



OLYMPIC COLLEGE

**Year Three Report
Chapters One & Two**

**Mission, Core Themes,
and Expectations;
Resources and Capacity**

Year Three Report
Standards One and Two

submitted by
Dr. David Mitchell, President

to the Northwest Commission
on Colleges and Universities
(NWCCU)

September 15, 2013

Cover Photo: "Field of Wishes"
by artist Gloria Bornstein

Artwork located at OC Shelton and
made possible through the
Washington State Art Commission,
Art in Public Places program.

Olympic College Mission

OC enriches our diverse communities through quality education and support so students achieve their educational goals.

(Adopted 3/99, Reaffirmed 6/05 and 8/08, revised and adopted 11/12)

Vision

At Olympic College we envision learning as a life-enhancing journey of discovery where:

- I. **Our students are life-long learners in a global society.**
To realize our vision, we will focus on student learning and success, promoting learning through accessible education, personalized service, adaptive and innovative teaching, and an ongoing commitment to academic excellence.
- II. **Our employees are empowered to achieve the college mission.**
To realize our vision, we will appreciate and value our employees, providing opportunities to enhance professional skills, encouraging learning and advancement, and prioritizing and sharing institutional resources.
- III. **Our community recognizes the college as its cornerstone of learning.**
To realize our vision, we will develop strong community partnerships and fulfill our role as a cultural center, enriching those we serve by creating relevant educational options and bringing a diverse array of activities to the region.
(Adopted January 2008)

Values

We honor our shared values by holding ourselves and each other accountable for:

1. A Dedication to Public Service and Higher Education

To demonstrate our values we...

- a. Commit ourselves to student learning and success
- b. Embrace the wide-ranging mission of the community college
- c. Meet or exceed professional standards of practice and ethics
- d. Champion the principles of academic freedom and intellectual honesty
- e. Foster innovation, creativity, and flexibility in our efforts to offer exemplary education and service
- f. Regularly evaluate our practice and make changes to better support those who are underserved

2. A Commitment to Life-long Learning

To demonstrate our values we...

- a. Assess our work rigorously and reflectively to improve our knowledge
- b. Improve our practices and behaviors as we learn better ways of working
- c. Take thoughtful risks to acquire new perspectives and skills
- d. Create a learning environment in which each learner is welcomed, encouraged and supported

3. The Practice of Civil and Constructive Discourse and Respect for Diversity

To demonstrate our values we...

- a. Exemplify civility as a hallmark of our institution
- b. Appreciate and listen to one another with respect for our differences
- c. Acknowledge that our own cultural conditioning influences our perceptions of other people
- d. Are open-minded problem solvers who manage conflicts proactively and effectively

4. A Quest for Community and Environmental Health

To demonstrate our values we...

- a. Contribute to the wellbeing and sustainability of our community
- b. Serve as stewards of our environment
- c. Study and model choices and practices that enhance environmental health, economic vitality, and social justice

5. The Thoughtful Use of Our Finite Resources, including Ourselves

To demonstrate our values we...

- a. Empower employees to assert leadership and engage in institutional decision making
- b. Develop, prioritize and communicate our goals collaboratively
- c. Identify, share, and make the most effective use of our resources
- d. Work together to accomplish our tasks and achieve the college mission
- e. Strive for a balanced work environment in which we are efficient and competent, but also kind and friendly
(Adopted June 2008)

Olympic College provides equal opportunity in education, employment, and college activities and does not discriminate on the basis of sex, race, color, national origin, age, disability, sexual orientation, gender identity, or veteran status. For more information, visit olympic.edu/nondiscrimination.

September 16, 2013

Dr. Sandra Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Ste. 100
Redmond, WA 98052

Dear Dr. Elman:

I am pleased to present the *Standard Two: Year Three Report* and related materials for Olympic College.

Like many other states, Washington has significantly reduced its funding of public higher education over the past five years. While the Legislature and the State Board mitigated some of the reductions with tuition increases, tuition could not completely offset the loss in State appropriations. During this same period, Olympic College's enrollment grew to record levels with increases of 20% to 30%. The College chose to remain true to our Mission by continuing to provide access to quality education and support programs. To do that we strategically managed the budget reductions and implemented a decision-making structure that ensured student success as the top priority for all budget decisions.

Evidence that we succeeded may be found in our student achievement metrics for progression and completion; those measures were generally maintained or improved. The College managed the financial challenges; it was not managed by them.

Our recent experience helps to document that during challenging times, Olympic's resources and capacity are adequate to fulfill the College's newly-revised Mission that specifically includes student achievement. Core Theme assessments and the Mission-level focus they command continue to inspire our leadership. As a result, College programs and services have been strengthened by strategic decisions regarding the allocation of resources and capacity. As recommended in the College's Year One Peer-Evaluation Report, many of our indicators have been refined in order to ensure they are meaningful, assessable, and verifiable. This has allowed us to better evaluate our accomplishments and improve our planning processes. As part of that improvement the College is currently adapting our planning processes to better align with the comprehensive planning required in Standard Three.

The State's economy has stabilized and the Legislature has produced a balanced budget that both avoided tuition hikes and provided additional ongoing funding for community colleges. It was quite timely to be preparing a report on resources and capacity to the Commission during a period of major resource challenges. It motivated the College to focus on its Mission, Vision, Core Themes, and achievement indicators dealing with budget issues and it provided an applied test of our leadership regarding resources and capacity, a test that we demonstrably passed.

Sincerely,



David C. Mitchell, Ph.D.
President

Please read!

TECHNOLOGY: Help with Links

We have worked very hard to give you evidence of our statements in the form of hyperlinked documents and websites. Here are some hints to maximize the utility of the links. (Notes in parentheses are for the more adventurous computer user; otherwise, we're giving you the simplest tips possible.)

1. If you have issues getting the documents to open, you may not be running the latest version of your **Internet browser**. Some of our readers had problems using Google Chrome, Firefox, and Apple's Safari, but we are unsure if their browsers were up-to-date. If all else fails, Microsoft Internet Explorer is the browser that works consistently with the PDF documents we are attaching. (Having your browser set as the default PDF viewer is also a requirement for the links to function properly; see #2 for more.)
2. For best results, make sure you have the latest version of **Adobe Reader**. It's free. The link is: <http://get.adobe.com/reader/> (Installing the latest version should also update your default PDF viewer to your current browser. If you already have Adobe Reader installed and you selected automatic updates, you're fine. If you didn't opt for automatic updates, now's the time to update Reader!)
3. The **address** for a hyperlinked document or webpage is included in the **footnote**. If you need to, you can copy the address and paste it into the search window in Internet Explorer. Right clicking on the link and selecting 'copy hyperlink' is a quick and easy way to get the link; then clean out the address bar, right click, choose 'paste,' and hit 'enter'.
4. All links in the footnotes display the full URL address. Addresses that end with "page=xx" (example: **.pdf#page=72**) are designed to open the document to the page number indicated, in order to save you the effort of seeking the applicable section of the document). **If the document is opening to the first page** of the PDF instead, you may have a default setting in Adobe changed. If all else fails, at least you have the page number to use; either copy/paste as directed in #3, or just scroll down in the document to reach the page number. If the page number in the footnote is different than in the link, the footnote is the page number used on the pages in the document; the link uses a number that you see when you use the scroll bar on the right edge of the page, or for pdfs, the page in the box on the header.

(This link functionality is designed to work within a web browser only. If you aren't going directly to the page noted, your computer is likely configured to use the full Adobe Reader program to view PDF's, rather than a web browser. See Adobe Help for information on how to adjust your settings: <http://helpx.adobe.com/acrobat/using/display-pdf-browser-acrobat-xi.html>)
5. If the **screen is black** when you open a document (PDF) to a specific page, move the scrolling wheel on your mouse a little bit—one or two clicks--and the black will disappear. This symptom may be caused by overloaded memory. If you have a lot of Internet windows and documents open, closing some may help.
6. If the document you want **does not open** right away, look at the taskbar at the bottom of your computer screen; one of the shortcuts may be flashing. If so, click on the flashing shortcut to open the document.
7. PDF documents opened in a web window may be in very **small print**. You can enlarge the image by clicking the right mouse button anywhere on the document page. Right-clicking produces a drop down menu with the choice, "Marquee Zoom;" click on Marquee Zoom, and the image changes to a little magnifying glass. Click with the magnifying glass visible, and the document will enlarge.

