SPOKANE FALLS COMMUNITY COLLEGE

YEAR ONE REPORT

Standard One: Mission, Core Themes, and Expectations

Submitted to the Northwest Commission on Colleges and Universities

August 27, 2014

Table of Contents

SPOKANE FALLS COMMUNITY COLLEGE 1
Table of Contents 1
Institutional Overview 2
Chapter One: Mission, Core Themes, and Expectations 10
Standard One: Mission, Core Themes and Expectations 10
Section II: Core Themes 14
Core Theme 1: Excellent Instruction/Learning 17
Core Theme 2: Student Achievement 19
Core Theme 3: Broad Access 21
Core Theme 4: Diversity, Equity, Global Awareness 23
Core Theme 5: Responsiveness to Community Needs 25
Conclusion to Year One Report 27
Appendices: 28
Appendix A: Glossary of Acronyms and Terms 28
Appendix B: SFCC Institutional Effectiveness Committee Members (formerly Executive Accreditation Steering Committee) 30
Appendix C: Core Theme Teams 31
Appendix D: SFCC Organizational Charts 33
Appendix E: Student Demographic Profile 36
ADDENDUM ADDRESSING RECOMMENDATIONS 1, 2, & 5 37
EXHIBIT A 44
EXHIBIT B 46
EXHIBIT C 47
EXHIBIT D 49
EXHIBIT E 51
EXHIBIT F 52

Institutional Overview

Geography and Populations Served

Established in 1967, Spokane Falls Community College (SFCC) is a public, comprehensive, 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. Some programs unique to SFCC in the Community Colleges of Spokane (CCS) District are offered in the more isolated counties of Ferry, Lincoln, Pend Oreille, and Stevens.

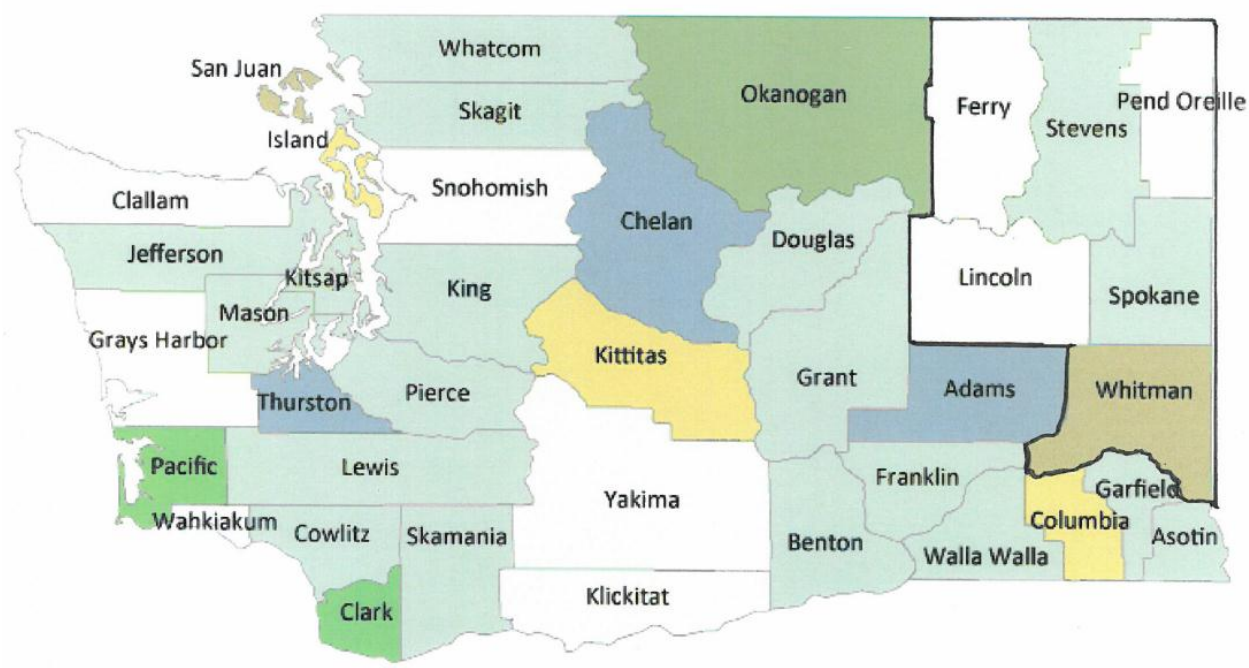


Figure 1.1: District 17: a six-county area comprised of both urban and rural populations

Community Colleges of Spokane

The Community Colleges of Spokane (CCS) is composed 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 northwestern border of the city. The two separately accredited colleges within the Community Colleges of Spokane have different emphases.

The largest percentages 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 the Western Governors University.

Although smaller in total enrollments than the transfer degree programs, the 20 SFCC career-technical programs work closely with advisory committees and area workforce councils, comprised of business and industry partners, in determining workforce needs. Educational modifications, if any, required meeting those needs are based on their input.

Unlike SFCC, the largest percentage of programs at Spokane Community College (SCC) is career/technical in nature and designed to place students directly into the job market. In 2012, the CCS Chancellor, Dr. Christine Johnson, recommended a merger between SCC and what had been a third institution of CCS, the Institute for Extended Learning (IEL). With the merger SCC obtained the adult basic education programs and senior programs that had been administered through the IEL, along with rural outreach to the northern three counties and Lincoln County. Previously in the northern counties, academic credits offered and degrees awarded through the IEL had been transcribed through SFCC, but those are now conducted through SCC with the merger.

The only part of the former IEL that was merged with SFCC was Whitman County with its Pullman, Washington campus. SFCC submitted a *Substantive Change Prospectus* in June 2014 and will complete all phases of the merger, integrating the Pullman campus into SFCC operations, during the 2014-2015 Academic Year.

SFCC Leadership and Staff

Since July 1, 2012, Dr. Janet Gullickson has served as the SFCC President. Joining Dr. Gullickson on her executive cabinet is Dr. James Minkler, Vice President of Learning, who has served in that capacity for four years, and Dr. Darren Pitcher, Vice President of Student Services, who has completed his second year in that position. The SFCC President serves under the CCS Chancellor, Dr. Christine Johnson, who in turn reports to the CCS Board of Trustees whose members are appointed by the Governor for the State of Washington (see organizational charts).

The full-time faculty member headcount is 172, and part-time faculty is 295. The full-time equivalent faculty (FTEF) percentage is 56% full-time compared to 46% part-time. The staff numbers include 306 classified staff, 47 professional exempt staff and 24 administrators who, along with the faculty, comprise a total of 844 employees.

Demographic Profile

The unduplicated headcount for the 2013-2014 academic year was 6,308 with 4,320 students (68.4%) enrolled full-time. The majority of SFCC students are female (57%), with 21 and under as the largest enrollment category by age. The average student age is 25.8. Thirty-eight percent (38%) of enrollees are first-time students, and the majority indicate they plan to attend long enough to complete a degree program and transfer to a baccalaureate institution. The students' academic intent falls into four main categories: 62.8% transfer, 25.9% workforce training, 1.2% basic skills training, and 10.1% other.

The College's distribution of full-time equivalent students (FTES) by division is shown in the Figure 1.2.

Sum of State FTES				
Row Labels	2010-11	2011-12	2012-13	2013-14
⊞ Athletics, Physical Education	331.4	302.6	279.4	262.8
⊞ Business, Professional Studies & Workforce Ed	568.6	544.2	513.8	492.5
⊞ Computing, Math, Science	1,160.0	1,055.7	1,060.9	1,015.1
⊞ Humanities	1,062.8	1,018.0	965.9	928.3
⊞ Library	1.5	1.0		
⊞ Non-Divisional	9.0	8.3	7.2	4.8
⊞ Social Science, Accounting, Economics & Human Services	1,275.8	1,186.5	1,113.5	1,105.4
⊞ Visual and Performing Arts	611.8	566.2	526.0	511.1
Grand Total	5,020.9	4,682.4	4,466.7	4,320.1

Figure 1.2: SFCC FTE by Division over 4-Year Period

The racial and ethnic composition of SFCC students is largely homogeneous, though not as homogeneous as the service area. Compared to 85% of Spokane County residents identifying as Caucasian, that category represents 71.2% of the SFCC student population; the two largest non-White student populations are Hispanic, constituting 7.2%, and multiracial students, 6.4% (see Appendix E for more detailed demographic information).

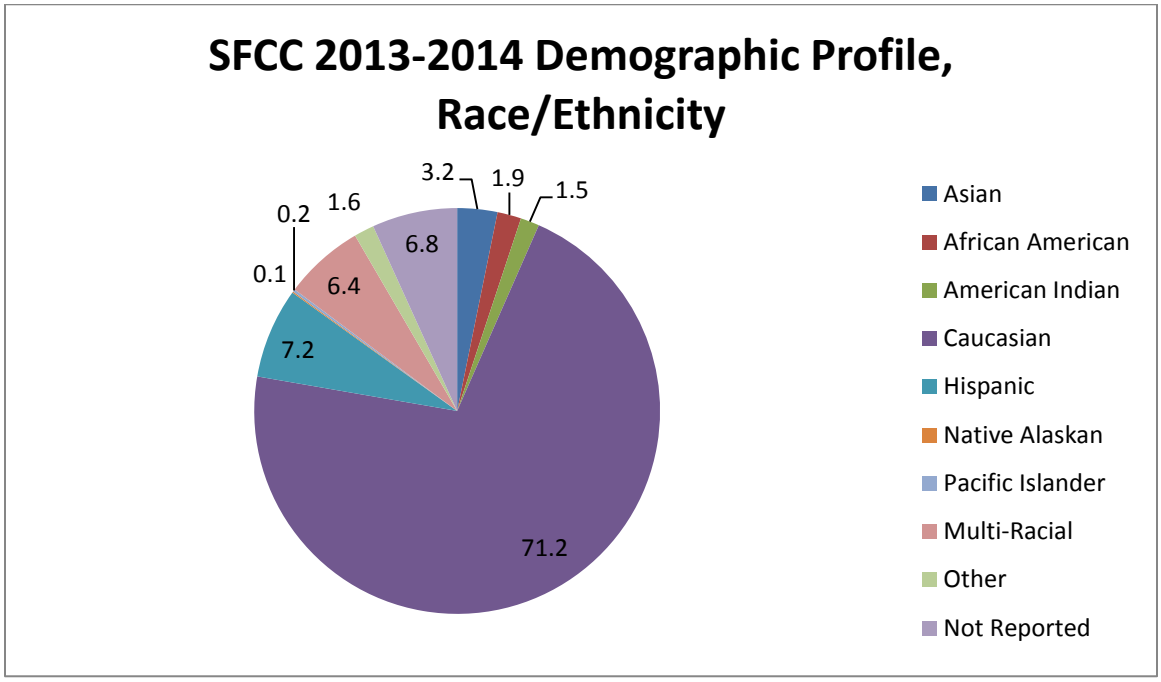


Figure 1.3: SFCC 2013-2014 Demographic Profile based on race and ethnicity.

PREFACE

Institutional Change

The College committed to increase satisfactory progression of students in their first year of college and to help improve the number who transition to the second year and successfully complete with certificates or degrees. This effort is partially sustained through grant funding, and SFCC is embarking on its fourth and final year of an Achieving the Dream grant. One outgrowth of the Achieving the Dream grant has been the development of a comprehensive academic advisement system that involves more instructional faculty in the advisement process, which used to be conducted primarily by counseling faculty. Early Alert is the other intervention supported by the Achieving the Dream grant. The result of these efforts and others surrounding student retention and completion are key indicators of the success of core theme objectives, measured through both quantitative means (Student Achievement Initiative points) and qualitative means (Community College Student Engagement Survey), providing the grist for continuous improvement.

The Community and Technical College System in Washington State (SBCTC) is updating its antiquated legacy administrative software system that has been in place since the early 1980's. In November 2014, Spokane Falls Community College, along with Spokane Community College and Tacoma Community College, is leading the way for Washington's 34 community and technical colleges by implementing the new PeopleSoft administrative software system called ctcLink. The new system will offer a single, centralized system of integrated software tools for student enrollment and records management, academics, financial aid, budget, institutional research and data reporting, along with human resources and payroll functions. The changeover from the old system to the new has required considerable training and data conversion.

In August of 2014, the new LEED Silver SFCC Early Learning Center (ELC) opened for occupancy. The 15,242 square foot facility affords the previously cramped Head Start Program some desperately needed space in a more secure environment. The new facility's greater capacity allows the College to serve more student-parents by admitting additional children, from 92 in the old facility to 108 in the new, further providing student-parents access to college. The ELC program offers childcare for children ranging in ages three months to six years in a nurturing environment that encourages discovery, learning, and development for the children and their families.

ELC Groundbreaking Ceremony June 2013

SFCC has not experienced many organizational changes since the comprehensive visit in October 2013, except for the addition of an Assistant Dean of Instruction for the SFCC Pullman Campus and two changes in student services with a new Associate Dean for Student Transitions and a Director of Workforce Transitions (see Appendix D for organizational charts). With the addition of the Pullman campus to SFCC operations, the growth of concurrent enrollment programs with high schools such as

Gateway to College, Early College High School, and College in the High School, and the attempt to consolidate student support services for workforce students, these administrative positions were deemed important to accomplish this work.

A number of online degrees were developed and implemented during the 2013-2014 academic year and were reported and approved via a minor change request to the NWCCU. Figure 1.4 represents the minor change requests for SFCC online degrees:

ONLINE DEGREE	PROGRAM NAME	DATE SUBMITTED
AA/Direct Transfer Agreement Degree	Liberal Arts Transfer Degree	1/06/2014
Business Direct Transfer Agreement Degree	Business Major Transfer Degree	1/06/2014
AAS Degree/ Certificate	Early Childhood Education	1/26/2014
AAS Degree/Certificate	Education Paraprofessional	1/26/2014
AAS Degree	Gerontology Paraprofessional	1/26/2014
AAS Degree/Certificate	Library and Information Systems	1/26/2014
AAS Degree	Social Services	1/26/2014

Figure 1.4: Fully online programs submitted to NWCCU during 2013-2014

In a letter dated December 3, 2013, the NWCCU notified SFCC that the proposal submitted regarding a partnership with American Honors College was approved as a minor change. In the partnership, American Honors provides consultative training and technical assistance to the faculty who develop and teach hybrid honors courses. Faculty teaching honors courses are employees of SFCC and SCC, and honors courses are vetted through the normal procedures of the curriculum committees at both colleges. In addition, American Honors provides advising and transfer coaching for enrolled students. In approving the proposal, the NWCCU approval letter stipulates that the consultative partnership with American Honors is now included under the accreditations of SFCC and SCC.

