget funding replacement is also included. The categories are as follows:

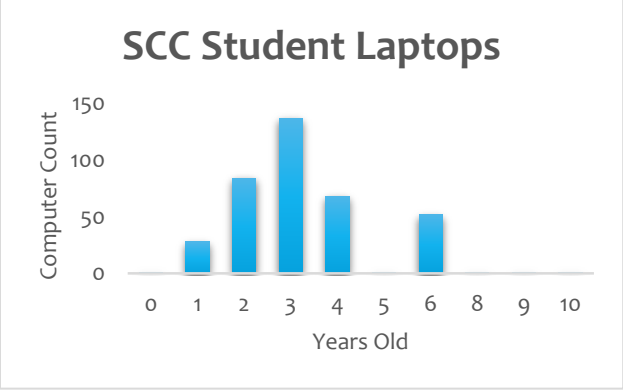
Category	Function	Funding Source
District Employee Desktops	District Employee Use	DMC Budget
District Employee Laptops/tablets	District Employee Use	DMC Budget
SCC Student Desktops	SCC Student Use	SCC Tech Fee
SCC Student Laptops/tablets	SCC Student Use	SCC Tech Fee
SCC Employee Desktops	SCC Employee Use	DMC Budget
SCC Employee Laptops/tablets	SCC Employee Use	DMC Budget
SFCC Student Desktop	SFCC Student Use	SFCC Tech Fee
SFCC Student Laptops/tables	SFCC Student Use	SFCC Tech Fee
SFCC Employee Desktops	SFCC Student Use	DMC Budget
SFCC Employee Laptops/tablets	SFCC Student Use	DMC Budget

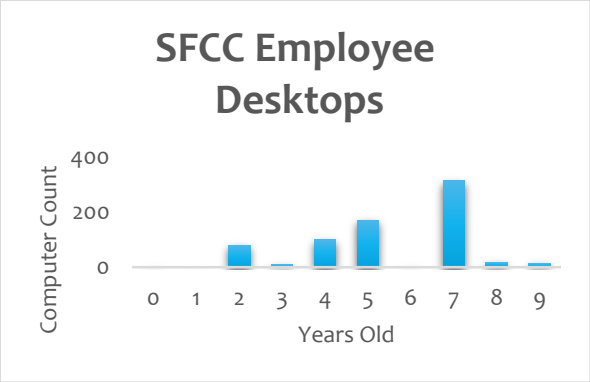
Average Computer Age by Functional Group

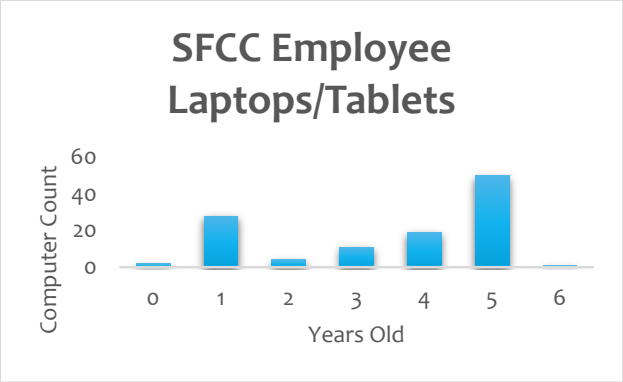
The following charts show the average age of computers in each functional group:

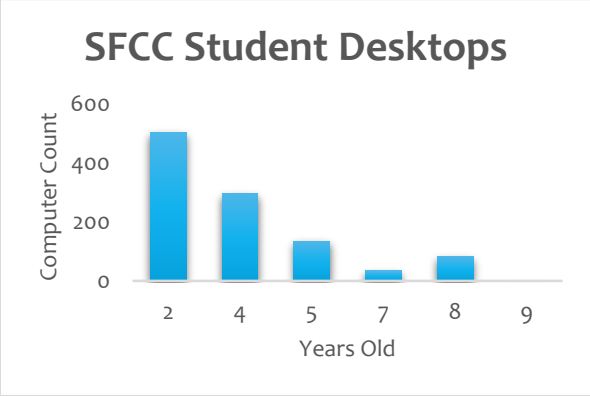


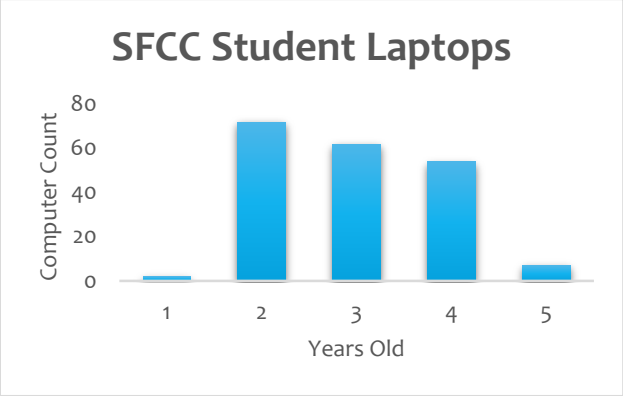












Workstation Summary by Category

This table shows the total number of systems in each category and what percentage they make up of the total for the given form factor.

Desktops	Count	Percent
District Employee	114	2.5%
SCC Employee	1043	23.4%
SCC Student	1535	34.4%
SFCC Employee	717	16.1%
SFCC Student	1052	23.6%
Total Desktops	**4461**	**100.0%**
Laptops/Tablets		
District Employee	32	3.00%
SCC Employee	414	36.51%
SCC Student	376	32.98%
SFCC Employee	115	10.14%
SFCC Student	197	17.37%
Total Laptops/Tablets	**1134**	**100.00%**

Replacement Summary Schedule by Category

This table shows the number of computers to be replaced in each category for the given year. The total count of systems for each category is divided up over 5 years. Using an estimated desktop cost of $750.00 and an estimated laptop/tablet cost of $1000.00 a tentative cost has been assigned to each replacement.

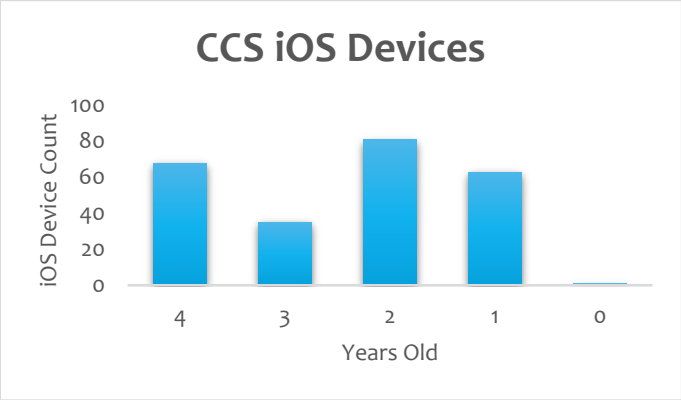
Desktops	2017	2018	2019	2020	2021	Total	Ave Yr Cost	Total Cost
District Employee	22	23	23	23	23	114	$16,800	$84,000
SCC Employee	208	208	209	209	209	1043	$156,450	$782,250
SCC Student	307	307	307	307	307	1535	$230,250	$1,151,250
SFCC Employee	141	144	144	144	144	717	$107,550	$537,750
SFCC Student	210	210	210	211	211	1052	$157,800	$789,000
Total Desktops	**888**	**892**	**893**	**894**	**894**	**4461**		
Laptops/Tablets								
District Employees	6	6	6	7	7	32	$6,800	$34,000
SCC Employees	82	83	83	83	83	414	$82,800	$414,000
SCC Students	76	75	75	75	75	376	$75,200	$376,000
SFCC Staff Laptops	23	23	23	23	23	115	$23,000	$115,000
SFCC Student Laptops	39	39	39	40	40	197	$39,400	$197,000
Total Laptops/Tablets	**226**	**226**	**226**	**228**	**228**	**1134**		
Total Systems	**1114**	**1118**	**1119**	**1122**	**1122**	**5595**	**$896,050**	**$4,480,250**

Macintosh OSX Computers

Macintosh computers have been separated into their own section as the inventory is less certain than Windows computers. No accurate computer age by category could be determined as some OSX systems are not managed. OSX systems have a lifespan that typically exceeds five years but for the purpose of this report a 5 year rotation will continue to be used with an average cost per OSX computer of $2200 dollars.

Category	2017	2018	2019	2020	2021	Total	Avg Yr. Cost	Total Cost
SFCC OSX Systems	48	48	48	48	47	239	$103,400	$525,800
SCC OSX Systems	19	19	19	19	19	95	$41,800	$20,900
District OSX Systems	1	1	1	1	1	5	$2,200	$11,000
Total Systems						**339**	**$147,400**	**$557,700**

Macintosh iOS Tablets (iPad)
The iOS tablets have been separated into their own section as the inventory is less certain than Windows computers. An accurate device age by category has been created. The rotation on these devices will be laid out over five years. The average purchase price for an iPad at CCS is $650.00. This figure was used as a replacement cost.