8. Microsoft Office and/or Adobe carry **warnings** that opening attachments and links can bring viruses, mayhem, grief, and torment; please ignore those standard warnings about *our* links and documents. We are completely trustworthy. Really.

* * *

IF FOR ANY REASON YOU SIMPLY CANNOT GET A LINK TO WORK, *please call!*

We will send you the document directly via your work email address. Leave a voicemail or email with your **NAME** and the **NUMBER OF THE FOOTNOTE** related to your hyperlink. We'll be thrilled to send you whatever document you need to the work email we have; if you want it sent somewhere **OTHER** than to your work email, leave us the **OTHER EMAIL ADDRESS**.

We want you to have this stuff! **For Documents call or write:**

Ruth, (360) 475-7263, rsaucier@olympic.edu OR **Naomi**, (360) 475-7262, nsaunders@olympic.edu

For Other Questions, please feel free to call or write:

Subject of Question	Name	E Mail Address	Telephone
General or Referrals	Ruth Saucier, ALO	rsaucier@olympic.edu	(360) 475-7263
General or Referrals	Naomi Saunders, Accred. Asst.	nsaunders@olympic.edu	(360) 475-7262
Leadership	David Mitchell, President	dmitchell@olympic.edu	(360) 475-7100
Finance	Bruce Riveland, VP Admin	briveland@olympic.edu	(360) 475-7500
Education	Mary Garguile, VP Instruction	mgarguile@olympic.edu	(360) 475-7400
Student Services	Damon Bell, VP Student Supp.	dbell@olympic.edu	(360) 475-7474

Olympic College provides equal opportunity in education, employment and college activities regardless of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, use of a trained guide dog or service animal, or any other unlawful basis. For inquiries regarding nondiscrimination policies, contact Equal Employment Opportunity Coordinator Cathy Anderson, canderson@olympic.edu, 360-475-7305, Olympic College, Bldg. 5, Rm. 528, 1530 Ohio Ave., Bremerton, WA 98337. For inquiries regarding sexual misconduct policies, contact Title IX Coordinator Cody Rogers: crogers@olympic.edu, 360-475-6836, Olympic College, Bldg. 10, Rm. 119, 1395 Broadway Ave., Bremerton, WA 98337.

Table of Contents

Olympic College Mission, Vision, Values	Insidefront cover
President’s Letter	i
Technology Notes	ii-iii
Contact information	iii
Institutional Overview	1
Basic Institutional Data Form	5
Preface	13
Response to topics previously requested by the Commission	17
Recommendation One	17
Recommendation Two	24
Chapter One: Mission, Core Themes, and Expectations	26
Section One: Standard One : Mission	26
Eligibility Requirements 2 and 3	26
Interpretation of mission fulfillment	30
Articulation of an acceptable threshold, extent, or degree of mission fulfillment	31
Section Two: Core Themes, Objectives, Indicators and Rationale	32
Core Theme A: Student Learning and Quality Teaching	33
Core Theme B: Student Access and Support	37
Core Theme C: College Environment	42
Core Theme D: Community Enrichment and Responsiveness	46
Chapter Two: Resources and Capacity	50
Eligibility Requirements 4 through 21	50
2.A. Governance	56
Governing Board	57
Leadership and Management	59
Policies and Procedures	61
Human Resources	66
Institutional Integrity	68
Academic Freedom	71
Finance	72
2.B. Human Resources	74
2.C. Education Resources	82
Undergraduate Programs	93
Graduate Programs	97
Continuing Education and Non-Credit Programs	97
2.D. Student Support Resources	100
2.E. Library and Information Resources	115
2.F. Financial Resources	120
2.G. Physical and Technological Infrastructure	127
Technological Infrastructure	130
Conclusion	133

Institutional Overview

Geography. Olympic College has served Washington State's Kitsap and Mason Counties since 1946; most of that time as the sole source for public higher education. Both [Kitsap](#)¹ and [Mason](#)² are flanked on one side by the deep waters of Puget Sound and on the other by the only existing rain forest and fjord in the continental U.S. Mason County is even more rural than Kitsap. Mason has one incorporated city, Shelton, and vast forested stretches that include a portion of the Olympic National Park. As a result, Olympic College serves a population that is more remote from educational opportunities than one might expect at first glance. This geography has caused Olympic to embrace distance learning early and to woo 2+2 partnerships with baccalaureate schools starting in the late 1980's.

In addition to the original campus in [Bremerton](#)³, there are two other service locations, [Shelton](#)⁴ and [Poulsbo](#)⁵; an Apprenticeship School in the local Shipyard; a distance learning program; and a few other small locations for specific programs or classes. The Shelton facility is located thirty-eight miles (or a little over one hour) south of the Bremerton campus and the Poulsbo facility is located nineteen miles (or 30 minutes) to the north. The College also



¹ Visit Kitsap map with Kitsap-Mason County line indicated, <http://apps.olympic.edu/Accreditation/KitsapMap.pdf>

² Public Records website map, <http://publicrecords.onlinesearches.com/maps/map-of-Mason-County-Washington.htm>

³ Bremerton Population is 39,251; US Census Bureau website, Bremerton est. population 2012, <http://quickfacts.census.gov/qfd/states/53/5307695.html>

⁴ Shelton Population is 9,800; US Census Bureau website, Shelton est. population 2012, <http://quickfacts.census.gov/qfd/states/53/5363735.html>

⁵ Poulsbo Population 9,393; US Census Bureau website, Poulsbo est. population 2012, <http://quickfacts.census.gov/qfd/states/53/5355995.html>

teaches within the confines of the Puget Sound Naval Shipyard (PSNS) industrial area (two miles from the Bremerton campus) where it serves the Apprentice and Helper programs – cooperative programs with the Department of the Navy. Enrollment at this site is limited to federal employees with appropriate clearances who are qualified to enroll in the Industrial Trades Technology program.

History and Politics. Olympic College owes its existence to the end of World War II and the presence of the Navy. The War expanded population tenfold to over 80,000 people; 32,000 of whom came to Bremerton to work in Puget Sound Naval Shipyard. This diverse population inundated the town and caused thousands more to commute to Bremerton via ferries. The flood largely evaporated after the war, but significant numbers of veterans, Navy, civilian personnel, and their families remained. The presence of those veterans, with their newly-minted GI Bill benefits, brought the need for postsecondary education into sharp focus. In 1946 many veterans were enrolling in vocational programs at the local high school,⁶ but more educational opportunities were clearly needed. The Bremerton School District found support for the creation of a “Junior College”⁷ everywhere it looked, including from the local Shipyard Apprentice School leadership. Their support foreshadowed a long and fruitful partnership for the nascent College with all the naval installations in the area, but especially with the [Apprentice School](#).⁸

[Olympic Junior College](#)⁹ opened in fall 1946 with an inaugural class of 575, and began a long history of steady growth. In 1967 it was subsumed under the Washington State Community and Technical College Act, a law that precipitated an era marked by explosive growth in community colleges statewide. The fortunes of Kitsap and Mason Counties have waxed and waned over the last 67 years, with periods of unemployment causing higher enrollment for Olympic. Because the local economy is so closely tied to the local Navy bases, however, Kitsap is partly shielded from unemployment. Nonetheless, recent unemployment has provoked a period of sustained high enrollment during which time the State was cutting allocations. In the last two years, however, the economy is rebounding, so financial support from the State is strengthening while enrollment remains healthy.