The new AAS degree developed during the last academic year is the Business Technology and Software Specialist degree that will eventually be developed into a competency-based degree. At the time of this writing, the proposal is undergoing the thirty-day statewide review. Thus far, the first year of the two-year degree has been developed into the fully competency-based format and the full degree will be available for the 2015-2016 academic year.

Two statement-of-need proposals *(Forms A & B)* have been submitted to the Washington State Board for Community and Technical Colleges for the following two degree programs: Bachelors of Applied Science in Information Systems and Technology, and Bachelors of Applied Science in Applied Management. If these two need-proposals are approved by the SBCTC, the faculty will begin designing the curriculum to submit full proposals to the SBCTC. If approved by the SFCC Curriculum and Graduation Requirements Committee (CGRC), the SBCTC, and NWCCU as a substantive major change, student enrollments would begin in Fall Quarter 2015.

Eight degrees and certificates were terminated from the SFCC inventory in 2013-2014, due to the merger of the Institute for Extended Learning (IEL) with Spokane Community College.

DEGREE/CERTIFICATE	PROGRAM NAME	DISCIPLINE OR PROGRAM AREA
AAS	Information Processing - IEL	Computer applications at off-campus location
Certificate	Business Occupations - IEL	Computer applications at off-campus location
AAS	Business, General - IEL	Business degree emphasis at off-campus locations
AAS	Administrative Computer Specialist - IEL	Computer applications at off-campus locations
Certificate	Business and Software Applications - IEL	Computer applications at off-campus locations
AAS	Administrative Assistant - IEL	Computer applications at off-campus locations
Certificate	Office Assistant - IEL	Computer applications at off-campus locations
Certificate	Management - IEL	Management courses at off-campus locations

Figure 1.5: Terminated certificates and programs 2013-2014

Review of the Commendations and Recommendations Received from the Comprehensive Year Seven Visit

SFCC received four commendations as follows:

1. The evaluation committee commends the college trustees, faculty, staff, and administration, for their passion for student success, their activities focused on diversity, and their commitment to excellence in teaching and learning.

2. The evaluation committee commends Spokane Falls Community College for its success in integrating assessment into the culture of teaching and learning at the college. The structure which has been created to support assessment, specifically with regard to the roles played by Institutional Research, the Institutional Teaching and Learning Improvement Coordinating Committee (ITALIC), Curriculum Committee, and the Program Review Committee demonstrates the commitment SFCC has to measuring student learning.

3. The evaluation committee commends the college's CTE programs for their strong response to industry and community input. The CTE faculty and administration effectively use the input to guide curriculum and program development. Additionally, the teams have established meaningful and useful measurements of student achievement on both program and related instructional outcomes, and an annual program review plan that clearly informs departments and the college.

4. The evaluation committee commends the Associated Student Government for its ongoing support for campus safety, diversity awareness, and student support initiatives.

SFCC received five recommendations, as follows:

1. The evaluation committee recommends that the College 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).

2. The evaluation committee recommends that the College revise its assessment of faculty evaluation and professional development to assure these processes provide ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives (Standards 1.B.2; 3.B.3; 4.A.1, and 4.B.1).

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

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).

5. The evaluation committee recommends 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).

Dated January 31, 2014, in a letter reaffirming SFCC's accreditation, NWCCU stipulated that SFCC submit the following:

- An addendum to address Recommendations 1, 2, and 5, which should accompany the College's 2014 Year One Mission and Core Themes Self-Evaluation Report.
- An Ad Hoc Report in Fall 2014 to address Recommendation 3, "which should be a separate and distinct report."
- An addendum addressing Recommendation 4 in its Fall 2016 Mid-Cycle Self-Evaluation Report.

Recommendations 1, 2, 4, and 5 are areas where SFCC was found to be "substantially in compliance with Commission criteria for accreditation, but in need of improvement." The addendum attached to this Year One Report will address Recommendations 1, 2, and 5.

With Recommendation 3 SFCC was found not to meet the Commission's criteria for accreditation. The Commission requires SFCC to take appropriate action to ensure that Recommendation 3 is addressed and resolved within the prescribed two-year period as required by U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, *Commission Action Regarding Institutional Compliance Within Specified Period*. An Ad Hoc Report will be sent separately addressing this recommendation and its resolution.

Although a report on Recommendation 4 is not due until 2016, the CCS Chief Information Officer has embarked on a comprehensive technology planning process which will ensure that SFCC's technological infrastructure adequately supports its operations, programs, and services. The following steps have already been taken:

1. A complete and accurate inventory of all Information Technology (IT) resources that make up the entire CCS technology infrastructure is underway and nearly complete;

2. A declaration of an acceptable useful life for those IT resources that make up the technology infrastructure and the determination of their current age are completed and founded on state and industry standards;

3. A sustainable budget for IT resources that make up the technology infrastructure to assure regular maintenance and renewal has been conceptualized; specific models and dollar estimates are being drafted for review;

4. An approved policy for IT resource implementation, maintenance, and renewal of IT equipment will take place, and procedures are currently being proposed;

5. A regular review of IT resources to assure adequacy and their ability to meet operation, program and service requirements is ongoing.

6. In sum, SFCC is pleased with its commendations and is working dutifully to plan and act on the recommendations that will surely further improve the college.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

In accordance with *Eligibility Requirement 2*, SFCC is authorized to grant associate degrees and certificates under the Revised Code of Washington (see RCW 28B.50.020) which creates a system of community and technical colleges to provide for "the dramatically increasing number of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for basic skills and literacy education." The divisions of college districts in the state of Washington, including District 17 (counties of Ferry, Lincoln, Pend Oreille, Spokane, Stevens, and Whitman) are listed under RCW 28B.50.040. Community College districts operate under the supervision of the State Board for Community and Technical Colleges (see RCW 28B.50.050).

The Washington Administrative Code, WAC 132Q-01-006, organizes the Washington State Community College District 17, Community Colleges of Spokane (CCS), including Spokane Community College and Spokane Falls Community College, under Title 28B RCW as a public institution of higher education. The governor appoints the five-member board of trustees who oversees administration, strategic planning, and policy development.

Eligibility Requirement 3: Mission and Core Themes

SFCC's mission and core themes are consistent with the College's legal authorization and are appropriate for a degree-granting institution of higher learning. The College's mission statement was revised during the 2013-2014 academic year and approved by the CCS Board of Trustees who also reaffirmed the College's five core themes in June 2014. The core themes each manifest essential elements of the new mission and collectively encompass it.

Standard One: Mission, Core Themes and Expectations

1. A Spokane Falls Community College 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 (approved by the CCS Board of Trustees, June 17, 2014).

The mission statement was last revised during the 2007-2008 academic year and approved by the CCS Board of Trustees in 2008. The College tied its 2008-2013 strategic plan to that mission statement: "SFCC fosters student achievement and scholarship by providing high quality, affordable, and accessible learning opportunities." In the Northwest Commission on Colleges and Universities' (NWCCU) evaluation of the SFCC Year One Accreditation Report, dated October 2011, the College was advised to review the mission and, if deemed appropriate, to revise it. During the NWCCU Comprehensive Seven Year Evaluation Visit in October 2013, evaluators had difficulty seeing where the five core themes were reflected in the mission statement.

As a result, during the 2013-2014 academic year, SFCC engaged in a process, led by President Janet Gullickson and the Institutional Effectiveness Committee, to review its mission. The Institutional Effectiveness Committee, formerly named the Executive Accreditation Steering Committee, is comprised of faculty, staff and administrators. The committee drafted two statements after seeking the advice of the College's constituents. The college community was surveyed for feedback on the statements. The input was fairly extensive with some excellent suggestions that the Institutional Effectiveness Committee then synthesized, drafting the final version for Board of Trustee consideration which the CCS Board of Trustees approved at their June 2014 monthly meeting.

The Institutional Effectiveness Committee, in further conversations with various college-wide groups, reviewed and decided to retain the five core themes that the Board had previously approved in September 2011. At its June 2014 meeting, the CCS Board of Trustees reaffirmed those five core themes. As explained to the Board, fulfillment of the SFCC Mission depends on satisfactory accomplishment of the objectives set forth in the five core themes. Figure 1.6 reflects the entire proposal that the CCS Board of Trustees approved and as it appears on SFCC's website.

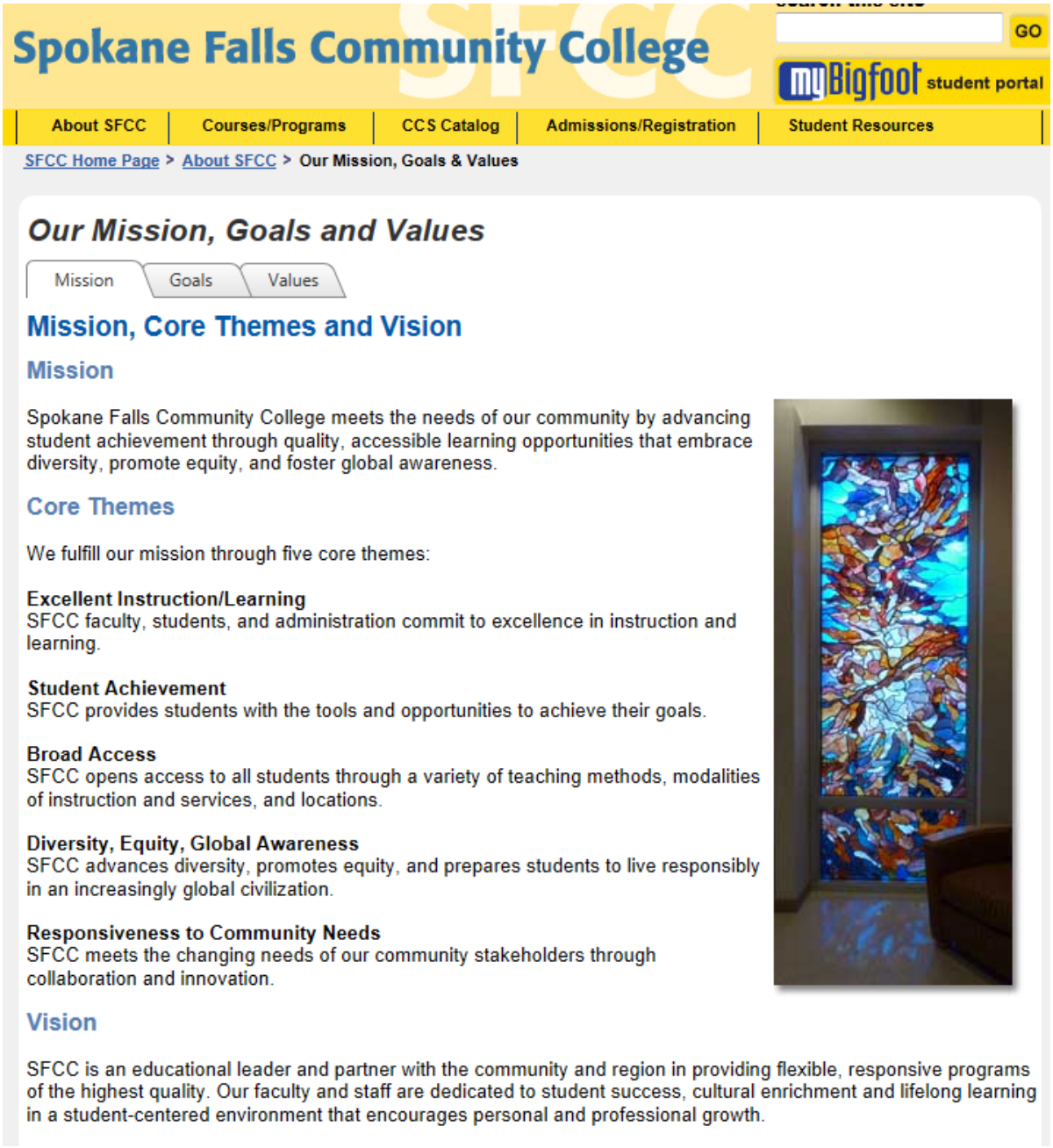


Figure 1.6: Mission and Core Themes on SFCC's website

Posters of the new SFCC Mission Statement with the five core themes, and a separate one for the CCS District Strategic Plan, are displayed in classrooms and many meeting rooms throughout campus. The Mission Statement is also prominent on the College website and CCS online catalog, as are the SFCC Vision and Core Values. All curriculum proposals are required to address course learning outcomes, general education learning outcomes, if applicable, and core theme objectives, which are all related to the SFCC Mission Statement. Faculty development funding requests, marketing proposals and campus improvement requests must also address core theme objectives necessary for mission fulfillment. The President and other administrators frequently refer to the mission statement in meetings and public presentations.

1. A. 2 Mission Fulfillment and Threshold

The new SFCC Mission Statement clearly communicates the role and purpose that SFCC plays as a comprehensive community college serving Northeastern Washington while providing direction for the College's present and future efforts. Because strategic planning at all levels is tied to core theme objectives, which are tied to the mission statement, every department and program planning unit are now directly tied to mission fulfillment through the planning process. The process is connected to an annual college-wide review of the SFCC Strategic Plan by use of adopted software called Strategic Planning Online (SPOL), which also tracks progress toward fulfilling the CCS District strategic priorities. Additionally, SPOL aligns with the NWCCU accreditation standards, aiding SFCC in evaluating how well the assessed objectives are helping the College meet those standards.