Category	2017	2018	2019	2020	2021	Total	Avg Yr. Cost	Total Cost
CCS iOS Devices	49	49	50	50	50	248	$32,240	$161,200
Total Systems						**248**	**$32,240**	**$161,200**

Network Infrastructure

Objective
Renew/replace all standard network switches, routers and wireless access points, servers supporting district data processing and the media necessary to support the associated telecommunications (wire, cable, fiber) owned by the Community Colleges of Spokane (CCS) within the identified life expectancy with an emphasis on reducing hardware moves during life expectancies. Priority renewal/replacements applied to the equipment at or beyond established life expectancy.

Method
Determine equipment currently in service. Identify equipment type, models, counts, acquisition dates and ages, estimated life expectancies and locations. Categorize all equipment by like function and life expectancy. Divide equipment totals in each category by life expectancies to get an annual replacement number for each category. Replace equipment each year in each category beginning with the oldest workstation in each category.

Categories
Categorization of network infrastructure focuses upon the renewal/replacement and upgrading of electronics and excludes media. Life expectancies of telecommunications media (wire, cable, fiber) traditionally far exceeds that of the electronics. Electronics have been grouped by function.

Replacement Summary Schedule by Category

		Count	End of Useful Life (2015)	Replacement Costs	End of Useful Life (2016)	Remplacement Costs	% End of Useful Life (2015)	% End of Useful Life (2016)
Totals	Servers Physical	100	74	$ 995,000.00	4	$ 14,500.00	74%	78%
	Servers Virtual	150						
	SAN & SAN Switches	24	14	$ 355,000.00	2	$ 12,000.00	58%	67%
	Drive Arrays	13	9	$ 75,000.00	1	$ 7,500.00	69%	77%
	Load Balancers	2			2	$ 60,000.00		100%
	Packet Shaper	4	2	$ 90,000.00			50%	50%
	Firewalls	19	17	$ 187,500.00			89%	89%
	Spam Appliance	1					0%	0%
	Routers & Switches	223	68	$ 483,000.00	52	$ 636,000.00	30%	54%
	Wireless Access Points	285	109	$ 65,400.00	155	$ 93,000.00	38%	93%
	Wireless Controllers	4			4	$ 40,000.00	0%	100%
	Uniterruptible Power Supply	9	2	$ 45,000.00	1	$ 2,000.00	22%	33%
				$ 2,295,900.00		$ 865,000.00		

TeleVideo

Objective

Renew/replace televideo equipment at or beyond established life expectancies with an emphasis on reducing hardware moves during equipment life. Priority renewal/replacements will be applied to the equipment furthest beyond established life expectancy.

Method

Determine equipment currently in service. Identify equipment type, models, counts, acquisition dates and ages, estimated life expectancies and locations. Consolidate equipment types by general room use type, e.g., conference room, classroom, auditorium, other. Establish a standard configuration, average cost and average life expectancy for all equipment by room use type. Replace equipment furthest beyond useful life within each general room use type each year as opposed to replacing all equipment at a single time within a single room.

Room Use Types Categories

Conference room – generally suited for six to ten persons at a central table

Basic classroom – generally suited for max of 25 – 30 students seated with lecture format

Upscale classroom – generally suited for 25 – 30 students supporting flexible configuration and presentation styles with access to multiple technologies and content sources

Basic ITV room – generally suited for 25 – 30 students seated with expectation for access to multiple sites via technology

Upscale ITV room – generally suited for 25 – 30 students supporting flexible configuration and presentation styles with multiple interactive audio/video technologies

"fringe" or other – generally includes all other facilities, e.g., conference or classrooms with limited audio or video capabilities, auditoriums and other spaces with technology enhancements

Summary by Room Use Type Categories
(presentation of summaries – pending)

Summary

This document has attempted to describe the concepts, procedures and schedules by which the Community Colleges of Spokane's *technology infrastructure* is regularly upgraded, renewed and replaced to assure it meets or exceeds the ability to support its operations, programs, and services. The successful fulfilment of this task is founded upon an accurate inventory of the technology assets, adequate funding and a clear prioritization of the work. The task is not an isolated or one time occurrence but an ongoing part of the daily operational support provided to students, staff, faculty and administrators. It not only must support current needs but it must also support an ongoing evolution of new technologies capable of expanding teaching, learning and support.