Demographics. Olympic College (OC) is a vital center for education, culture, and community across its total service population of 315,823 ([254,991](#)¹⁰ in Kitsap County, [60,832](#)¹¹ in Mason County). Fall 2010 enrollment of 8,923 (headcount) was the highest enrollment in the College’s history. Since then, enrollment has decreased to 8,545 headcount (-4.5%) in fall 2012. However, this number is still twelve percent higher than fall 2006, and at no time since 2010 has enrollment been less than 7% over the state funding allocation. Of the 8,545 total students in fall 2012, over 2,790 took one or more distance classes. At the same time that headcount has dropped 4.5% since 2010, full-time equivalent (FTE) students have only dropped 2.75%, the obvious implication is that more students are attending full-time, or at least taking more credits.

The College and its Mission. Olympic College (OC; the ‘Junior’ was dropped in 1951) is one of thirty-four community and technical colleges in Washington State under a governance structure that includes a State Board for Community and Technical Colleges (SBCTC). Strong state-level collaboration and policy making have resulted in much efficiency in operations for all Washington community colleges.

⁶ Junior College Committee, *Bremerton Public Schools, Research Report on the Junior College*, submitted April 4, 1946, p. 8.

⁷ *Ibid.*, p. 7.

⁸ OC Apprenticeship website,

<http://www.olympic.edu/Students/AcadDivDept/BusinessAndTechnology/Apprenticeship.htm>

⁹ Olympic College History website, <http://www.olympic.edu/Campuses/AboutOC/history.htm>

¹⁰ U.S. Census Bureau website for Kitsap County, <http://quickfacts.census.gov/qfd/states/53/53035.html>

¹¹ U.S. Census Bureau website for Mason County, <http://quickfacts.census.gov/qfd/states/53/53045.html>

The State has also developed many state-wide standards that make compliance with accreditation standards easier in many ways.

OC's Mission, by [statute](#),¹² is comprehensive: it includes transfer, workforce (professional-technical), and adult basic skills education, as well as community services of an educational, cultural, and recreational nature. In addition, the Washington State Legislature approved the expansion of community college missions to include [applied baccalaureate](#)¹³ capacity in 2005. Through a competitive process, Olympic was selected by the SBCTC as one of the first four community colleges in the State to develop a baccalaureate program. The Washington State Higher Education Coordinating Board (HECB) approved OC to offer a Bachelor of Science in Nursing (BSN) degree. (In March 2012 the Higher Education Coordinating Board was [replaced](#)¹⁴ by the new [Washington Student Achievement Council](#).¹⁵) In 2009 both the NWCCU and the [Commission on Collegiate Nursing Education](#) (CCNE)¹⁶ granted accreditation to Olympic College's BSN degree.

Accreditation. OC's last NWCCU accreditation visit under the old system was in fall 2009. In accordance with the new NWCCU accreditation process, OC submitted its first Year One Report in fall 2011. This Year Three report revises that document and adds responses to Standard Two and the two recommendations received as a result of the Commission's review in fall 2011.

The process of developing the Year Three Report began upon completion of the Year One Report in September 2011. The Mission Fulfillment Team (MFT) began by assigning the various parts of Standard Two to personnel most closely related to the topics. All draft responses were reviewed by the MFT; some of those drafts were returned multiple times for refinement. Various groups responsible for the Year One report worked on the recommendations and the refinement of the Achievement Indicators for this update. Ultimately the MFT is responsible for the creation of this report; its membership is listed here.

Chair, Ruth Ross Saucier, Dean, Library Media (Accreditation Liaison Officer)
Dr. Robert Abel, Faculty, Applied Physics/Mathematics
Geri Babbo, Associate Dean, Nursing
Dr. Judi Brown, Faculty, Biology
Dr. Michelle Chandrasekhar, Director of Institutional Planning, Assessment, and Research
Mary Garguile, Vice President, Instruction
Carolyn Goad, Faculty, Adult Basic Education
Dr. Mark Harrison, Dean, Math, Engineering, Sciences, Health
Dr. Gina Huston, Dean, Social Sciences and Humanities
Gloria Martin, Director, Instructional Support Services
Dr. Kim McNamara, Dean, Student Development
Dr. David Mitchell, President
Thomas Oliver, Executive Assistant, Administrative Services
Pat Palmer, Adjunct Faculty, English

¹² Revised Code of Washington 28B.50.010, Purpose of community colleges, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020>

¹³ Revised Code of Washington 28B.50.810, Applied baccalaureate degree programs, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.810>

¹⁴ HECB Legislative Report, March 9, 2012, <http://hecbledgereport.blogspot.com/2012/03/new-student-achievement-council-duties.html>

¹⁵ Washington Student Achievement Council website, <http://www.wsac.wa.gov/> The HECB oversaw baccalaureate and graduate education in Washington State; the WSAC, a newly formed entity, has assumed the HECB's duties.

¹⁶ American Association of Colleges of Nursing, Commission on Collegiate Nursing Education website, <http://www.aacn.nche.edu/ccne-accreditation>

Steve Quinn, Faculty, Advising
Bruce Riveland, Vice President, Administrative Services
Naomi Saunders, Administrative Assistant, Library Media
Dr. Ron Shade, Vice President, Student Support and Achievement
Alice Tawresey, Member, OC Board of Trustees
Heidi Townsend, Director, Student Financial Services
Patty Triggs, Director, Running Start
Janell Whiteley, Director, Business Services



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Olympic College

Address: 1600 Chester Avenue

City, State, ZIP: Bremerton, WA 98337

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Bachelor of Science, Nursing	Bachelor	Commission on Collegiate Nursing Education	2009
Nursing	Associate	National League for Nursing Accrediting Commission, now Accreditation Commission for Education in Nursing; approved by the Washington State Nursing Care Quality Assurance Commission	2008
Licensed Practical Nursing	Certificate of Specialization	Washington State Nursing Care Quality Assurance Commission	2008
Culinary Arts Institute	Associate	American Culinary Federation	2009
Medical Office Assistant	Associate	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2005
Physical Therapy Assistant	Associate	Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association	2013

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: enrolled credits divided by 45 credits per FTE)

Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	4,985	5,098	4,972
Graduate			
Professional			
Unclassified			
Total all levels	4,985	5,098	4,972

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	7,533	7,736	7,766
Graduate			
Professional			
Unclassified			
Total all levels	7,533	7,736	7,766

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	107	283	2	3	10	65		27

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	847,427	846,800	845,597
PLANT FUND			
Unexpended			
Cash	521,198	1,883,973	3,494,035
Investments	0	0	0
Other (identify)Due From	0	5,864	0
Total unexpended	521,198	1,889,837	3,494,035
Investment in Plant			
Land	11,010,497	11,010,497	11,010,497
Improvements Other Than Bldgs	1,783,186	1,984,890	2,190,468
Buildings	84,255,027	85,193,283	81,207,842
Equipment	1,447,993	1,433,134	1,608,476
Library resources	378,889	364,546	300,161
Other: Construction in Progress	3,653,899	3,501,930	4,005,558
Total investments in plant	102,529,491	103,488,280	100,323,002
Due from	0	53,188	105,277
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	103,050,689	105,378,117	103,817,037
OTHER ASSETS (LT OBLIGATION)	3,624,132	3,748,339	3,675,381
TOTAL OTHER ASSETS	35,368,364	30,997,282	28,662,669
TOTAL ASSETS	142,043,185	140,176,926	136,260,364

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:2011-12	One Year Prior to Last Completed FY Dates:2010-11	Two Years Prior to Last Completed FY Dates:2009-10
CURRENT FUNDS			
Unrestricted			
Accounts payable	(804,289)	(550,598)	(676,965)
Accrued liabilities	(854,750)	(959,170)	(1,079,355)
Students' deposits	(227,105)	(217,252)	(274,315)
Deferred credits	0	0	0
Other liabilities (Leave)	(85,959)	(101,761)	(138,762)
Due to	(329,192)	(489,592)	(476,221)
Fund balance	(11,304,466)	(9,255,983)	(11,041,340)
Total Unrestricted	(13,605,761)	(11,574,356)	(13,686,958)
Restricted			
Accounts payable	(297,551)	(359,003)	(421,929)
Other (Leave/Salary)	(2,678,360)	(2,698,665)	(2,510,613)
Due to	(2,610,283)	(4,498,599)	(4,307,148)
Fund balance	(108,678,474)	(108,229,285)	(104,737,169)
Total Restricted	(114,264,668)	(115,785,552)	(111,976,859)
TOTAL CURRENT FUNDS	(127,870,429)	(127,359,908)	(125,663,817)
ENDOWMENT AND SIMILAR FUNDS			
Restricted	(513,795)	(513,795)	(513,795)