The core theme objectives identify and define the institutional outcomes. These outcomes represent an acceptable threshold or extent of mission fulfillment. For outcomes to be meaningful and inform the continuous improvement process, they must represent the College's mission and have measurable indicators. The indicators should also be sufficient in number to cover all mission areas but not so overwhelming that the College loses sight of what is essential.

After reviewing the NWCCU evaluation reports from both the previous Year One Report and the Comprehensive Year Seven Report, the College has revised objectives to be more meaningful and focused on the essential core theme elements. In particular, the College has reduced the number of indicators so as to improve its focus on quality assessment and improvement.

A green/yellow/red scoring matrix is used to identify areas where the College exceeds an acceptable threshold, satisfactorily meets the threshold, or falls below a satisfactory threshold (Figure 1.7). As a unique community college with a unique mission, different values and different expectations are weighted differently for each objective necessary to accomplish mission fulfillment. The color indicators remain consistent for all indicators, but the narrative each core theme team writes for each objective will specifically address how the College will know when it exceeds, meets, or does not meet the necessary threshold. The measurement will be authentic, meaningful, informative, and actionable.

	Performance Threshold
	Results exceed target
	Results are acceptable (near target)
	Results are below target and need immediate action

Figure 1.7: SFCC Scoring Matrix: green/yellow/red system

Although one indicator of an objective might be in the red zone and suggest that immediate steps need to be taken to address the situation, it is only when the indicators, taken collectively, fall within the red zone that an objective itself is viewed as failing. If the objectives, taken collectively, fail to accomplish the core theme, then the core theme has a red zone indicator. To fulfill mission, all five core themes and the majority of their objectives must be at or exceeding acceptable levels. This holistic approach allows the College to concentrate attention on the areas of highest priority that are in most need.

SFCC articulates acceptable threshold of mission fulfillment in terms of the green/yellow/red dot system. The meaning of each dot is:

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

Section II: Core Themes

1.B.1

With the new mission statement as an outgrowth of what the College recognizes as key to its purpose, and with clearly recognizable core themes flowing out of the mission, SFCC starts the new seven-year cycle with a clearer sense of how the core themes individually manifest essential elements of the mission and that they do in fact collectively encompass the mission statement.

At its June 2014 monthly meeting, the CCS Board of Trustees reaffirmed SFCC's five core themes at the same time it approved SFCC's new mission statement:

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

Since SFCC is also a college within a district, it is incumbent upon the College to recognize and articulate how the College mission and its component core themes fit into the CCS District Strategic Initiatives. The connections among CCS Strategic Priorities, CCS Strategic Initiatives, and SFCC Core Themes are important in communicating to the CCS Chancellor and CCS Board of Trustees how SFCC, as one of two accredited colleges in the CCS District, helps CCS serve its vast service area and achieve its strategic priorities. The SFCC Mission Statement, through the alignment of its core themes with the CCS District Strategic Priorities (Figure 1.8), supports the CCS Mission which is as follows: "To develop human potential through quality, relevant, and affordable learning opportunities that result in improved social and economic wellbeing for our students and our state." The CCS Strategic Priorities are as follows:

- Student Success: Strengthening Engagement
- Collaboration and Communication: Building Productive Communities
- Sustainability: Enhancing Operational Efficiency and Effectiveness
- Innovation: Support a Culture of Continuous Improvement.

CONNECTIONS AMONG PRIORITIES, INITIATIVES, AND THEMES		
CCS STRATEGIC PRIORITIES	**CCS STRATEGIC INITIATIVES**	**SFCC CORE THEMES**
Student Success: Strengthening Engagement	Improve student success transitioning among educational levels and careers	**Core Theme 1**: Excellent Instruction/ Learning; **Core Theme 2**: Student Achievement; **Core Theme 3**: Broad Access
	Improve instructional options to meet diverse student needs	**Core Theme 1**: Excellent Instruction/Learning; **Core Theme 2**: Student Achievement; **Core Theme 4**: Diversity, Equity, and Global
	Strengthen student completion	**Core Theme 1**: Excellent Instruction; **Core Theme 2**: Student Achievement
Collaboration and Communication: Building Productive Communities	Expand results-oriented partnerships among education, business labor and community leaders that strengthen workforce development	**Core Theme 5**: Responsiveness to Community
	Build and support cross-district teams to identify and implement best practices	**Core Theme 1**: Excellent Instruction/Learning; **Core Theme 2**: Student Achievement; **Core Theme 5**: Responsiveness to Community
	Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic well-being	**Core Theme 5**: Responsiveness to Community
Sustainability: Enhancing Operational Efficiency and Effectiveness	Recruit, develop and retain high-quality diverse faculty and staff	**Core Theme 1**: Excellent Instruction/Learning; **Core Theme 4**: Diversity, Equity, and Global
	Operate as a District	**Core Theme 2**: Student Achievement; **Core Theme 3**: Broad Access; **Core Theme 5**: Responsiveness to Community
	Optimize the use of technology	**Core Theme 1:** Excellent Instruction/Learning; **Core Theme 3**: Broad Access
	Sustain fiscal stability	**Core Theme 1**: Excellent Instruction/Learning; **Core Theme 3**: Broad Access; **Core Theme 5**: Responsiveness to Community
	Provide facilities and environments highly conducive to learning with minimal ecological impact	**Core Theme 1**: Excellent Instruction/Learning
Innovation: Supporting a Culture of Continuous Improvement	Ensure programs and services are relevant, diverse, high-quality and timely	**Core Theme 1**: Excellent Instruction/Learning; **Core Theme 2**: Student Achievement; **Core Theme 4**: Diversity, Equity, and Global; **Core Theme 5:** Responsiveness to Community
	Identify and capture new sources of revenue	**Core Theme 3**: Broad Access; **Core Theme 5**: Responsiveness to Community
	Reward innovative ideas and high-performance teams	**Core Theme 1**: Excellent Instruction/Learning; **Core Theme 2**: Student Achievement; **Core Theme 3**: Broad Access; **Core Theme 4**: Diversity, Equity, and Global; **Core Theme 5**: Responsiveness to Community

Figure 1.8: CCS Strategic Priorities and matching SFCC Core Theme Alignment

The SFCC core theme indicators and the results of the assessments, coupled with those of SCC, help the CCS District evaluate the degree to which the overall CCS Mission is fulfilled and identify areas where improvements are needed.

1. B. 2 CORE THEME OBJECTIVES

In response to Recommendation 1 indicating, among other things, that improvement is needed with regard to Standard 1.B.2, the core theme teams met to evaluate the objectives and indicators chosen for their core theme. Several questions were addressed:

- Is the objective truly an essential component of the core theme and mission fulfillment? If not, can the objective be eliminated?
- Do the indicators measure outcomes, not inputs?
- Does the measurement inform action plans in the process of continuous improvement?
- Do the indicators provide meaningful data that are consistently gathered, whereby the College can measure its own success against longitudinal benchmarks, as well as compare itself to others?
- Is it possible to lean the number of indicators to focus efforts on consistent, quality assessment and improvement planning?

By addressing these questions, the core theme teams collectively reduced the number of objectives from 15 to 12. The number of indicators was decreased from 50 to 23, with one of the indicators shared between two core themes. Many of the objectives were revised to better capture the essential elements of the core themes.

For some of the new and revised indicators, the gathering of data and its subsequent analysis are still too new to allow for thresholds to be set. All thresholds will be established by the end of the 2014-2015 academic year and fine tuning of the thresholds will be ongoing. At the date of this writing the scoring column of the template used in determining mission fulfillment has been left blank, but will be completed as part of the annual reporting process and color coded appropriately in regards to mission fulfillment and the continuous improvement cycle.

The Institutional Effectiveness Committee also approved revised core theme descriptions in order to ensure the language is more consistent with the new mission statement.

Core Theme 1: Excellent Instruction/Learning

Core Theme Description

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

Objective 1.1: Students attain the learning outcomes for their courses and programs.				
Indicators	**Evidence**	**Actions**	**Threshold**	**Scores**
1.1.1 Career Technical Education (CTE) programs regularly verify that students attain their program learning outcomes.	Program Review	Continue program review process	All CTE program learning outcomes are assessed within a 3-year cycle.	
1.1.2 Academic graduates achieve general education learning outcomes.	ITALIC Rubrics	Gen Ed Assessment Team to AACU workshop, lead Gen Ed revision through ITALIC 2014-2015	TBD by ITALIC 2014-2015	
Objective 1.2: Faculty professional development results in improved teaching and learning.				
Indicators	**Evidence**	**Actions**	**Threshold**	**Scores**
1.2.1 Professional development activities are reflected in classroom instruction and/or demonstration of how they benefit student learning.	ITALIC Rubrics, Student Achievement Initiative (SAI), Teaching Squares, Faculty evaluation	Professional development request forms revised, now require pre- and post-assessment of core theme achievement	95%	
Objective1.3: Faculty and administration develop courses and programs that align with academic disciplines and industry standards.				
Indicators	**Evidence**	**Actions**	**Threshold**	**Scores**
1.3.1 Transfer information from baccalaureates show SFCC students perform at the same or better rates than other transfer students.	Mutual Research Transcript Exchange (MRTE)	Greater emphasis on degree completion; greater presence at transfer center assisting students, new reverse transfer articulations	Compare Eastern Washington University (EWU) Native Students to SFCC Students	
1.3.2 CTE graduates find employment.	Economic Modeling Specialties, Inc. (EMSI), prof. licensure, Career Bridge State Data	Continue program review process	Maintain or improve beyond previous year benchmark	

Figure 1.9: Core Theme 1 Objectives and Indicators

Narrative

SFCC's model for general education assessment has been reimagined and rebuilt in light of three of the NWCCU recommendations as well as research and participation in the Association of American Colleges and Universities' Institute on General Education and Assessment (Spring 2014). The developing model focuses on a few overarching general education outcomes rather than many distribution-based outcomes. In the new model, faculty development is included in the assessment process through developing signature assessments, norming and calibrating with rubrics, and faculty participation in the assessment process.

SFCC general education assessment provides direction for curricular and instructional improvement, directly connecting faculty development to student achievement. It also provides for a qualitative assessment of SFCC's Core Theme 1 Objectives 1.1 and 1.2.

The thresholds for Core Theme 1 indicators will continue to be reviewed. Some of the previous thresholds were based on indicators that measured inputs, not outputs. In refocusing the indicators, the College has reexamined what makes an indicator meaningful. Regarding Objective 1.3 for example, the College does expect and hold itself accountable to SFCC transfer students to do better than students from peer institutions once they transfer; thus indicator 1.3.1 is meaningful to the College. High employment rates for CTE students are necessary to justify the high costs of CTE programs; thus, indicator 1.3.2 is meaningful. Core Theme Team 1's goal is to have definite and clearly defined thresholds set for each indicator early on in the 2014-2015 academic year. The team will review more data and literature in order to establish realistic yet rigorous thresholds that will push the College to continually improve in achieving these targets.

The College sets aside significant funding for faculty development and therefore sets a fairly high expectation that most faculty professional development will result in evidence that there is a positive effect on teaching and learning. As a result of the 2013 Seven Year Comprehensive Evaluation Report, the College is now careful to document that evidence (see Addendum to this report addressing Recommendation 2).

Core Theme 2: Student Achievement

Core Theme Description

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

Objective 2. 1: Spokane Falls Community College provides functional, ongoing, and transitional support services.				
Indicators	**Evidence**	**Actions**	**Thresholds**	**Scores**
2.1.1 SFCC will increase fall-to-fall persistence for degree-seeking students.	SFCC Retention & Completion Report SAI Retention points	Academic Consulting Plan and training planned for September 8-9, 2014; revision to placement testing; revised counseling services, accelerated developmental math and English, revised math curriculum, implementation of full-scale tutoring center	57% of degree-seeking students persist from fall-to- fall SAI points same or better than previous year and peer institution cohort	
2.1.2 SFCC will increase the number and the rate at which students reach their 45 college-level credit points.	SAI	Academic Consulting Plan and training workshops planned for September 8-9, 2014; revision to placement testing; revised counseling services	SAI 13-14 report will be adjusted for merger of IEL/SCC SAI points same or better than previous year and peer institution cohort	
2.1.3 SFCC will increase the number and the rate at which students successfully transfer to Washington baccalaureate institutions as juniors.	MRTE	Academic Consulting Plan and New Student Orientation emphasis on completing degree prior to transfer, reverse transfer agreements, Academic Consulting Plan and training planned for September 8-9, 2014, Partnerships with Universities	50% or better earn BA within 7 quarters, 45% or more of completed credits earned at SFCC	
Objective 2.2: Spokane Falls Community College supports students' academic progress toward degree completion.				
Indicators	**Evidence**	**Actions**	**Thresholds**	**Scores**
2.2.1 SFCC will increase the number and the rate of student completions.	SAI completion points SFCC Retention & Completion Report	Campus priority, Strategic Initiative, Financial Aid strategy, Placement policy changes	SAI points same or better than previous year and peer institution cohort	
2.2.2 SFCC will reduce the number and the rate of students moving though A2 and A3 academic probation status.	SAI points	Academic Consulting Plan and New Student Orientation emphasis on completing degree	SAI points same or better than previous year and peer	

		prior to transfer, reverse transfer agreements, Academic Consulting Plan and training planned for September 8-9, 2014	institution cohort	
2.2.3 SFCC will increase the number and the rate of students reporting learning success as a result of participation in student support services.	Community College Survey of Student Engagement (CCSSE) SSI	New Student Orientation, Peer Mentoring, Student Success Workshops, Testing Center, club participation, Food Bank, athletics, child care	Statistically significant increase for CCSSE results compared to self in previous survey, as good or better results compared to CCSSE peer institution cohort; Statistically significant improvement in results of the SSI when compared to self in previous survey, as good or better results compared to SSI peer institution cohort	

Figure 1.10: Core Theme 2 Objectives and Indicators

Narrative

Based upon feedback from the Year 7 accreditation team, Core Theme 2 Team realized its indicators were too numerous and disjointed. It also realized that indicators needed to transition from measures of student participation to tangible and measurable gains in student achievement as a result of targeted and innovative programs designed to support student achievement, success, and completion. A careful leaning of the indicators has been accomplished resulting in a more comprehensive slate of indicators that more appropriately measure achievement of Core Theme 2. The team has reframed its interpretation of Core Theme 2 by affirming what the Institution will hold itself accountable to do in support of Core Theme 2. Indicators show student achievement milestones and thresholds. Understanding that not all students will progress at the same rate, support programs are a necessary resource for students to utilize en route to achieving their academic goals. Therefore, the primary focus in regard to Core Theme 2 is student achievement accomplished through continuous improvement of student support services.

Core Theme 3: Broad Access

Core Theme Description

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

Objective 3.1: Spokane Falls Community College provides access to instruction, support services, and technological resources.				
Indicators	Evidence	Actions	Thresholds	Scores
3.1.1 Academic success of students will be comparable regardless of teaching/learning/delivery methodology.	SAI, Student Course Outcomes Report (SCOR) & CCS e-Learning Reports, Student evaluations	Faculty training, workshops, & professional development opportunities to improve course design regardless of modality--such as eLearning Faculty Academy, Prior Learning Assessment (PLA) training, Competency-based training. Student training for online courses and use of technology	SAI points same or better than previous year and peer institution cohort, Statistically significant improvement in the baseline data of SCOR	
3.1.2 Students utilizing support services will be academically successful.	Predictive Analytics Reporting (PAR)	Utilize predictive analytics to assess intervention effectiveness for matching appropriate interventions to appropriate student populations and increase effectiveness	This element of the analytics is still being developed in cooperation with Western Interstate Commission for Higher Education (WICHE)	
3.1.3 Collaborate with community partners to provide multiple pathways to higher education for students of diverse abilities and needs.	Advisory Boards, Focus groups, Matriculation data	Outreach to multiple populations such as K-12 students, aged-out foster youth, veterans, and participants of Workforce and career technical programs	No significant achievement gap between students with diverse abilities and needs and general student population	

Objective 3.2: Spokane Falls Community College cultivates strategies to reduce financial barriers that inhibit student success.				
Indicators	Evidence	Actions	Thresholds	Scores
3.2.1 Academic success of incoming high school students will be comparable regardless of financial need and priority funding date.	Student Course Outcomes Report (SCOR)	A report is being built with the assistance of the Financial Aid office that will allow data to be gathered by need and funding date	No significant gap between students regardless of financial need and priority funding date	
3.2.2 Academic success of returning students will be comparable regardless of financial need and priority date.	Student Course Outcomes Report (SCOR)	A report is being built with the assistance of the Financial Aid office that will allow data to be gathered by need and funding date	No significant gap between students regardless of financial need and priority funding date	

Figure 1.11: Core Theme 3 Objectives and Indicators

Narrative

Opening the door to higher education is not enough. Community colleges are tasked with offering programs, degrees, and/or certificates that provide access to a wide spectrum of diverse needs across the service area, both rural and metropolitan.

The objectives and supporting indicators in this core theme provide evidence that Spokane Falls Community College provides the community access to higher education. This is accomplished by offering programs and degrees in a variety of ways whereby students are able to enroll and complete their degree or certificate program while receiving the support they need to do so. Quantitative data provide information about the success of students served including progression and completion. The new use of data analytics will also provide quantitative data on the effectiveness of our alignment of student services with student needs and, ultimately, the effectiveness of those interventions. Additional analysis of qualitative data indicates students' satisfaction with course offerings, as well as the delivery methods used in making those programs accessible.

Working with our community partners and advisory boards to identify regional employment needs and career opportunities, SFCC strives to provide the education and support that will afford students access to these career pathways. Information gathered from Indicator 3.1.3 provides the College with the information it needs to continuously improve its service to students and employers in this regard.

The College will reach Objective 3.2 in at least two significant ways. The first is through the use of open educational resources, many of them developed by SFCC faculty members through a variety of grants or

independently; these help to negate the rising cost of higher education. The second way is that financial barriers will be reduced will be through ensuring that financial aid information is easily accessible to students. The cost of attending college presents a seemingly insurmountable barrier for many potential students. Financial aid, merit aid, and workforce funding allow many students to attend SFCC despite limited financial means. Measuring the impact of financial and scholarship aid shows the extent to which financial barriers to higher education are reduced.

Counting students involved in these diverse programs provides insight into the ways students not only utilize SFCC's diverse educational offerings but also how successful they are in completing their academic goals. The indicators to the two objectives of the Broad Access Core Theme provide both quantitative and qualitative feedback to help programs and services improve their outcomes.

Core Theme 4: Diversity, Equity, Global Awareness

Core Theme Description

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

Objective 4.1: Spokane Falls Community College's diverse students succeed.				
Indicators	Evidence	Actions	Threshold	Score
4.1.1 The gap in persistence rates among diverse students disappears.	Retention and Completion Report	Create an all-college Learning Community (year-long program) on white privilege, diversity, equity, made up of a speaker series and a workshop series Institute mandatory tutoring or mentoring for students earning less than a 2.0 quarterly GPA	The gap is narrowing	
4.1.2 The gap in completion rates among diverse students disappears.	Retention and Completion Report SAI	Create an all-college Learning Community (year-long program) on white privilege, diversity, equity, made up of a speaker series and a workshop series Create set plans for completion for students in mentoring program	The gap is narrowing SAI points same or better than previous year and peer institution cohort	

Objective 4.2: Spokane Falls Community College fosters an inclusive, respectful, and equitable campus community.				
Indicators	Evidence	Actions	Threshold	Score
4.2.1 SFCC will increase the number and rate of students, faculty, staff, and administrators who perceive the SFCC environment as respectful, safe, and positive.	SFCC Employee Climate survey results Student Satisfaction Inventory (SSI) Campus Climate construct	Develop and implement a comprehensive campus climate survey for students and employees of color	Improvement shown in campus climate survey responses over previous survey Statistically significant improvement in results of the SSI when compared to self in previous survey, as good or better results compared to SSI peer institution cohort	
Objective 4.3: Spokane Falls Community College students develop awareness of diverse cultural perspectives.				
Indicators	Evidence	Actions	Threshold	Score
4.3.1 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	CCSSE	One of the two general education outcomes for assessment this year is diverse perspectives. The data will be analyzed summer 2015, shared fall 2015, and then the instructors will go through continuous improvement based on those results – revising curriculum, etc. in winter and spring 2016. Documentation of this cycle will provide qualitative data as well as evidence that professional development leads to improved student outcomes in core theme 1.	Statistically significant increase for CCSSE results compared to self in previous survey, as good or better results compared to CCSSE peer institution cohort	

Figure 1.12: Core Theme 4 Objectives and Indicators

Narrative

Objective 1, supporting diverse students' success, had six indicators and eleven measures in the last assessment cycle. In revision, narrowing the achievement gap among the lowest and highest

performing groups is the focus. The College will benchmark against peer institutions as a measure of success.

Objective 2, inclusive culture, was based on opportunities the College provided to students and employees to create a more inclusive environment. In the revised objective, campus climate is measured. One flaw in this measure is that the voices of diverse students and employees can be lost on a predominately majority culture campus. Additionally, sample sizes of diverse students and employee respondents are often too small to provide valid and reliable results. SFCC will supplement the quantitative instrument with qualitative research including focus groups and unstructured interviews with targeted samples.

Objective 3, diverse awareness, was also marred by a focus on indicators of opportunities to engage diversity rather than whether those opportunities actually contributed to increased student understanding. Those indicators have been eliminated; the new objective focuses solely on students self-reporting their diverse awareness.

SFCC plans to clearly define the threshold for acceptable performance for each indicator early in the 2014-2015 academic year now that the objectives and indicators have been revised to clearly focus on measurable, meaningful outcomes where improvement is needed.

Core Theme 5: Responsiveness to Community Needs

Core Theme Description

Spokane Falls Community College meets the changing needs of its community stakeholders through collaboration and innovation.

Objective 5.1: SFCC will sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout the region.				
Indicators	Evidence	Actions	Thresholds	Scores
5.1.1 SFCC will collaborate with community partners to provide multiple pathways to higher education for students of diverse abilities and needs.	SAI, concurrent enrollment high school diplomas	Gateway to College, American Honors, I-BEST, Running Start, Passport, College in the High School, Early College High School	No significant achievement gap between students with diverse abilities and needs and general student population	
5.1.2 SFCC will meet the regional employment needs for in-demand industries.	EMSI, Advisory committee surveys	Orthotics and Prosthetics Hope Grant, Bachelor of Applied Science program development	EMSI results show number of college program graduates meet average growth of regional occupations in that career field Advisory committee survey responses indicate adequate program response to community need	

Objective 5.2: SFCC will advance service and engagement in the community.				
Indicators	Evidence	Actions	Thresholds	Scores
5.2.1 SFCC will increase the number and rate of student and employee professional engagement in the community.	Advisory committee surveys, focus groups	Work study students, work based learning, clinical education	Community input confirms college is increasingly improving in regards to community engagement	
5.2.2 SFCC will increase the number and the rate of student and employee civic service in the community.	Advisory committee surveys, community partner focus groups	Service learning programs are in place with community partners	Community input confirms college is increasingly improving in regards to civic service	

Figure 1.13: Core Theme 5 Objectives and Indicators

Narrative

SFCC meets the needs of its community stakeholders through collaboration and innovation. The College collaborates with partners in business, community service, government, and education organizations throughout the region to develop innovative programs and approaches, equitable educational pathways, and to provide civic service and professional engagement. The College assesses the success of these initiatives through a variety of measurements including completion rates, participation rates, surveys, and interviews.

Objectives 5.1 and 5.2, as they were addressed prior to the Comprehensive Year Seven Evaluation Report, focused primarily on inputs or programs offering an invitation for community participation. With the slight revision of the objectives, along with the leaning and fine tuning of indicators, the focus is now on the affect that such SFCC programs may have on the region, both culturally and as it impacts the area workforce of business and industry.

Core Theme 5 will engage with community members during the next academic year to establish realistic yet ambitious thresholds for its indicators of success in meeting its objectives.

Conclusion to Year One Report

As stipulated by Standard One of the Northwest Commission on Colleges and Universities, the Year One Report has overviewed the mission and core themes of Spokane Falls Community College.

SFCC performs its role as one of two accredited colleges in Washington State Community College District 17. In collaboration with SFCC's sister college, Spokane Community College, SFCC collectively works toward fulfilling the District Strategic Priorities.

Through the continuous improvement process directed by assessment of its core themes—Excellent Teaching/Learning, Student Achievement, Broad Access, Diversity/Equity/Global Awareness, and Responsiveness to Community—SFCC is committed to fulfilling its mission. The SFCC Mission Statement guides the College's direction and purpose.

The College has been consistently engaged in course and program assessment for many years. With the recent reaffirmation and clarification of its five core themes, the College has been able to link its objectives to the strategic goals it uses to assess the effectiveness of its strategic plan. Many of the 23 indicators listed in the report under the objectives have already been in use, so tracking progress over time with regard to achieving the objectives has allowed the College the opportunity to evaluate and improve. The College was guided by the NWCCU Comprehensive Year Seven Evaluation Report to simplify and make more meaningful its use of indicators. As will be explained in the Addendum of this report, the College has engaged in a process that has vastly reduced its number of indicators while focusing those remaining on more meaningful measurements of student learning and institutional outcomes directly tied to its core theme objectives. The threshold for mission fulfillment has not been reached if a core theme has not been accomplished.

The indicators are assessable, verifiable, and provide meaningful results that inform our college faculty, staff, and student leadership of what is working well and what needs improvement. The themes, objectives, and indicators are indicative of the commitment that SFCC possesses in fulfilling its mission and purpose: to meet the needs of our community by advancing student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness. Everything the College does is for this purpose.

Given the direction of the mission statement and in meeting the NWCCU requirements for Standard One, the College has the framework in place to address Standards Two through Five as the College examines and develops resources and continues the process of planning, assessment, evaluation, revision, and implementation.