Quasi-endowed	(327,553)	(327,553)	(327,553)
Due to	0	0	0
Fund balance-Unrestricted	(5,452)	(4,249)	(4,249)
TOTAL ENDOWMENT AND SIMILAR FUNDS	(846,800)	(845,597)	(845,597)
PLANT FUND			
Unexpended			
Accounts payable	0	(143,895)	(112,026)
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (Retainage)	(24,741)	(239,905)	0
Due to	0	(62,929)	(155,889)
Fund balance	351,738	(2,802,895)	(1,017,954)
Total unexpended	326,997	(3,249,624)	(1,285,869)
Investment in Plant			
Notes payable	(1,081,639)	(1,200,205)	(1,316,981)
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	(1,081,639)	(1,200,205)	(1,316,981)
OTHER LIABILITIES (CASH CONTROL ACCT)	(19,889,326)	(14,523,160)	(14,018,262)
TOTAL OTHER LIABILITIES	(128,390,232)	(131,455,129)	(127,795,283)
TOTAL LIABILITIES	(149,361,197)	(147,178,494)	(143,130,526)
FUND BALANCE	7,318,012	7,001,568	6,870,234

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:2011-12	One Year Prior to Last Completed FY Dates:2010-11	Two Years Prior to Last Completed FY Dates:2009-10
Tuition and fees	20,758,181	16,080,212	13,003,171
Federal appropriations	0	0	0
State appropriations	18,188,460	23,036,645	22,712,476
Local appropriations	0	0	0
Grants and contracts	21,300,868	17,525,845	15,084,272
Endowment income	627	1,203	1,801
Auxiliary enterprises	5,270,351	7,459,026	5,503,727
Other (Chgs for Srvcs/Investment Income)	187,951	437,173	786,424
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	26,241,665	26,627,676	27,214,046
Research	0	0	0

Public services	0	0	0
Academic support	3,010,442	2,449,805	2,658,855
Student services	6,200,372	6,002,520	5,336,506
Institutional support	4,182,306	5,316,343	7,662,593
Operation and maintenance of plant (*)	0	0	0
Scholarships and fellowships	8,944,269	8,170,889	6,846,170
Other (State Work-Study)	48,463	92,647	63,518
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other: SWS/Depreciation	3,042,577	3,102,362	2,779,178
Total Educational and General	51,621,631	51,669,595	52,497,348
Auxiliary Enterprises			
Expenditures	8,308,188	9,703,516	7,103,298
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	8,308,188	9,703,516	7,103,298
TOTAL EXPENDITURE & MANDATORY TRANSFERS	59,929,819	61,373,111	59,600,646
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	5,776,619	3,340,008	(2,508,775)

* Operation/Maintenance of Plant expenditures distributed under other functional categories; per IPEDS instructions

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:2011-12	One Year Prior to Last Completed FY Dates:2010-11	Two Years Prior to Last Completed FY Dates:2009-10
For Capital Outlay	(1,081,639)	(1,200,205)	(1,316,981)
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Puget Sound Naval Shipyard Bremerton, WA, 98314	Industrial Trades Technician Associate of Technical Arts	222	659	40
Olympic College Poulsbo Poulsbo, WA, 98370	-Associate in Arts (Direct Transfer Agreement) -Physical Therapy Assistant Associate of Applied Science	127	754	34
Olympic College Shelton Shelton, WA 98584	-Associate in Arts (Direct Transfer Agreement) -Business Management Associate in Technical Arts -Accounting Technology Associate in Technical Arts -Business Technology Associate in Technical Arts	92	300	33
Trades Center Shelton Shelton, WA 98584	Welding Technology Associate in Technical Arts	17	23	1
West Sound Technical Skills Center Bremerton, WA 98312	-Cosmetology -Barbering -Esthetician -Manicurist -Manufacturing, all Associate in Technical Arts or Certificate	35	51	3

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None.				

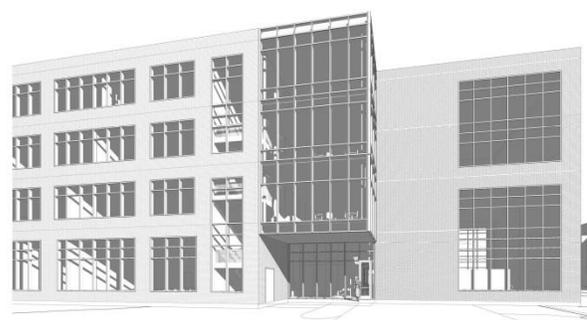
Preface

In the last three years Olympic College has undergone multiple changes in physical plant, programs, services, funding, and personnel.

Physical Plant. In April 2010 the new 80,000 square foot Humanities and Student Services (HSS) building opened. **Note: the abbreviations used in this section correspond to building identifiers on this [linked interactive website map](#).**¹⁷ The building concentrates services to students within its walls: everything needed for a student to enroll successfully is housed here including Admissions, Advising, Counseling, Registration, Cashiering, Financial Aid, Veteran’s Services, and Access services. The building also houses a wide array of classrooms and offices.

The Sophia Bremer Child Development Center (SBC) opened in October 2010 with greater capacity for childcare and learning environments for children. The Bremerton campus also opened a new Veteran and Military Support Center in the Engineering building (ENG) and a much needed expansion of parking on the Bremerton campus (G-1 on map). In 2012-2013, the former Bremer Automotive Technology building (BAT) was renovated to provide lab space and classrooms for use by the OC Engineering program and by our new 2+2 partner, the Washington State University (WSU) baccalaureate Engineering Program, now co-located on our Bremerton campus.

The College expects to build a new 80,000 square foot College Instruction Center soon as a replacement for the Art-Music complex (ART) and the Theater (THR) on the Bremerton campus. The design phase for the new building is complete; the building will house arts, music, and performance spaces, health-related professional-technical programs, and general purpose active-learning classrooms. It will be located north of the Science and Technology (ST) building and east of the Humanities and Student Services (HSS) buildings, in a portion of the current S-4 parking lot. Once this newest building is complete, the Art-Music complex (ART) will be torn down to make way for additional parking.



College Instruction Center,
architect’s rendering,
schacht | aslani architects

A comprehensive space analysis was performed recently to ensure that all programs are housed in their most effective locations. Most of the moves and remodels required by the space analysis are complete at the time of this publication. For example, the former Engineering Building (ENG) was renovated over the fall and winter of 2012-13 to house the 2 + 2 University Partner programs (UQ) including Old Dominion University and Western Washington University, with plans to also include Brandman University in the near future. The eLearning program support faculty and staff and the Continuing Education and Contract Training Program moved to the basement level of the Haselwood Library (HL) to join the existing Center for Teaching and Learning. There is a great deal of synergy between these programs, and they are centrally located on campus to provide easy access for students, faculty, and community members.

¹⁷ Interactive Website, OC Campus maps for Bremerton, Shelton, and Poulsbo, <http://apps.olympic.edu/campusmap/>

In the near future a major renovation of the Rotunda is expected. The Rotunda is one of the College's largest assembly/lecture spaces and is attached to the Engineering building (ENG). Renovation will include new furniture, data, power, an instructional work station and displays, interactive television capability, air conditioning, a new roof, and a new entrance. To meet the needs of a growing international student program, the College has recently acquired a small apartment building that will be used as a [residence hall](#)¹⁸ for both international and local students for the first time fall quarter 2013.

Programs and Services. In late August 2013, Olympic was awarded \$200,000 from the State Board for Community and Technical Colleges to cover the costs of program development for a new degree, a Bachelor of Applied Science Degree in Computer Information Systems (BAS CIS). If the degree is approved, it will become the second baccalaureate Olympic will offer (its first is the Bachelor of Science in Nursing). We are currently pursuing the need for a substantive change with the Northwest Commission on Colleges and Universities.

In 2013, Olympic College was nominated as one of [120 community colleges](#)¹⁹ nationwide that were eligible for the [Aspen Prize for Community College Excellence](#).²⁰ The Aspen Prize was created to honor institutions that have demonstrated high levels of student success. Community colleges from 31 states were named for their strong outcomes in persistence, completion, and transfer and for their consistent improvement in outcomes over time. Colleges were also selected because of their demonstrated equity in outcomes for students of all racial, ethnic, and socioeconomic backgrounds. While OC did not win the award, the nomination stands as a real honor for every school nominated.

***Olympic College:
Nominated for an
Aspen Award in 2013***

In addition to offering our own baccalaureate degrees, Olympic College continues to pursue improved and expanded baccalaureate opportunities for students in its service area. Resulting long-time partnerships with Western Washington University and Old Dominion University were augmented by OC's BSN program, and in 2010 OC added yet another 2+2 partner: Washington State University (WSU), resulting in the building renovation mentioned above. The Bremerton campus now houses a satellite of WSU's Bachelor of Science degree in Mechanical Engineering, a program that addresses the ongoing need for engineers in the OC service area. This need is particularly acute due to the presence of five naval bases in Kitsap County that employ significant numbers of new engineers annually, most of whom are currently recruited from other states. The presence of the WSU program has resulted in growth in OC enrollments in engineering, upper-level mathematics, and physics. WSU is currently evaluating the addition of an electrical engineering program as well.

New grants have also invigorated services and programs for students. OC received a Community College Mathematics, Engineering, and Science Achievement (MESA) grant that provides resources to encourage underrepresented minorities pursuing degrees in the Sciences, Engineering, and Mathematics (SEM). A new TRIO Grant has funded the Educational Opportunity Center which provides expanded outreach to local school districts to assist potential new students and support for individuals from disadvantaged backgrounds. An Educational Opportunity Center Program Grant seeks to improve the number of adults seeking educational opportunities by providing counseling and support, including financial aid and monetary planning skills. An Air Washington Grant has invigorated programs that feed the manufacturing sector, including Precision Machining, Composites, and Electronics.

¹⁸ OC Housing website, <http://www.olympic.edu/Students/InternationalStudents/housing.htm>

¹⁹ Aspen Institute website, College Excellence Program, 2013 Eligible Community Colleges, <http://www.aspeninstitute.org/policy-work/aspen-prize/2013eligibleinstitutions>

²⁰ Aspen Institute website, Aspen Prize for Community College Excellence, <http://www.aspeninstitute.org/policy-work/aspen-prize/how-winner-chosen/overview>

The last four years have also seen the introduction of new online services made available to students via our updated website. The first is an online [schedule planner](#)²¹ that lets students and advisors see class openings in real time, allowing for better academic planning, both long range and last minute. Also newly available is a degree audit program that provides students and their advisors an analytical, easy-to-use, structured look at their progress toward their educational goals.

Enrollment and Funding. OC saw a 33.8% increase in FTE student enrollments between 2005 and 2010: in the 2009-2010 academic year, more than 14,000 individual students enrolled in classes. The fall 2010 enrollment of 8,923 was the highest quarterly headcount *in the College's history*. Since then, enrollment (headcount) decreased by 2% in fall 2011 and 2.3% in fall 2012. The enrollment growth was largely fueled by unemployment spurt; the slow rebound of the economy has caused the growth to slowly reverse itself.

Table 1.i. Fall 2012 Enrollment

OC Location	Headcount
Bremerton Campus	6,431
Poulsbo Campus	1,026
Apprentice Program	658
Shelton Campus	430
Total	8,545

While enrollment is slowly decreasing, the College is still significantly over its state funding allocation. Washington funds its community colleges by establishing a target enrollment that represents how much money the College is eligible to receive as state operating dollars, expressed as a multiplier of its FTE²² students. Colleges that enroll more than their targets do so knowing that the State will not fund the overage: the Colleges will only receive tuition for the overenrolled students. Nearly every Washington community college was overenrolled in this time period, and nearly 100% of them accepted overenrolled students.

Enrollment levels each year since 2008-09 have been between 6.7% and 24.2% higher than OC's target allocation, with enrollment in 2010-11 exceeding the allocation by 23.2%, and by 24.2% in 2011-12. OC has held much of the tuition earned from this over-enrollment in reserve. Tuition reserve funds have been used to cover the costs of teaching the additional students and for one-time projects, but excess tuition funds were not budgeted for on-going costs. *This practice has left OC fiscally stable with a healthy reserve.*

At the same time, the College experienced nearly an 11% net reduction in its operating budget (once tuition increases are factored in). Overall, the average cost per FTE student statewide has decreased \$1,000. At OC the cost has dropped from \$4,742 in 2007-08 to \$3,474 in 2010-11, or a decrease of \$1,268 per FTE. A portion of that reduction was realized by an [increase in average class size](#)²³ from 20.78 in winter 2007 to 24.32 in winter 2011. However, there are signs that the funding restraints are easing: this year the Legislature did not raise tuition AND they increased our allocation by \$591,000 in permanent, no-strings-attached money.

The College has also realized cost reductions via sustainability initiatives that have resulted in savings of 11% in water use, 13% in natural gas use, and 26% in garbage reductions. These savings are

²¹ Olympic College Class Schedule Planner, <http://apps.olympic.edu/classschedule/Default.aspx>

²² For those of you who do not use the metric, "Full-Time Equivalent Students," also known as FTE or FTES: one student attending full-time for the year equals one FTE [full-time at OC is 15 credits a quarter times three quarters or 45 credits]. One student taking one class a quarter (5 of the 15 credits) for the year equals one-third of an annualized FTE. Three students, each taking one five-credit class a quarter over the year, equal one annualized FTE.

²³ Screen shots, http://apps.olympic.edu/Accreditation/SBCTC_comparison_2007-2011.pdf, extracted from SBCTC Student/Faculty Ratios webpage, http://www.sbctc.edu/college/d_studentfaculty.aspx Unfortunately the program pivot tables at this site are only available to IP addresses in the community college system. If you'd like reports other than the one appended here, please contact Ruth or Naomi (see page before the Table of Contents).

currently paying for the loans needed to perform the utilities remodel; eventually, however, the savings will reduce OC's long-term overhead. This commitment to environmental sustainability is echoed by objectives and indicators found in [Core Theme C](#),²⁴ Objective 3. The impact of budget reductions has also been mitigated by exploring alternative funding; two examples are the immediate use of OC Foundation funding to continue professional development activities and the long-term tactic of hiring a grant writer. Despite state funding reductions, the College and its Board of Trustees remain committed to an open door policy, quality, and completion.

In pursuit of those commitments, OC has made specific one-time allocations to fund projects that seek to improve student completion and other measures of student achievement. Projects directly aimed at success in mathematics, an early alert system, and a mentoring program for students were funded. If these projects prove to be successful, the College will allocate permanent resources to institutionalize the innovations. To further emphasize its commitment to student success and completion, the Board of Trustees passed a recent [policy](#)²⁵ on Student Achievement.

Personnel. Recent hires in exempt personnel include the Vice President for Student Support and Achievement, the Executive Director of Human Resource Services, the Dean of Student Development, and the Director of Institutional Planning, Assessment, and Research. In spring 2013, a new faculty position in Counseling was established to focus on building an early alert system and another in Multicultural and Diversity Studies was also added. Several other replacement faculty positions were opened over the summer of 2013 including faculty in Mathematics, Nursing, Culinary Arts, and Computer Information Systems.