Appendices:

Appendix A: Glossary of Acronyms and Terms

CCS - Community Colleges of Spokane

CCSSE - Community College Survey of Student Engagement

CGRC – Curriculum and Graduation Requirements Committee

CTE – Career Technical Education

ELC – Early Learning Center

EMSI - Economic Modeling Specialists Intl., a CareerBuilder Company

EWU – Eastern Washington University

FTE - full-time equivalent students

FTEF - full-time equivalent faculty

I-BEST - Integrated Basic Education and Skills Training

IEL - Institute for Extended Learning

ITALIC - Institutional Teaching and Learning Improvement Coordinating Committee

LEED - Leadership in Energy & Environmental Design

MRTE - Mutual Research Transcript Exchange

NWCCU - Northwest Commission on Colleges and Universities

PAR - Predictive Analytics Reporting

PLA – Prior Learning Assessment

RCW - Revised Code of Washington

SAI – Student Achievement Initiative

SBCTC – State Board for Community and Technical Colleges

SCC – Spokane Community College

SFCC - Spokane Falls Community College

SSI – Student Satisfaction Inventory

WAC – Washington Administrative Code

WICHE - Western Interstate Commission for Higher Education

Appendix B: SFCC Institutional Effectiveness Committee Members
(formerly Executive Accreditation Steering Committee)

Jim Minkler, Vice President of Learning, Accreditation Liaison Officer and Chair
Jared Anthony, English Instructor, ITALIC member
Steve Bays, Associate Dean of Enrollment Services
Jim Brady, Dean for Computing Math & Science Division, Social Science, Accounting, Economics, and Human Services Division, Core Theme 1 Chair
Bonnie Brunt, Dean for Visual and Performing Arts, Core Theme 4 Chair
Connie Carlson, Student Achievement Manager
Mary Carr, CCS District Director of Library Services
Kari Collen, Assistant to the Vice President of Learning, Curriculum Coordinator
Ken Commers, Business Management instructor, Faculty Development Committee Coordinator
Glen Cosby, Dean for Humanities Division, Business, Professional Studies, and Workforce Education Division; Core Theme 5 Lead
Chrissy Davis Jones, Associate Dean for Student Success, Counseling & Advising
Ira Gardner, Photography Program Lead, instructor, Curriculum and Graduations Requirement Committee Chair
Mary Ann Goodwin, CCS District Dean for eLearning
Janet Gullickson, SFCC President
Sally Jackson, Director of Planning, Institutional Effectiveness, and Research
Joe Jozwiak, Assistant Dean of Social Science, Accounting, Economics, and Human Services
Heather Keast, English Instructor, ITALIC Coordinator
Heather McKenzie-WaitE, Director of Student Funded Programs, Core Team 3 Co-Chair
Darren Pitcher, Vice President of Student Services, Core Theme 2 Chair
Lora Senf, Assistant Dean for Humanities, Business, Professional Studies, and Workforce Education, Core Theme 3 Co-chair
Barbara Simmons, English Instructor, ITALIC member
Carolyn Stephens, Visual Fine Arts Department Chair, Instructor, ITALIC member
Nancy Szofran, CCS District Provost/Chief Learning Officer

Appendix C: Core Theme Teams:

Core Theme 1: Excellent Instruction/Learning

Jim Brady, Chair, Dean for Computing Math & Science Division, Social Science, Accounting, Economics, and Human Services Division
Jared Anthony, English instructor, ITALIC member
Susan Brophy, Program Review Coordinator, Workforce Education
Ken Commers, Business Management instructor, Faculty Development Committee Coordinator
Kari Collen, Assistant to Vice President of Learning, Curriculum Coordinator
Brian Frederiksen, Research Analyst, Planning, Institutional Effectiveness, Research
Ira Gardner, Photography Program Lead, instructor, Curriculum and Graduation Requirements Committee Chair
Sally Jackson, Director of Planning, Institutional Effectiveness, Research
Miracle Jones, Associated Student Vice President of Activities
Joseph Jozwiak, Assistant Dean of Social Sciences, Accounting, Economics and Human Services
Jim Minkler, Vice President of Learning
Debra Olson, Math instructor, ITALIC member
Jan Wingenroth, Library Faculty

Core Theme 2: Student Achievement

Darren Pitcher, Chair, Vice President of Student Services
Crystal Aguilar, Associated Student Academic Vice President
Adriana Bishop, Physical Science Chair, instructor
Ken Burrus, Athletic Director, Dean for Physical Education
Connie Carlson, Student Achievement Manager, Early Alert Co-Lead
Kari Collen, Asst. to Vice President of Learning, Curriculum Coordinator
Chrissy Davis Jones, Associate Dean for Student Development, Academic Consulting Team
Janet Gullickson, President
Tanja Huffman, Visual Applied Arts Department Chair, instructor, Academic Consulting Team
Sally Jackson, Director of Planning, Institutional Effectiveness, Research
Heather Keast, English instructor, ITALIC Coordinator, Academic Consulting Team
Laura Lee, Assistant to Vice President of Student Services
Jim Minkler, Vice President of Learning
Debra Olson, Math instructor, ITALIC member
Loren Pemberton, Counseling Department Co-Chair, counselor, Academic Consulting Team
Ping Ping, Sociology instructor, Diversity & Equity Committee, Faculty Development Committee
Cynthia Vigil, Counseling Department Co-Chair, counselor, Early Alert Co-Lead

Core Theme 3: Broad Access

Heather McKenzie, Co-Chair, Director of Student Activities
Lora Senf, Co-Chair, Assistant Dean for Humanities, Business, Professional Studies, and Work Force Ed
Steve Bays, Associate Dean of Enrollment Services
Chrissy Davis Jones, Associate Dean for Student Development
Marjorie Davis, Director of Financial Aid
Julius DeFour, Academic Coach for Gateway to College Program

Mary Ann Goodwin, CCS District Dean for eLearning
Debbie Hoyt, Testing Center Supervisor
Sally Jackson, Director of Planning, Institutional Effectiveness, Research
Angela Merrit, Manager of Disability Support Services
Denise Osei, Counselor, Special Initiatives Early College High School, Diversity & Equity Committee

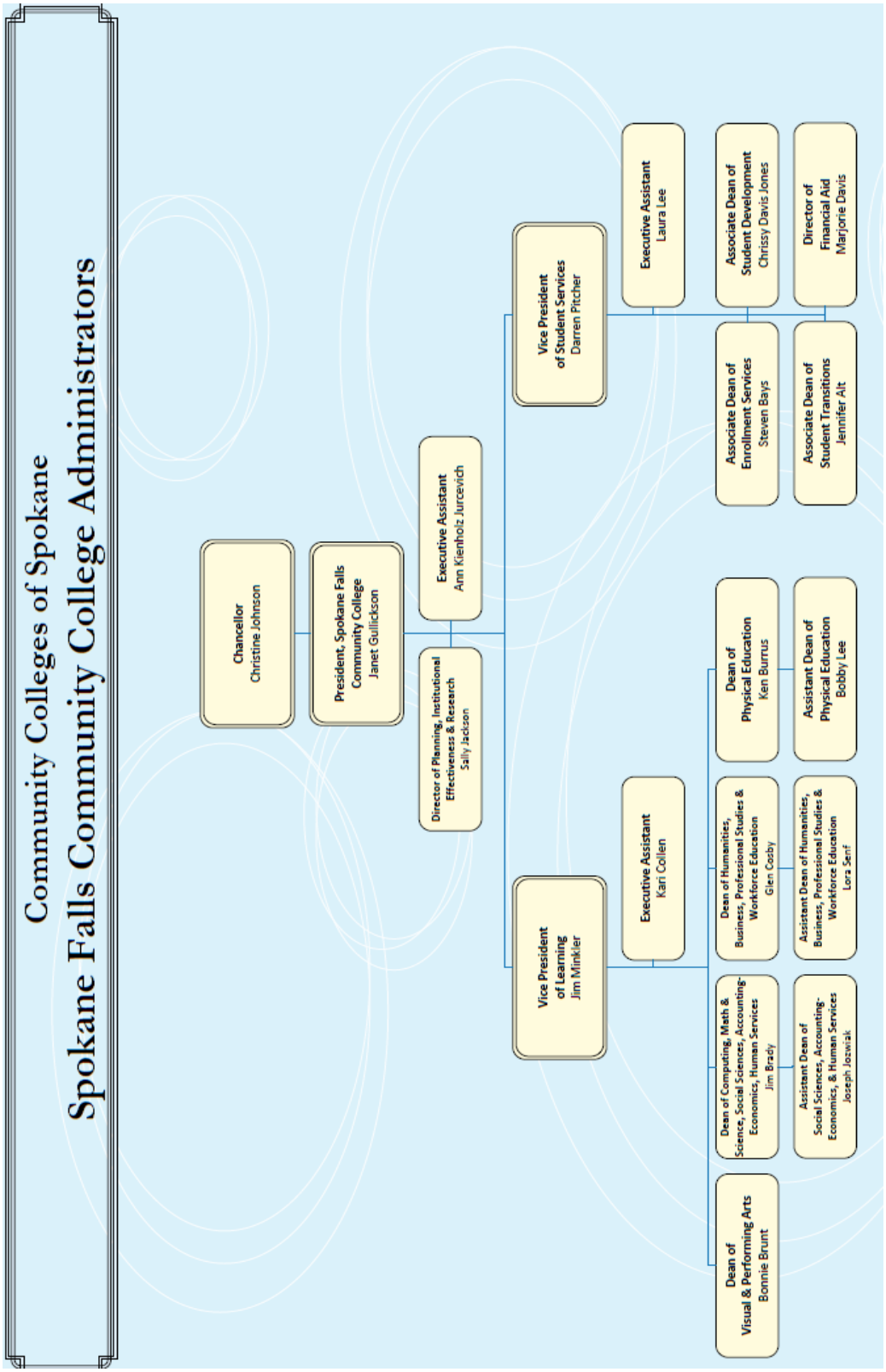
Core Theme 4: Diversity, Equity, & Global Awareness

Bonnie Brunt, Chair, Dean for Visual and Performing Arts
Christie Anderson, English Instructor, Diversity & Equity Committee
Pam Austin, Multi-cultural Student Services Counselor, Diversity & Equity Committee
Lisa Avery, Vice Provost for Strategic Partnerships, Global Education and American Honors
Bradley Bleck, English Instructor, Chair of the Diversity Requirements Subcommittee
Marti Breneman, Disability Support Services
Anna Gonzales, Senior Secretary Fine Arts, Diversity & Equity Committee
Elodie Goodman, French Instructor, Diversity & Equity Committee, Global Education Committee
Sally Jackson, Director of Planning, Institutional Effectiveness, Research
Heather Keast, English instructor, ITALIC Coordinator, Diversity & Equity Committee
Carl Richardson, Art Instructor, Diversity & Equity Committee
Darlene Rickett, Communication Instructor, Global Education Committee, Diversity & Equity Committee

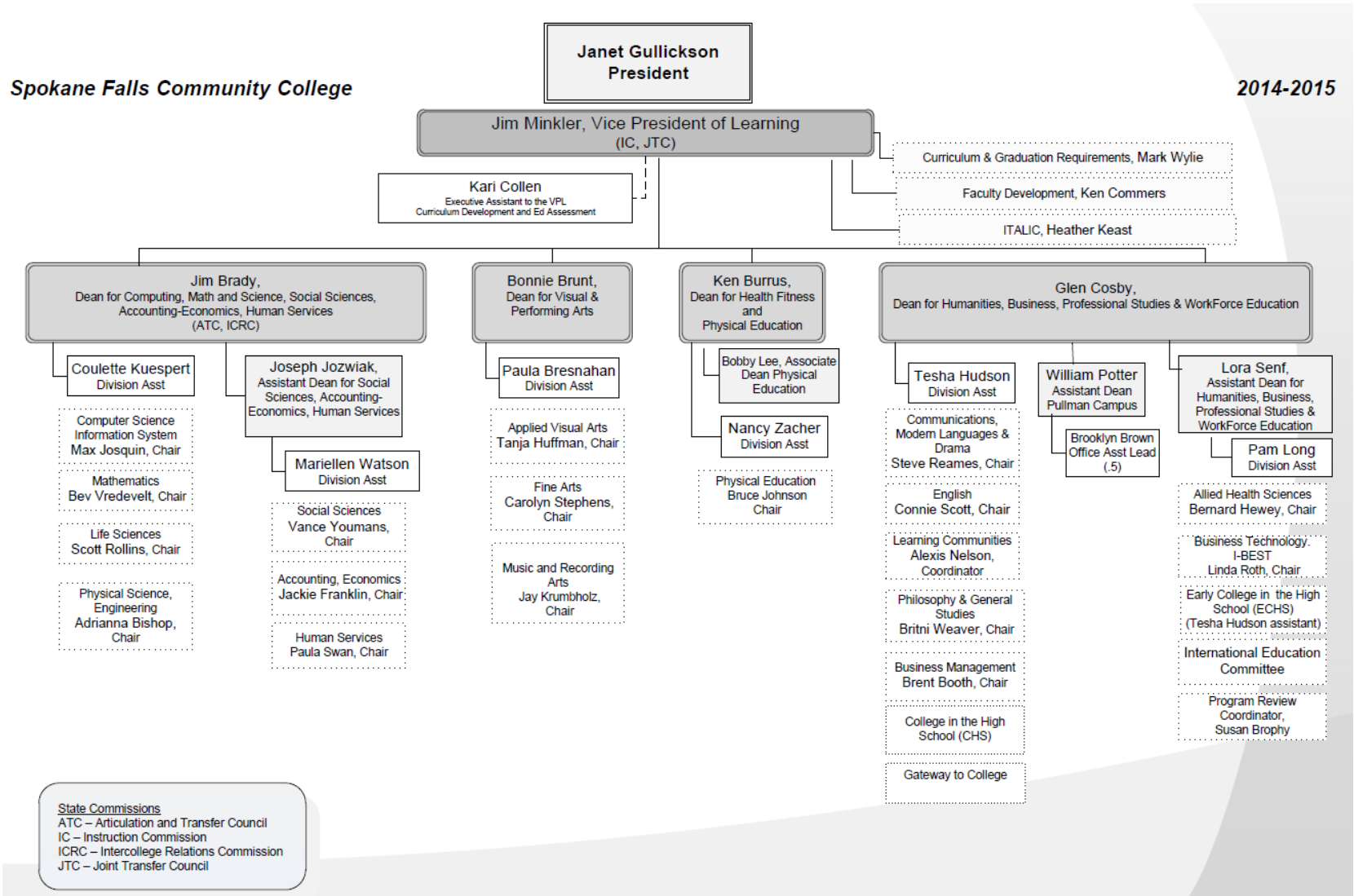
Core Theme 5: Responsiveness to Community Needs