²⁴ Olympic College Core Themes,
<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

²⁵ Olympic College Policy 100-13, Support for Student Achievement,
<http://www.olympic.edu/NR/rdonlyres/DF7866F5-444E-43A5-BAC0-6D65C3EB155E/0/10013SupportforStudentAchievementPolicy.pdf>

Response to topics previously requested by the Commission

Olympic's Year One Report generated two recommendations to Olympic College by the Accreditors; responses to those recommendations are found here. The [full text](#)²⁶ of the peer evaluation report for Year One is posted on Olympic's website.

Recommendation One.

The Evaluation Team recommends that Olympic College continue to review and refine its indicators and corresponding criteria for success in order to ensure that all indicators are meaningful, assessable, and verifiable, and collectively they will allow the institution to evaluate the accomplishment of the objectives and Core Themes. (Standard 1.B.2)

Several committees and groups have spent many hours over the last two years evaluating and rewriting the Core Themes in response to this recommendation. Besides reviewing the assessment indicators and criteria for success to ensure that they all are meaningful, assessable, and verifiable, the College also chose to work on a *Concern* over the evaluation of Mission fulfillment [Standard 1A].

Taken as a whole, the College is now confident that their efforts represent a thorough response to the recommendation and the Evaluation Team report, resulting in an authoritative set of criteria to evaluate the Mission and Core Themes of the College. For purposes of comparison, the following discussion describes revisions of the complete [OLD Core Themes](#)²⁷ chart from Year One to produce the complete [NEW Core themes](#)²⁸ chart used in Year Three. In an attempt to make the discussion decipherable, each objective is reproduced below in both of its incarnations (Year One and Year Three) and each chart is immediately followed with the discussion of changes to that objective.

Standard 1A Changes. In response to an Evaluation Team [Concern](#),²⁹ the Mission Fulfillment Team [MFT] discussed the section on the articulation of an acceptable threshold, extent, or degree of mission fulfillment. The MFT agreed with the Evaluation Team's Concern, and decided to apply a point scheme that would allow certain achievement indicators and Core Themes to have a greater weight in the final analysis of mission fulfillment. How the weighting scheme was applied to the new Core Themes is discussed below in the section on the "Articulation of Mission Fulfillment".

Standard 1B Changes. The text of the evaluation report contained a number of specific Concerns that caused the College to review the entire Core Themes. As a result, the entire content of Core Themes A and B were subjected to extensive analysis and scrutiny for two years. Core Themes C and D were also reviewed, but escaped mostly unscathed: just two small changes. The results are addressed below by Theme and Objective. Core Themes are now color coded to make finding them easier.

²⁶ Year One Peer Evaluation Report, Olympic College, October 2011, <http://www.olympic.edu/NR/rdonlyres/EE3BEA1F-36DF-455F-B2AB-FCE3248420D0/0/NWCCUfinalYearOnereporttoCommissioners.pdf>

²⁷ OLD [Year One] Olympic College Core Themes Chart with responsible parties, <http://apps.olympic.edu/Accreditation/Addendum%20%20Core%20Themes.pdf>

²⁸ NEW [Year Three] Olympic College Core Themes Chart with responsible parties, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

²⁹ Year One Peer Evaluation Report, Threshold Concern, <http://www.olympic.edu/NR/rdonlyres/EE3BEA1F-36DF-455F-B2AB-FCE3248420D0/0/NWCCUfinalYearOnereporttoCommissioners.pdf#page=12>

As preparation for a response to this recommendation, instructional administrators reviewed the book, *Core Indicators of Effectiveness for Community Colleges*.³⁰ The review revealed that the achievement indicators the College arrived at independently in Year One were generally in concert with the indicators in this publication. To gain further insight into the improvements suggested by the accreditation team, administrators also studied Linda Suskie’s work³¹ on the assessment of student learning. This guide helped administrators rework the indicators to address evaluators’ concerns regarding the need for more direct assessments. We highly recommend both works to the Commission and to all schools striving to meet the requirements of the NWCCU’s new accreditation system.

Core Theme A: Student Learning and Quality Teaching	
Objective 1 - Curriculum and programs are relevant, current, and easily transferable. (YEAR 1)	
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]
a Percent of programs and courses that undergo formal College-wide review annually	100% of all programs and courses scheduled for review complete the review and improvement cycle (Programs reviewed on 6-year cycle & courses on a 5-year cycle)
b % of programs/ disciplines with specialized accreditation or adopt national/industry standards from recognized organization	90% or more of OC programs that are eligible for external specialized accreditation or alignment with external standards have received accreditation or completed alignment
c Washington State Adult Learning Standards for ABE/GED and ESL	OC curriculum will align 100% with the state standards for ABE, GED, and ESL
d Percent of articulation agreements and/or Major Ready Pathways	100% of OC's programs or disciplines that can benefit from use of major ready pathways or articulation agreements will have them
e Faculty survey responses on use of innovative or contemporary curricular techniques	80% of faculty respondents satisfy criteria indicating use of innovative or contemporary teaching techniques in their classes →A2c
Objective 1 - Curriculum and programs facilitate student success. (YEAR 3)	
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]
a Courses support the development of core abilities	75% of the assignments and student work assessed by faculty at Faculty Institutes measure achievement of core abilities competencies. (Direct) NEW
b First time pass rates on standardized national or state exams (e.g., NCLEX-PN/ADN, MEDA, PTA, Chemistry, Nursing Assistant, Welding, CIS Microsoft, or other certification, etc.)	Curriculum supports 80% of graduates passing licensure/certification or standardized exams on their first attempt; and/or the percent of OC grads passing these exams will meet or exceed the national average for that exam. (Direct) NEW

Core Theme A, Objective One Changes. Overall, revisions to the three objectives in Core Theme A resulted in a reduction in the number of indicators from 17 to 11. Some indicators were combined and those that were judged weak were eliminated. Objective One was completely rewritten, causing the Objective title to change to language that reflected the desired goal—indicators that were tied to what matters, student success. Indicators that relied on the quality of the underlying process were a concern of evaluators who specifically mentioned old indicator ‘a’; the MFT agreed, and eliminated both ‘a’ and ‘c’ on the same grounds. Indicators ‘b’ and ‘d’ were reevaluated in light of the evaluators’ expressed concern regarding direct and indirect measures. Ultimately ‘b’ and ‘d’ were eliminated. Two new indicators were written that better test whether our curriculum and programs are functioning to facilitate student success directly. On reflection, old ‘e’ was considered more closely tied to the concept of faculty as effective educators, so it was moved to Objective 2 of this Theme.

³⁰ Richard Alfred, Christopher Shults, and Jeffrey Seybert. *Core Indicators of Effectiveness for Community Colleges*. 3rd ed. Washington, D.C.: Community College Press, 2007.

³¹ Linda Suskie. *Assessing Student Learning, a Common Sense Guide*. 2nd ed., NY: Wiley, 2009.

Objective 2 - Faculty are prepared, current, and focused on student learning (YEAR 1)	
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]
a	Educational preparation of faculty 100% of all faculty meet the entry level requirements, and one third hold degrees or preparation beyond entry level
b	Faculty participation in professional development [evidenced by College events, PCEC, salary advancement forms, etc.] 90% of FT and 50% of adjunct faculty participate in professional development relevant to discipline or excellence in teaching/learning; 70% of eLearning faculty have formal instruction in eLearning Combine with d
c	Faculty survey and documentation from workshops, outcomes assessment projects, institutes, course mapping, curriculum/degree reform, core abilities assessment, etc.) At least half of full-time faculty and a quarter of part-time faculty are actively engaged at the course, program, and institutional levels in generating assessment information that informs curriculum change and improves student learning.
d	Faculty report evidence via survey on current research, creative endeavors, and community involvement, and its effects on teaching 50% of Associate or lower division level Faculty use research/scholarship to improve teaching; 100% of baccalaureate or upper division level faculty use research/scholarship to improve teaching Combine with b
e	Student perceptions of teaching effectiveness from class evaluations 80% of all faculty who undergo OC's class evaluations will score on average 4.0 [out of 5] or higher. At least 95% of adjunct faculty who are required to undergo student evaluations, self- evaluations, and full-time faculty observations will complete the process which will be fully documented →a
f	Faculty survey questions on participation in the Core Abilities Institutes 80% of faculty attending Core Abilities Faculty Institutes will make changes to course content to improve attainment of Core Abilities
Objective 2 - Faculty are effective educators. (YEAR 3)	
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]
a	Student perceptions of teaching effectiveness from class evaluations 80% of all faculty who undergo OC's class evaluations will score on average 4.0 [out of 5] or higher. At least 95% of adjunct faculty who are required to undergo student evaluations, self- evaluations, and full-time faculty observations will complete the process which will be fully documented. (from e)
b	Faculty survey questions on scholarship and effective teaching, reports of activities (sabbaticals, etc.) and demonstrated proof of professional development experiences 80% of FT faculty and 30% of adjunct faculty participate in two or more activities that advance teaching, research, creative endeavors, and application of their discipline through rigorous inquiry as defined in the rationale. (combination of old b & d)
c	Faculty survey question on use of innovative or contemporary curricular techniques 80% of faculty use innovative or contemporary teaching techniques in their classes (from A1e)