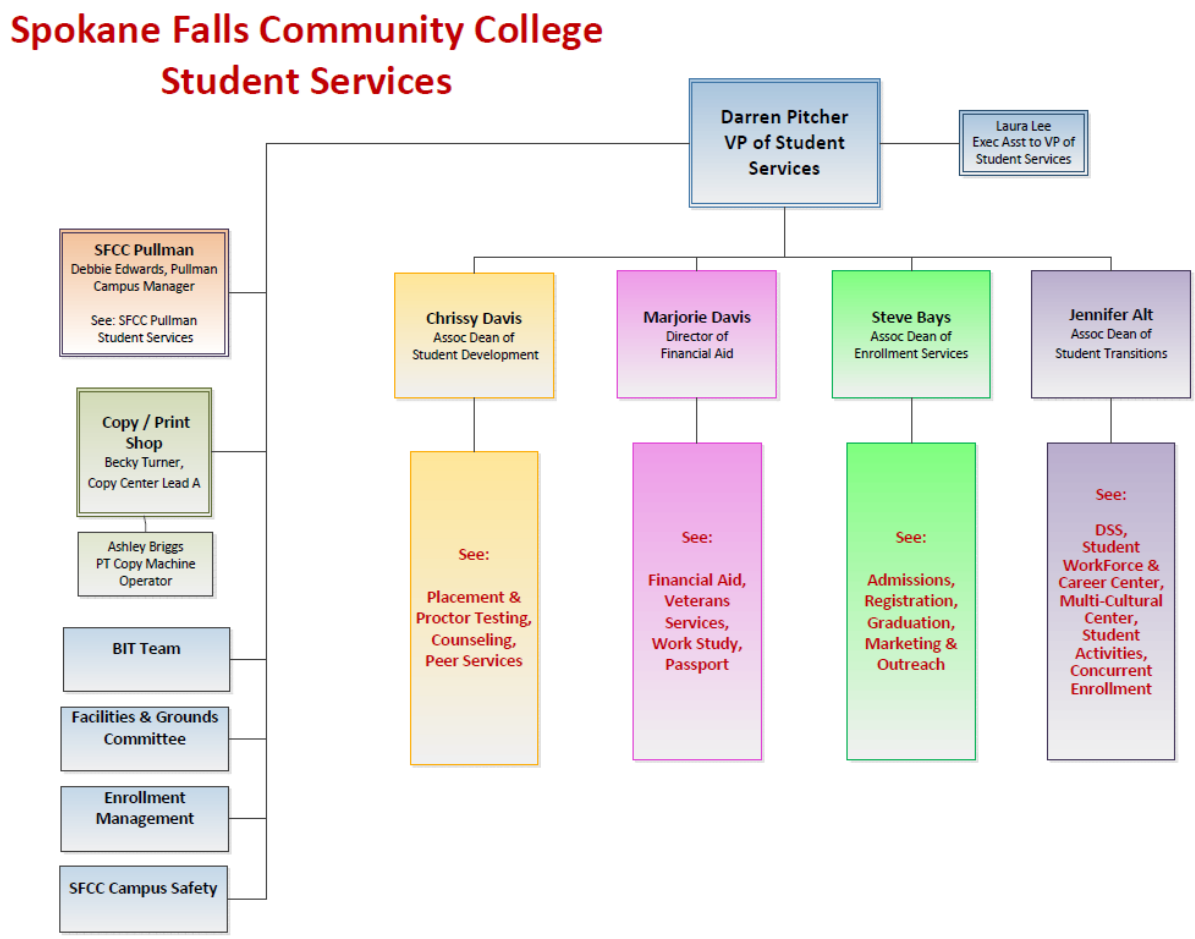
Glen Cosby, Chair, Dean for Two Divisions
Bonnie Brunt, Dean for Visual and Performing Arts
Rob Crow, SFCC Director of Workforce Transitions
Keith Klauss, Eastern Washington University Community College Liaison
Joal Lee, Department Chair, English Instructor, Pullman Campus
Darlene Rickett, Communication Instructor, Community Service and Service Learning
Linda Roth, Department Chair for Business Technology, Instructor
Lora Senf, Assistant Dean, Humanities, Professional Studies and Workforce Ed
Sara Sexton-Johnson, CCS District Corporate Training Workforce and Continuing Education Director
Tim Siebrecht, Associated Student Body Outreach Education
Carolyn Stephens, Visual Fine Arts Department Chair, Instructor
Nancy Szofran, CCS District Provost/Chief Learning Officer

Appendix D: SFCC Organizational Charts



Spokane Falls Community College Executive Administrators 2014-2015


Spokane Falls Community College
2014-2015
Janet Gullickson
President
Jim Minkler, Vice President of Learning
(IC, JTC)
Kari Collen
Executive Assistant to the VPL
Curriculum Development and Ed Assessment
Curriculum & Graduation Requirements, Mark Wylie
Faculty Development, Ken Commers
ITALIC, Heather Keast
Jim Brady,
Dean for Computing, Math and Science, Social Sciences, Accounting-Economics, Human Services
(ATC, ICRC)
Coulette Kuespert
Division Asst
Computer Science
Information System
Max Josquin, Chair
Mathematics
Bev Vredevelt, Chair
Life Sciences
Scott Rollins, Chair
Physical Science, Engineering
Adrianna Bishop, Chair
Joseph Jozwiak,
Assistant Dean for Social Sciences, Accounting-Economics, Human Services
Mariellen Watson
Division Asst
Social Sciences
Vance Youmans, Chair
Accounting, Economics
Jackie Franklin, Chair
Human Services
Paula Swan, Chair
Bonnie Brunt,
Dean for Visual & Performing Arts
Paula Bresnahan
Division Asst
Applied Visual Arts
Tanja Huffman, Chair
Fine Arts
Carolyn Stephens, Chair
Music and Recording Arts
Jay Krumbholz, Chair
Ken Burrus,
Dean for Health Fitness and Physical Education
Bobby Lee, Associate Dean Physical Education
Nancy Zacher
Division Asst
Physical Education
Bruce Johnson
Chair
Glen Cosby,
Dean for Humanities, Business, Professional Studies & WorkForce Education
Tesha Hudson
Division Asst
Communications, Modern Languages & Drama
Steve Reames, Chair
English
Connie Scott, Chair
Learning Communities
Alexis Nelson, Coordinator
Philosophy & General Studies
Britni Weaver, Chair
Business Management
Brent Booth, Chair
College in the High School (CHS)
Gateway to College
William Potter
Assistant Dean
Pullman Campus
Brooklyn Brown
Office Asst Lead
(.5)
Lora Senf,
Assistant Dean for Humanities, Business, Professional Studies & WorkForce Education
Pam Long
Division Asst
Allied Health Sciences
Bernard Hewey, Chair
Business Technology. I-BEST
Linda Roth, Chair
Early College in the High School (ECHS)
(Tesha Hudson assistant)
International Education Committee
Program Review Coordinator,
Susan Brophy
State Commissions
ATC – Articulation and Transfer Council
IC – Instruction Commission
ICRC – Intercollege Relations Commission
JTC – Joint Transfer Council



Spokane Falls Community College Student Services Organizational Chart 2014-2015

Appendix E: Student Demographic Profile

COMMUNITY COLLEGES OF SPOKANE
Spokane Falls Community College

STUDENT PROFILE
Academic Year: 2013-14

ENROLLMENT

Unduplicated Headcount: 6,708

Enrolled Full-Time: (12 or more credits) 4,231 63.1%

PROFILE DATA

Race/Ethnicity	N	% of Enrolled	% of Reported
Asian	214	3.2%	3.4%
African American	130	1.9%	2.1%
American Indian	94	1.4%	1.5%
Caucasian	4,776	71.2%	76.4%
Hawaiian	3	0.0%	0.0%
Hispanic	482	7.2%	7.7%
Native Alaskan	4	0.1%	0.1%
Pacific Islander	14	0.2%	0.2%
Multi-Racial	430	6.4%	6.9%
Other	107	1.6%	1.7%
Not Reported	454	6.8%	
Gender			
Female	3,821	57.0%	57.1%
Male	2,868	42.8%	42.9%
Not Reported	19	0.3%	
Prior Education			
Less Than High School	908	13.5%	14.7%
GED	357	5.3%	5.8%
High School	2,602	38.8%	42.0%
Some Post HS, no degree or certificate	1,221	18.2%	19.7%
Certificate	166	2.5%	2.7%
Associates Degree	134	2.0%	2.2%
Bachelor's Degree or Above	210	2.5%	2.7%
Technical Preperation	378	5.6%	6.1%
Other	256	3.8%	4.1%
Unknown	476	7.1%	
Family Status			
Single with Dependents	486	7.2%	9.3%
Couple with Dependents	633	9.4%	12.1%
No Dependents	4,017	59.9%	76.6%
Other	1,061	15.8%	20.2%
Not Reported	511	7.6%	
Student's Purpose for Attending			
Related to Current/Future Work	1,339	20.0%	23.0%
Transfer to a four-year college	3,863	57.6%	66.3%
Explore Career Direction	171	2.5%	2.9%
Personal Enrichment	81	1.2%	1.4%
HS diploma or GED	86	1.3%	1.5%
Other	290	4.3%	5.0%
Unknown	878	13.1%	
Plans for Employment During Schooling			
Full-Time Work	771	11.5%	11.7%
Part-time Work Off-campus	2,053	30.6%	31.1%
Part-time Work On-campus	133	2.0%	2.0%
Seeking Employment	1,499	22.3%	22.7%
Not Employed, Not seeking employment	924	13.8%	14.0%
Full-time Homemaker	205	3.1%	3.1%
Work First, On TANF	52	0.8%	0.8%
Worker Retraining	53	7.3%	7.4%
Other	466	6.9%	7.1%
Unknown	116	1.7%	
Student's Planned Length of Attendance			
One Quarter	234	3.5%	3.8%
Two Quarters	168	2.5%	2.7%
One Year	377	5.6%	10.7%
Up to two years, but no degree	668	10.0%	6.1%
Long enough to complete a degree	3,873	57.7%	62.3%
Don't know	713	10.6%	11.5%
Other	186	2.8%	3.0%
Not Reported	489	7.3%	

Age	N	% of Enrolled
18 or less	1,501	22.4%
19-21	1,995	29.7%
22-25	1,172	17.5%
26-30	681	10.2%
31-35	413	6.2%
36-40	236	3.5%
41-45	207	3.1%
46-50	159	2.4%
51-55	138	2.1%
56-60	99	1.5%
61-65	57	0.8%
66-70	17	0.3%
Over 70	11	0.2%
Average Age	25.8	
Median Age	21.6	

Source of Student		
Continuing Student:	4,394	65.5%
Transfer (from another college)	423	6.3%
Former Student Returning	1,149	17.1%
New (first time attending college)	742	11.1%
Kind of Student		
Transfer (to another college)	4,210	62.8%
Workforce Training:	1,740	25.9%
Basic Skills Training	81	1.2%
Other:	677	10.1%
Tuition Status		
Resident	4,676	69.7%
Non-Resident, Operating Fee Waiver	361	5.4%
Military: Vet,Dep, Spouse; Police, Fire	174	2.6%
Over 18 credit, exempt, Resident	57	0.8%
Running Start	550	8.2%
Refugees	0	0.0%
State Employee	2	0.0%
International	0	0.0%
Senior Citizen	2	0.0%
Native American	2	0.0%
National Guard	1	0.0%
I-Best	13	0.2%
Apprenticeship	0	0.0%
Basic Skills	1	0.0%
Non-tuition Class	63	0.9%
Parent Education	0	0.0%
Retirement	8	0.1%
Special Populations		
Limited English:	326	4.9%
International:	193	2.9%
Veterans:	290	4.3%
First-Generation:	3,511	52.3%
Academically Disadvantaged	1,319	19.7%
Economically Disadvantaged	2,754	41.1%
Physically Disadvantaged (self-reported)	487	7.3%
With Documented Disabilities	337	5.0%
Degree Seeking Students		
SBCTC Definition	4,741	70.7%
CCS Definition (Intent = A/B/F/G/M)	6,263	93.4%

Notes:
– Includes all students enrolled in state-funded, student-funded, and contract-funded classes.
– All percentage values in this report are relative to the Unduplicated Headcount.
– All statistics are as of the last quarter attended with the exception of Source of Student and Prior Education, which is as of the first quarter attended during the year.

Data Sources: SBCTC Data Warehouse, (Class, StuClass, and Student Tables)
(State + Contract FTES > 0, Class Fund Source = 1)
CCS Student Profile Report Generator, v2.8

CCS Institutional Research
Report Generation: 5/27/2014

ADDENDUM ADDRESSING RECOMMENDATIONS 1, 2, & 5

RECOMMENDATION 1

The evaluation committee recommends that the College 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).

ACTION TAKEN IN RESPONSE TO RECOMMENDATION 1

Since the receipt of the NWCCU reaffirmation of accreditation letter dated January 31, 2014, officially listing the five recommendations, the College has engaged in a fairly extensive overhaul but hopefully not a rushed one. Now that the accelerated timeline for the accreditation cycle is past and the NWCCU revised standard process can be fully utilized, the College hopes to utilize the normal timeline to be more thoughtful in designing its improvement process. Although the initial identification and approval of the five core themes grew out of a condensation of the various strategic planning goals the College had developed in its 2008-2013 Strategic Plan, the core themes were not an outgrowth of the former mission statement nor were all reflected in the mission statement. In that regard it was difficult to show how the core themes "individually manifest" and "collectively encompass" the College's mission statement. It was the development of the core themes and their objectives that really exposed the previous mission statement as lacking.

SFCC President Gullickson wanted the entire college community to have the opportunity to engage in the conversation regarding mission revision. The approach provided some structure to the discussion. The Institutional Effectiveness Committee, previously the Executive Accreditation Committee, drafted several mission statements which encompassed the core themes, and solicited input on the drafts from the entire college community via an online survey. The input received was then analyzed and incorporated into the final drafting of the mission statement which was approved by the CCS Board of Trustees at its June 17, 2014 meeting.

The alignment of core themes with the mission addressed only one of several problems identified in Recommendation 1. Like many colleges adjusting to the new standards, the tendency to try to measure everything we value led the College down a road of complexity and challenges. Not all of the objectives were outcomes-based or critical to mission fulfillment, so the core teams identified essential outcomes which could be measured by "verifiable indicators," would be "rigorous and meaningful," and would inform the College as to whether acceptable thresholds were met and if not, provide the College the information needed to improve.

The core theme team process of revising objectives along with leaning the number of indicators was addressed in the body of the Year One Mission and Core Themes Self-Evaluation Report.

In order to assist the core theme teams in revising the objectives with verifiable and meaningful indicators, a review of other colleges yielded a number of examples depicting various templates used. After some customizing and synthesizing of two promising examples from other colleges, each core

theme team was provided a template whereby each indicator was followed by a column labeled "evidence", then one labeled "action", followed by columns for "threshold" and "score". Although not all of these columns could be completed in Year One of the cycle, the intent was to ensure that all of the selected indicators will address the questions above. If the indicators pass that test and are reliable and valid measurements, the analysis of the data should allow core teams to accurately evaluate whether the objective is being accomplished. If not, the analysis informs the action plan for improving the College to improve and meet the acceptable threshold for that indicator.

More work remains for the core theme teams with regard to fine-tuning thresholds. Although much of that work will be informed by longitudinal evidence we already have been gathering, in some cases the data are lacking and hence need to be gathered before a more informed threshold can be set. Work will continue through the 2014-2015 Academic Year towards developing a clear understanding for all indicators of what constitutes exceeding expectations, what is acceptable, and what is not at an acceptable threshold.

RECOMMENDATION 2

The evaluation committee recommends that the College revise its assessment of faculty evaluation and professional development to assure these processes provide ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives (Standards 1.B.2; 3.B.3; 4.A.1, and 4.B.1).

ACTION TAKEN IN RESPONSE TO RECOMMENDATION 2

Since SFCC's comprehensive ten-year peer-evaluation in 2003, the College has striven to provide several line item budgets specifically for faculty and staff development. Whereas most of these funds, traditionally, had a request process whereby the faculty member must provide a rationale regarding how the funding will benefit the College, none of the faculty development paperwork referred specifically referred to the core themes or core theme objectives. In addition, once the professional development was completed, in most cases, the faculty member was not required to show the outcome of the professional development with regard to how it may have impacted a core theme objective. For this reason, there has been a missing link in showing how the outcome of faculty professional development has accomplished a core theme objective; even though the assumption has been that it has done so.

Faculty evaluation procedures are addressed in the faculty master contract and cover evaluation of adjunct faculty, long-time serving adjunct faculty known as associate faculty, and annualized tenure and non-tenure track faculty. Although all of these categories of faculty receive evaluation through multiple indices that include student evaluations and classroom observation by a peer and/or supervisor, direct reference to core theme objectives has never been made in written evaluation documents and that linkage was not established through any of the core theme objective indicators until that linkage was made in Core Theme 1, Objective 1.2, Indicator 1.2.1, of the Year One Report.

The Faculty Development Committee was charged by Core Theme 1 to address the linkage problems between professional development and the core theme objectives identified in Recommendation 2. The committee revised its faculty mini-grant application process which is now online where faculty members submitting proposals must address how the professional development activity will address one or more core theme objectives. Once the professional development activity is completed, faculty members are then required to complete the follow-up part of the form that addresses the outcome of the professional development and how it actually benefitted the core theme objectives (see Exhibit A).

In addition to the mini-grant application process, the Faculty Development Committee launched a new initiative during the 2013-2014 Academic Year called Teaching Squares. This peer, formative evaluation activity also has a follow-up assessment in which the participating faculty members provide feedback on how the activity benefitted core theme objectives, most notably Core Theme 1, Objective 1.2 (See Exhibit B).

The Faculty Professional Development 1K Fund application process was revised by the Vice President of Learning's Office. Faculty applying for use of their two-year cycle funding now must address how the professional development would impact core theme objectives and then follow-up similarly to what was developed by the Faculty Development Committee regarding the outcome of the professional development and how it would impact excellent instruction/learning (see Exhibit C).

The Sabbatical Leave Submission Guidelines, approved by the Deans & Chairs Council in December, 2005, stipulate that the faculty member address how the sabbatical will benefit the College, and more specifically, his or her instructional program. Upon returning from sabbatical, the faculty member is asked to submit a report and/or presentation about the sabbatical; thus, even before core themes were identified, sabbatical leave is linked to improved instruction and addresses Core Theme 1, Objective 1.2.

In the cases of faculty members or nonteaching staff whose supervisors have requested they engage in professional development, there is a direction connection between professional developmental and improvement that can now be documented. Often such requests are responses to a perceived need to improve the College in some way, either to address a shortcoming or to take advantage of a new opportunity that would benefit students. A recent example of this is the Achieving the Dream Grant, which has funded faculty and staff teams for three consecutive years to attend the National Academic Advising Association Summer Institute. At these workshops the SFCC team formulated action plans to revise academic advisement at SFCC in order to positively affect the outcomes of Core Theme 2, Objectives 2.1 and 2.2. Another example is training faculty over the last two years for prior learning assessment of portfolios to better serve experienced, nontraditional students, which addresses Core Theme 1, Objectives 1.2 and 2.2.

Reflective of the ideal, continuous improvement process, a substantial number of funded, faculty development activities have been a result of measuring student persistence, achievement, and satisfaction with support services. For example, the Office of Planning, Institutional Effectiveness, and Research has provided departments with data on the success rates for students in developmental math and English. With these rates falling well below the acceptable threshold of student success in these areas of pre-college education, Math and English Department instructors have attended a number of conferences and workshops to revise their curriculum and delivery methods. The results of these professional development efforts appear to be positively impacting student achievement, establishing the linkage between Core Theme 1, Excellent Instruction/Learning, and Core Theme 2, Student Achievement. With the revisions now made in requests for professional development funding and the follow-up reporting, the connections of professional development to the College's core theme objectives will now be obvious and well documented. Although not all linked to professional development, many of the new innovations the College embarked upon toward improving its core theme objectives did involve professional development, linked to specific core themes as can be seen in Exhibit D.

Faculty and staff development workshops hosted on the SFCC campus and at the SFCC Pullman campus have also been well attended and offered as a result of analyzing data and concluding that action was needed to address unsatisfactory results in student achievement and satisfaction of services (SAI and CCSSE results). In Spring 2013 with the use of Achieving the Dream grant funding, Charlie Nutt, a nationally recognized expert on academic advising, presented to the SFCC Campus, and in Spring 2014, Wes Habley, another nationally recognized expert, presented on student retention. SFCC's previous method of measuring success of professional development workshops like these was to measure attendance. Given the guidance of our peer evaluators from the 2013 Comprehensive Seven Year visit, we now look at the intended outcomes of student achievement (using quantitative measures like the SAI) and student satisfaction with academic advising/consulting (using qualitative measures such as CCSSE and the Noel Levitz Survey of Student Involvement). These rigorous quantitative and qualitative measurements lead to an analysis that inform indicators 1.21, 2.1.1, 2.1.2, 2.2.1, and 2.2.3, which are "meaningful, assessable, and verifiable," and form "the basis for evaluating the accomplishment of its core theme objectives."

Through the recent revision of the core theme objectives and the fewer but more meaningful indicators of measuring the success in accomplishing those objectives, the College has made direct connections between how professional development and evaluation directly impact the core theme objectives. However, the core theme objective indicators may also inform what professional development is needed. An excellent example of that can be seen in the professional development activity the College

engaged in, June 2014, sending a team of faculty and administrators to Vermont to attend a workshop on general education assessment. As a result of receiving Recommendation 5, revising Core Theme Objective 1.1 and adding Indicator 1.1.2, the need for professional development in this area became apparent. Assessment of the core theme objectives is recursive in the continuous improvement loop, with one indicator of one objective informing the action needed for another objective.

Starting in January 2014 the Association of Higher Education (faculty union) and CCS Management began the process of reopening the faculty contract for interest-based bargaining after a five-year hiatus. Not uncommon to the process, the time-table for bargaining was supposed to be six months but now has overlapped into Fall 2014. At the time of this writing, the bargaining is not yet finished so no binding agreements have been made. Tentative agreements have been reached on parts, but a new contract has not been executed to supersede the previous contract. The issues of faculty evaluation assessment that will "provide ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives" have been discussed, and with or without a change in the contract language it was agreed that supervisors have the discretion to discuss the evaluation in terms of meeting core theme objectives. The College now expects instructional deans to build this into the discussion with the faculty member under evaluation, informing indicator 1.2.1 and the action plan connected to that indicator. More importantly, faculty members will receive important feedback with regard to how their teaching can help the College achieve its core theme objectives and fulfill its mission. As part of the evaluation process, if the faculty member is found in need of improvement with regard to Core Theme 1, the appropriate professional development relevant to that area will be recommended and documented as part of the official evaluation process.

RECOMMENDATION 5

The evaluation committee recommends 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).

ACTION TAKEN IN RESPONSE TO RECOMMENDATION 5

SFCC adopted an assessment method of measuring general education outcomes for transfer degrees by distribution area twelve years ago. It treated transfer degrees as an entire program, and since all the transfer degrees shared the same distribution areas, by assessing the general learning outcomes of the six distribution areas, all areas of each transfer degree would be covered. As the Fall 2013 NWCCU peer evaluation team discovered, the approach seemed to be working in only one of the six distribution areas, Humanities. The team was not able to find evidence that the assessment in the other five distribution areas was an "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."

In the case of Recommendation 5, it was not simply a matter of the College not providing the documents of the general education assessment. For some time faculty members had found the distribution area general education outcome assessments challenging, particularly those that crossed diverse disciplines. The default seemed to be to identify a measurement that was easy to do, rather than take on the challenge of finding one which was meaningful for instructors in improving instruction.

Results of the assessments in most cases, were not used to inform much less improve general education curriculum offerings. Although the process could have been revised to imitate the Humanities process, another challenge made that approach unworkable. The College had assumed for the dozen years of the general education assessment process that the sum of the distribution area parts was equal to the whole of the degree. However, there were so many possible general education learning outcomes once all the distribution areas were added together, that it was too cumbersome and complex to assess the program as a whole in a meaningful way. Given these challenges, SFCC has taken the bold step and abandoned its distribution area assessment. At the urging of President Gullickson, some colleges recognized for best practices in general education assessment were researched, and the obvious trend that seemed to emerge from this research is that by limiting the number of general education outcomes to a few meaningful, comprehensive, and verifiable degree learning outcomes, a more meaningful and actionable result was possible.

After researching the recent literature on general education assessment, the Institutional Teaching and Learning Improvement Committee (ITALIC), composed of faculty representatives from across the disciplines in both transfer and career/technical education, examined some models that were recognized as best practices. For the associate transfer degrees, identifying the desirable general education learning outcomes of the first two years of a baccalaureate education made a great deal of sense. ITALIC focused on research throughout the winter and spring quarters of 2013-2014 and identified key, overarching general education learning outcomes of the SFCC transfer degrees. In June 2014, the College sent an SFCC team to the Association of American Colleges and Universities' Institute on General Education and Assessment which was held at the University of Vermont. After a week of work, the team was able to return with a work plan to develop and implement SFCC's new approach to general education assessment. The plan also includes career technical faculty and the assessment of related general education instruction required in their certificates and degrees. Replacing the 19 general education learning outcomes of the distribution areas are now five general education learning outcomes for the transfer degrees:

1. Communication
2. Critical and Creative Thinking
3. Diverse Perspectives
4. Information Literacy
5. Quantitative Literacy

As President Gullickson directed ITALIC to assess two of the outcomes in 2014-2015, ITALIC chose Communication and Diverse Perspectives to be the first two assessed since the course mapping seemed to be clearest for these two and thus would allow SFCC to start quickly using already-developed and nationally-normed rubrics from AAC&U called the VALUES rubrics (see Exhibits E & F). These outcome maps will be sent to the Deans & Chairs Council in early Fall 2014 to gather input. The three remaining outcomes will be assessed in Winter 2016, also using VALUES rubrics. Two groups of faculty, from all appropriate disciplines, will be involved in the assessment process, one group to design and collect student assignments and one group to assess the assignments using the rubrics. The academic year 2014-2015 is the first year to test the process and will not provide a complete vision of final implementation.

Continuous improvement will occur in the outcomes' "off" year. For example, while three new outcomes will be assessed in 2015-16, instructors mapped to the first two, Communication and Diverse Perspectives will spend the year redesigning their assignments and curriculum as needed based on the

results of the previous year's assessment. As the first cycle of assessments is completed, this continuous improvement cycle will further inform the need to adjust the outcomes, rubrics, or thresholds. At the time of this writing, there still is much work to do, but with a paradigmatic shift in how general education assessment is done at SFCC, a process whereby all academic and career/technical programs can be involved is paramount to the success of the revision. The ultimate plan for general education assessment is that the analyzed results of Indicator 1.1.2 will help the College attain Objective 1.1, which in turn will further the College's ability to attain Objectives 1.2 and 1.3 to assure excellence in teaching and learning.

EXHIBIT A

Faculty Development (FD) Mini-Grant Application

(Revised December 2013)

This application is to request both Professional Development **AND** Assessment Related funds via the **Faculty Development (FD) Committee** for conferences, training, travel, projects, etc. See "**Guidelines for Faculty Mini-Grant Proposals**" **prior** to completing this application. It provides specific details regarding funding limits and how they may be used. The FD website also has a spreadsheet listing the past mini-grants awarded to include dollar amounts. The quarterly deadline for applications is strictly upheld.

Fill in All Gray Highlighted Areas: (use the Tab key or Mouse to move to the next field)

*NOTE: EVERYONE must complete 1-4; then, if you are requesting FD funds also answer #5; and/or if you are requesting Assessment Related funds, you must also complete 6 and 7.

Funds Type Requested: ☐ Professional Development &/OR ☐ Assessment Related

Name: Quarter of Request: Year:

Professional Development Funds Requested: $ ($600 max from Sum 2012–Spr 2014)

Assessment Related Funds Requested: $ ($600 max from Sum 2012–Spr 2014)

1. **ALL**-Describe your proposal: (WHAT will you do with the funds requested? WHERE is the activity or event taking place?)

2. **ALL**-What are the specific dates of your activity?

3. **ALL**-How will you share the results of your project? (ex. brown bag, newsletter, presentation, dept. meeting, etc.)

4. **ALL**-If other faculty are involved list names: (Each faculty member requesting funds MUST submit a separate Application.)

5. **PD ONLY**-How will this project contribute to your improvement/enhancement of teaching, learning, and/or professional development?

6. **ASMT ONLY**-Is your conference/event primarily about educational assessment or ways to measure the achievement of learning outcomes? Please provide details.

7. **ASMT ONLY**-What is your assessment project and how will this funding help you complete the project?