Core Theme A, Objective Two Changes. Instructional Administrators eliminated weak indicators that they no longer deemed necessary due to new, more direct measures in Objectives One and Three. The remaining indicators are directly linked to student perception of faculty effectiveness in the classroom, faculty's efforts to stay current in their field, and a measure dealing with contemporary techniques that is directly linked to one of Olympic's Values statements on innovation in teaching. While the evaluators noted that there were more direct measures of effectiveness than student evaluations, instructional administrators decided to keep student evaluations and then add other direct measures to respond to the issue.

Evaluators also noted that they could not easily understand how faculty research supported, in the words of the old Objective 2, "a focus on student learning." This comment and the rewrite of the indicators led to a reconsideration of the Objective title to one that was more inclusive: "Faculty are effective educators." It is now easier to understand the connection than it was before, and the indicators and their rationales are more tightly tied to the Objective.

So to sum up the changes, 'a', 'c', and 'f' were eliminated as weak and indirect. Old 'b' & 'd' were combined to become the new 'b'. Old indicator 'e' was retained as the new indicator 'a'.

Objective 3 - Students learn		(YEAR 1)
	Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]
a	Grad survey index of measures on questions regarding core abilities	80% of Student respondents will rank their OC experience as helpful or very helpful in contributing to their knowledge, skills and personal development on Graduate Survey assessment of Core Abilities ⇒ d
b	Student ratings on CCSSE [Survey of Student Engagement] for questions associated with Core abilities and quality of learning benchmarks	On CCSSE, score at or above the Carnegie Classification comparison group [medium colleges] and/or Northwest consortium for those skills and abilities closely related to Core Abilities and on the four benchmarks of effective educational practice ⇒ a
c	Transfer student performance by gradepoint	OC students transferring to Washington state four-year schools succeed at rates similar or better than students who began their education at the 4-year school ⇒ e
d	Employer survey responses on preparation of OC Grads or certificate completers as employees	80% of employers will rate the educational preparedness of OC Grads on job related areas as 'excellent or good' ⇒ b
e	Job placement rates for students seeking work	80% of OC's Professional-Technical students seeking work will find employment within two years of graduation ⇒ B2e
f	Student assessment via ACT Survey on selected academic and optional questions	Student respondents will rate their educational experience at or above the national norm for selected standardized questions and maintain or improve ratings on optional selected questions.

Objective 3 - Students learn.		(YEAR 3)
	Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]
a	Student ratings on CCSSE [Comm. College Survey of Student Engagement] for questions associated with Core abilities and quality of learning benchmarks	On CCSSE, score at or above the Carnegie Classification comparison group [medium colleges] and/or Northwest consortium for those skills and abilities closely related to Core Abilities and on the four benchmarks of effective educational practice.
b	Employers rate preparation of OC degree or certificate completers as employees	80% of employers will rate the educational preparedness of OC degree or certificate completers on job related areas as 'excellent or good' [direct]
c	Student grades in courses that address core abilities competencies	In general education courses that address core abilities and use rubrics, 80% of students will earn a 2.0 or above [direct] NEW
d	Graduate survey	80% of respondents will rank their learning at OC as helpful or very helpful in contributing to their knowledge, skills, personal development, employability, Core Abilities and/or their ability to earn a bachelor's degree.
e	Transfer student performance by gradepoint	OC students transferring to Washington state four-year schools succeed at rates similar or better than students who began their education at a four-year school
f	Percent of students transferring to baccalaureate schools	Percent of OC students transferring to baccalaureate institutions will meet or exceed the statewide average percent of transferees from community colleges. (from B1d)

Core Theme A, Objective Three Changes. The first four old indicators ('a'-'d') were retained, they were just moved to the new letters indicated above. Old indicator 'e' was moved to Core Theme B, Objective 2e, as a completion measure. Indicator 'f', as another indirect measure was considered weak and partially duplicative of the CCSSE measure, which, while indirect, deals with the quality of the student learning experience and measures student perceptions of items that resemble several of OC's Core Abilities. The new 'c' is an added direct measure of student achievement in general education courses. The use of rubrics for student grading means the evaluation based on student grades becomes a direct measure.³²

³² Suskie, *Assessing*, p. 21.

Core Theme B : Student Access and Support		
Objective 1 - Maintain enrollment levels independent of economic swings and ensure equal access to education (YEAR 1)		
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]
a	Enrollment levels as calculated in state and local reports (Registrar and State Board)	Quarterly and yearly FTEs will meet or exceed state annualized allocation targets.
b	Census data for service area and enrollment data comparisons for potentially underserved populations	Percentages of headcount students will mirror or exceed under-served population groups of service area, specifically, by race, age , gender, and education level
c	International students headcount	By 2013-14, the headcount of international students will increase to a sustainable headcount of 100
d	Percent of students transferring to baccalaureate schools	Percent of students transferring to baccalaureate institutions will meet or exceed the statewide average ⇒A3f
Objective 1 - Maintain enrollment levels and ensure equal access to education. (YEAR 3)		
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]
a	Enrollment levels as calculated in state and local reports (Registrar and State Board)	Quarterly and yearly FTEs will meet or exceed state annualized allocation targets
b	Census data for service area and enrollment data comparisons for potentially under-served populations	Percentages of headcount students will mirror or exceed under-served population groups of service area; specifically by race and gender.
c	International students headcount	By 2013-14, the headcount of international students will increase to a sustainable headcount of 100

Core Theme B, Objective One Changes. Indicator ‘a’ is retained. Evaluators noted that reaching the achievement level for indicator ‘b’ would likely be difficult for the factors of age and education level; agreeing, the committee removed those factors. Indicator ‘c’ was also retained. Indicator ‘d’ moved to Core Theme A, objective 3f. Whether this measure belongs with the concept of access or stands better as a measure of the success of student learning was a matter of some debate. For this College the number of students transferring is both an issue of access and an issue of the success of student learning. Our remote geography has long ago caused us to seek baccalaureate opportunities for our place-bound students who resist even starting with us if their goal is unattainable without a baccalaureate, so this has long been an issue of recruitment. However, the ability of students to successfully transfer is also a measure of their educational experience with us and the debate was won by the ‘Students Learn’ proponents.