Please itemize the budget as accurately as possible regardless of the requested amount.
(FYI-entries in sections a-d also require a TPA to be completed.)

a)	Registration	$
b)	Transportation	$
c)	Lodging	$
d)	Meals	$
e)	Materials	$
f)	Other	$
	TOTAL	$

If applicable, list other sources of funding to be used: *(1K funds, department, other awards, mini-grants and/or personal expense)*

SUBMITTING YOUR APPLICATION AND COMPLETING THE PROCESS:

- - - for the Faculty Development Committee: (submit one item)

- ☐ Complete the online Mini-Grant Application and Save ("Last, First Name-application")
- ☐ **E-Mail** the Mini-Grant Application to the FD Chair at ken.commers@spokanefalls.edu by **4PM on the mini-grant deadline** to be considered for that quarters funding
- ☐ FD only wants your Application, NOT such things as your TPA, 1K requests, etc.

- - - for the Vice-President of Learning's Office: (submit complete packet)

- ☐ A copy of your Mini-Grant Application
- ☐ 1K Fund Application with required signatures (only if 1K Funds are being requested)
- ☐ TPA (Travel Prior Approval) if activity requires travel, registration, lodging or meals
  - TPAs should be completed by and/or routed through your dept. admin or senior secretary and identify budget #s
  - FD Mini-Grant: 011-3G51 / 1K Fund: 111-32B4 / & your dept. budget # if applicable
  - Travel must be through State approved agency: Global Travel 891-1234 or Azumano

WHAT NEXT:

The FD committee will meet within 10 working days of the quarterly deadline to discuss the applications. FD will report back results to all applicants within 5 working days.

_____

Signature

(By signing this form I acknowledge that I have read this form and understand that if I do not follow the guidelines as outlined above or use a state approved travel agency that my funding request my not be approved.)

EXHIBIT B

Spokane Falls Community College
TEACHING SQUARES REFLECTION

1. a. Last name _____ 1.b. First name _____

2. SID (for stipend) _____ 3. Quarter Select... Year: 20 ____

3. Your e-mail (to receive acknowledgement) _____

4. Teaching / Subject Area: _____ 5. Instructor Status: Select...

6. Name of the other instructors in your group _____

7. Have you completed all of your teaching observations? Select...

8. Have you completed your final group meeting? Select...

9. What have you learned about your teaching philosophy from the classroom observations? (Could be something new, something affirmed, etc.)

10. How has the experience of being in the "learner" role impacted how you think about your teaching?

11. What have you learned are your teaching strengths?

12. What words would your students use to describe you (funny, tough, fair, etc.)? How would students describe your classes?

13. What aspects of your teaching do you wish to improve - and how might you do this?

14. What surprised you about the experience? Were any of your assumptions about teaching challenged by what you observed?

15. What is something(s) you learned that will make your teaching more effective? What will you be able to apply to your classroom next quarter?

16. Which of the following SFCC Core Themes will be positively impacted by your participation?
**For each one selected, briefly describe/explain how.

- I – Excellent Instruction/Learning
- II – Student Achievement
- III – Broad Access
- IV – Diversity, Equity, Global Awareness
- V – Responsiveness to Community Needs

17. Any additional thoughts, concerns, ideas for improving the program, etc.?

18. May we use your comments to share information regarding the program?

- YES, you may use my name and comments
- YES, you may use my comments, but only anonymously
- NO, you may not use my comments

To enable "Submit" button, make sure to complete all questions but #13, as it is optional.

EXHIBIT C

1K Fund

Name **Dept.**

I am using the 1K fund temporarily until I have results regarding a grant award.
Yes ☐ No ☐ If yes, name/type of grant:

I am applying for other award funds.
Yes ☐ No ☐ If yes, name/type of grant:

Name:

Department:

Date(s) of Proposed Activity:

Description of Activity, specific use of these funds:

Describe how this project will contribute to your professional development (no more than one paragraph):

Describe how this project will contribute to at least one the college's five core themes (be specific, include examples):

Current Balance in Your $1000 Account for Current Cycle:
(can be checked on the Faculty Intranet page under 1K Fund)

Amount Requested:

Faculty will be asked to complete a post activity report to be turned in with the travel reimbursement form. Your signature below indicates you have read this statement and agree to complete a post activity report.

Signatures:
Faculty Member (Requester): _____ Date: _____

Supervisor: _____ Date: _____

Vice President of Learning: _____ Date: _____

1K Fund – Post Activity Report

I am ☐ full-time ☐ associate faculty

Name:

Department:

Date(s) of Activity:

Description of Activity:

Would you participate in this activity again?

If you answered no above, please describe why you would not participate in this professional development opportunity again:

If you answered yes, please complete the rest of the form below:

After participating in this activity, describe how this activity will contribute to your professional development and any of the following: curriculum revision; enhance classroom or teaching delivery; be of benefit to students and/or colleagues:

After participating in this activity, do you still see the project contributing to least one the college's five core themes? If so which one(s) and how? (be specific, include examples):

EXHIBIT D

July 7, 2014 [NEW INNOVATION COSTS FOR 2013-2014 ACADEMIC YEAR]

INNOVATION	DESCRIPTION OF COST FACTORS	COSTS	CORE THEME
ACADEMIC CONSULTING	Third year in row SFCC sends large team to NACADA for week long training on academic advising. This year was in Portland. Brought Wes Habley to SFCC for in-house training. For the second year in a row, SFCC has covered the cost for adjunct faculty to participate in academic consulting, including any related professional development opportunities.	Covered by the Achieving the Dream grant	1,2
ACCELERATED DEVELOPMENTAL MATH	Release time for two math faculty to develop Math 87 and 88 series, condensing three quarter sequence to two and providing non-calculus pathway for students.	$10,000 AH replacement costs with benefits, $5,000 from Project DEgree grant for revisions in placement testing	1,2
ACCELERATED DEVELOPMENTAL ENGLISH	Sent team to Baltimore for specialized training in how to accelerate developmental English, already had 99 Plus pathway combining two quarter sequence to one quarter. Deliverable will be other accelerated pathways including bridge from developmental to English 101 completion all within same quarter.	$8,056 for faculty training via Baltimore trip and registration.	1,2
ADJUNCT FACULTY INCLUSION	Adjunct faculty paid a $50 stipend for attendance at all –college and special adjunct/administrator meetings. Recommendation to do so from MDRC studies.	$5,700 of stipends paid to adjunct faculty.	1
AMERICAN HONORS COLLEGE	Curriculum is revised to meet the honors criteria, specific sections are created and faculty hired to teach the sections and AHC offers enhanced student support services.	Costs are to be covered by American Honors College	1,2
BACHELOR OF APPLIED SCIENCE DEGREE APPLIED MANAGEMENT	Travel to statewide meetings and personnel time to research and develop first phase of proposal.	$500 ½ of travel to attend statewide meetings w/ BAS work group	2,3,5
BACHELOR OF APPLIED SCIENCE DEGREE INFORMATION SYSTEMS / TECHNOLOGY	Travel to statewide meetings and personnel time to research and develop first phase of proposal.	$500 ½ of travel to attend statewide meetings w/ BAS work group	2,3,5
BACHELOR OF SCIENCE INTERACTIVE DESIGN & DEVELOPMENT CHANGED TO 2 + 2 ARTICULATION WITH EWU	Release time to develop the BAS proposal and then the articulation with EWU.	$5,000 for AH replacement costs with benefits	2,3,5
CAREER NAVIGATOR	Career Navigator develops a professional network for students in their career field through outreach within SFCC and out in the community. The students develop projects to bring what they have learned back to other students and SFCC faculty and staff.	Paid for through Work First funds.	2,3,5
COLLEGE AND CAREER READINESS	Partnership with SPS was initiated Fall 2014 to assist with streamlining processes to ensure a smooth transition from Spokane Public High Schools to the Community Colleges of Spokane.	The cost of hosting these gatherings during the 2013-2014 academic year were minimal, and absorbed one of the Associate Dean and President's budgets. The $7K to participate in CAC was covered by the President's office. Cost for the College Access Corps. Representative for 2014-2015 will be covered by Washington Campus Compact/CAC grant.	3
COLLEGE IN THE HIGH SCHOOL	Started first fully College in the High School program with Oroville High School	Costs covered by Oroville High School	3,5

COMPETENCY BASED EDUCATION FLEX TECH	Release time to develop curriculum design and assessments for two faculty Business Technology faculty members. Hiring of a Completion Coach to help with student retention and recruitment.	Completion Coach 2/3 of Salary + Benefits = $36,118 + Release time of 2 faculty, replacement costs of $10,000 Travel to CBE Conference for two faculty = $4,000 Total: $50,118	1,2.3
COURAGEOUS CONVERSATIONS (UNIVERSAL DESIGN)	Focused conversations as part of an outgrowth of the Universal Design work the previous year on creating a welcoming and beneficial learning environment for a diverse student population particularly for students of color. Readings and monthly meetings were held and well attended to discuss difficult topics.	Covered from a Faculty Learning Community grant (other staff invited) $4,300 of a $5,000 grant was expended	4
FINANCIAL AID PACKAGING	Filled vacant positions in order to expedite processing of financial aid files in addition to providing financial aid information to prospective applicants so they could see the actual aid assistance and compare with other potential colleges	$5,000 from SALT grant	3
GENERAL EDUCATION ASSESSMENT REVISION	Following an a NWCCU accreditation recommendation, sent SFCC team to Vermont for a general education assessment workshop where they developed an implementation plan	$16,950 to provide travel and registration costs to the SFCC team in Vermont	1
MATH LAB CURRICULUM REDESIGN	With curriculum redesign and the use of self-paced software to enhance student learning, the Math Lab has shown an increase of 20% in success rates.	$12,000 used from the Project DEgree grant	1,2
ONLINE COURSE DEVELOPMENT FOR FULL ONLINE DEGREE DELIVERY	Faculty stipends paid for faculty to develop online courses such as Math&201 for the fully Online Business DTA that had not previously existed.	$750	3
OPEN DOOR WITH SFCC GATEWAY TO COLLEGE PROGRAM	SFCC is participating in a 1418 Spokane County Open Door Program with the Gateway to College Program	Funded through OSPI at the Running Start rate, 93% pass through to SFCC	2,3,4,5
ORTHOTICS AND PROSETHICS CURRICULUM REDESIGN & EXPANSION	Working with a consortium of other colleges on the HOPE grant, the O&P faculty and staff are updating and expanding the O&P curriculum to include pedorthics.	Covered by the DOL TAACCCT Hope grant.	
PRIOR LEARNING ASSESSMENT EXPANSION	SFCC reassigned a faculty member to be the PLA Coordinator and supported another 3 faculty with stipends to develop courses, create websites, training sessions, and build a framework for continued PLA opportunities for students.	50% of PLA costs were covered by the CCS District in 2013-2014. $30,000 spent from PLA budget, $20,000 in replacement costs from Speech budget	2,5
PULLMAN CAMPUS ITV EXPANSION	Updated one ITV classroom and created a whole new classroom at SFCC and upgraded two Pullman Campus classrooms for better and more ITV delivery in Pullman. Offered ITV training for faculty.	$42,700	3,5
TUTORING CENTER FULL SERVICES	Launched Fall 2013, the center is fully staffed and has provided full tutoring services at SFCC since the college's inception.	$30,000 carryover from International Language Lab V budget to pay for ESL, international, and modern language tutors. (These funds were ear marked for 14-15 academic year).	2

EXHIBIT E

Communication Rubric

(Adapted from the Written Communication and Oral Communication VALUE Rubrics)

	4	3	2	1
Central Message	Central message is compelling, precisely stated, and strongly related to supporting material.	Central message is clear and consistent with supporting material.	Central message is understandable but not strongly related to supporting material.	Central message can be deduced but is not explicitly stated.
Supporting Material	Uses appropriate, relevant, varied, and compelling supporting materials to explore ideas within the context of a discipline.	Uses appropriate, relevant, and varied supporting materials that generally support the central message.	Uses appropriate and relevant supporting materials to develop and explore ideas through most of the presentation.	Uses inappropriate or irrelevant supporting materials to develop simple ideas.
Organization	Organizational pattern is clearly and consistently observable, is skillful, and makes the content cohesive.	Organizational pattern is clearly and consistently observable.	Organizational pattern is intermittently observable.	Organizational pattern is not observable.
Language	Language choices are imaginative and compelling and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are commonplace and partially support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, syntax, mechanics, disciplinary conventions) make the speaker/writer appear polished and confidence and the presentation memorable.	Delivery techniques (posture, gesture, syntax, mechanics, disciplinary conventions) make the speaker/writer appear comfortable and the presentation interesting.	Delivery techniques (posture, gesture, syntax, mechanics, disciplinary conventions) make the speaker/writer appear tentative and the presentation understandable.	Delivery techniques (posture, gesture, syntax, mechanics, disciplinary conventions) make the speaker/writer appear uncomfortable and detract from the understandability of the presentation.

EXHIBIT F

Diverse Perspectives Rubric

(Adapted from Global Learning and Intercultural Knowledge and Competence VALUE Rubrics)

Diverse Perspectives is a critical analysis of and an engagement with domestic and global diversity across a spectrum of differences, as well as implications for people's lives. Through Diverse Perspectives, students should 1) become informed, open-minded, and responsible people who are attentive to diversity, 2) seek to understand how their actions affect both local and global communities, and 3) address diversity issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet cell one level performance.

	4	3	2	1
Attitudes	Seeks out answers to deeper questions about other cultures.	Asks deeper questions about other cultures.	Asks simple questions about other cultures.	States minimal interest in learning more about other cultures.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions.	Evaluates and applies diverse perspectives to complex subjects.	Identifies and explains multiple perspectives when exploring subjects.	Identifies multiple perspectives while maintaining a value preference for own positioning.
Knowledge	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts.	Analyzes simple connections between worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts.	Explains and connects two or more cultures historically or in contemporary contexts, demonstrating some openness to varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective.
Application	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex solutions to global or domestic diversity challenges using multiple perspectives.	Plans and evaluates more complex solutions to global or domestic diversity challenges using multiple perspectives.	Formulates practical yet elementary solutions to global or domestic diversity challenges that use at least two perspectives.	Defines global or domestic diversity challenges in basic ways, including a limited number of perspectives and solutions.