Objective 2 - OC students are retained and complete their goals in a timely manner (YEAR 1)		
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]
a	Student Achievement Initiative [SAI] data on completions of degrees, certificates, and apprenticeships; includes comparison of completions by students of color	OC completions for all students will meet or exceed the statewide comm. college average in SAI annual and/or cohort data; % completions by students of color will increase annually until all ultimately equal or exceed overall average percentage of completions Combined with ‘d’ and redistributed; becomes new ‘a’ and ‘b’
b	Comparison of annual schedule to course offerings	Annual schedule offerings will not deviate from Quarterly schedule offerings more than 5 %
c	Student responses on Graduate survey re: causes of delay in goal achievement and ACT survey responses re: satisfaction with course selection/ scheduling	Students will report satisfaction with reaching their goals in a timely manner on ACT at or better than national norms; on graduate survey, none of college related reasons for delay will be chosen by more than 25% of respondents
d	Retention data from Student Achievement Initiative on students completing first 15 and first 30 credits	Momentum points per OC student will meet or exceed statewide community college average scores Combined with ‘a’ and redistributed; becomes new ‘a’ and ‘b’

e	Student Achievement data on the # of students achieving GED, high school, completion, moving from basic skills to college classes, or moving from Levels 1-3 classes to Levels 4-6 classes	The number of OC Basic skills students completing momentum points will meet or exceed state community college average scores → c
f	Retention and completion of students in distance learning classes	OC students are retained and complete OC online classes at rates within 5% of students in on- ground classes → d
Objective 2 - OC students are retained and complete their educational goals. (YEAR 3)		
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]
a	Student Achievement Initiative [SAI] data on completion of first 15 credits, first 30 credits, and of degrees, certificates, and apprenticeships	Completions for all students will meet or exceed the statewide comm. college average in Student Achievement Initiative annual and/or cohort data (Direct) from 'a' and 'd'
b	Student Achievement Initiative [SAI] data for students of color on completion of first 15 credits, first 30 credits, and of degrees, certificates, and apprenticeships	Completions for all students of color will increase annually until all equal or exceed overall average for percentage of completions (Direct) from 'a' and 'd'
c	Student Achievement data on the # of students achieving GED, high school completion, moving from basic skills to college classes, or moving from Levels 1-3 classes to Levels 4-6 classes	The number of OC Basic Skills students completing momentum points will meet or exceed state community college average scores
d	Retention and completion of students in distance learning classes	OC students are retained and complete OC online classes at rates within 5% of students in face-to-face classes
e	Job placement rates for students seeking work	80% of OC's Professional-Technical students seeking work will find employment within two years of leaving the College from A3e

Core Theme B, Objective Two Changes. Objective Two had three indicators dealing with the Student Achievement Initiative³³ measures, ‘a’ dealt with completions for everyone; ‘d’ dealt with retention of first- and second-quarter students; and the third (‘e’) dealt with completion of goals at a pre-college level. The beginning college-level and completion indicators (‘a’ and ‘d’) were combined so that all levels of retention and completion would be considered together. Review of information on the completion of students of color, however, resulted in the split of the indicator so that completions for students of color could be examined separately, with a different acceptable level of achievement (new indicator ‘b’). While this is a national phenomenon, the disparity is so great that the committee felt specific attention needed to be paid to the issue. The pre-college level indicator was unchanged, it just moved (former item ‘e’ moving to new item ‘c’). Moves were motivated by a desire to put the more important measures at the beginning of each objective. Importance was determined either by the number of people affected, the value of the concept (raters felt that completion, retention, core abilities and outcomes all carried high inherent value), or the quality of the measure itself (direct, indirect; external validation, core importance to Mission, etc.) Indicators ‘b’ and ‘c’ were deleted because they were indirect measures that dealt more with time-to-degree rather than retention and completion. Indicator ‘f’ was retained as the new letter ‘d’. Added to the list was moved item ‘e’ from Core Theme A, Objective 3e.

³³ For more information on Student Achievement Indicators, see the rationales for Core Theme B, Objective 2.

Core Theme C: College Environment		
Obj. 1 Olympic College employees foster a healthy work environment that embraces our values.		
d	Employee participation in professional development	80% of OC's employees participate in at least one professional development activity annually

Core Theme C, Objective One Change. New indicator ‘d’ was created to parallel Core Theme A, Objective 2b, on professional development for faculty.

Core Theme D, Objective Three Change. The indicator ‘b’ was retained, however to address the evaluators’ issue, the rationale has been rewritten.

All the remaining objectives and indicators are unchanged.

Table 1.ii. Summary of Changes in Core Theme Achievement Indicators

	Rewritten Old Indicators	New Indicators	Deleted Old Indicators	Moved indicators
Core Theme A	Objective 1 title rewritten.			
Objective One		a, b	a, b, c, d	e⇒A2c
Objective Two	b, d combined		a, c, f	e⇒a
Objective Three		c	f	a⇒d, b⇒a, c⇒e, d⇒b, e⇒B2e
Core Theme B	All 3 objective titles are rewritten slightly.			
Objective One	b			d⇒A3f
Objective Two	d & a combined, then redistributed		b, c	e⇒c, f⇒d
Objective Three				
Core Theme C				
Objective One		d		
Objective Two				
Objective Three				
Core Theme D				
Objective One				
Objective Two				
Objective Three	b rationale rewrite			

Column headings defined:

Rewritten Indicators: Indicator ‘letter’ is retained, but altered or merged with other indicators.

New Indicators: These did not appear in Year One, they are new for Year Three.

Deleted Indicators: These items were removed from Year One.

Moved Indicators: Indicator retained, but moves to new locale, usually within the Objective.

Blank Cell: No changes.

Recommendation Two

The Evaluation Team recommends that Olympic College include all major categories of income and expenditures in its three-year planning model. (Standard 2.F.2)

Olympic College's financial planning includes a three-year projection of all major categories of income and expenses and includes a number of variables that could impact income and expenses. A copy of this projection is on the next page, or you may follow these links to either the [pdf](#)³⁴ or the [xlsx](#)³⁵ version of the spreadsheet. It is one of the tools used by the Vice President for Administrative Services as part of the overall budget planning process. The Board of Trustees also receives this information in its budget reports.

The three year planning model includes the following elements and assumptions:

1. Annual income projections are calculated based on history, recent trends, current economic factors, and enrollment projections. Olympic College gets 56% of its income from the State of Washington appropriation and state grants. The remaining 44% comes from tuition, fees and contracts. This provides a stable base for predicting income.
2. Our three-year plan acknowledges that the tuition rate is variable during a biennium. The plan assumes the Legislature will continue to authorize tuition increases that provide income to fill some of the gap left by cuts to the state allocation.
3. The three-year revenue projections should be conservative. In the next three years, the plan assumes no growth FTE's in the state allocation. The enrollment projections assume a decrease in enrollment.
4. The planning model assumes little growth in grants and contracts. While the College actively works to expand this source of revenue, long term planning is not predicated on revenue from these sources. Consistent with this conservative approach, Olympic College has no planned spending from sources of income that may not materialize.
5. The projected expenses for each year in the three-year plan are calculated using the current year budget and prior year actual spending projections. These are adjusted for inflation.
6. Increases in full-time faculty salary and benefits are funded by the Legislature and therefore a stable cost in our planning.
7. Part-time faculty salary is variable; as enrollment drops, so does the part-time faculty salary. This variation helps the College maintain stability in the rolling three-year plan, because expenses diminish in proportion to any unforeseen drops in enrollment.
8. The plan is adjusted annually in response to changing state funding, economic conditions, and enrollment projections.

³⁴ PDF version of the 2012-2017 Proposed Budget: Operating Fund Revenue Expenditure Budget, <http://apps.olympic.edu/Accreditation/Budget%20planning%20model%20through%202017%20.pdf>

³⁵ Excel version of the 2012-2017 Proposed Budget: Operating Fund Revenue Expenditure Budget, <http://apps.olympic.edu/Accreditation/Budget%20planning%20model%20through%202017%20.xlsx>

2012-17 Proposed Budget
Operating Fund Revenue Expenditure Budget
For pdf and xlsx versions, see the beginning of the recommendation.

	2012-13	2013-14	2014-15	2015-16	2016-17
	Actual	Projected	Projected	Projected	Projected
	Budget	Budget	Budget	Budget	Budget
Operating Budget					
Revenue					
Interest Income	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Tuition	\$ 12,823,724	\$ 13,208,436	\$ 13,604,689	\$ 14,012,829	\$ 14,433,214
State Appropriations-General	\$ 16,604,548	\$ 16,272,457	\$ 15,784,283	\$ 15,310,755	\$ 14,851,432
Total	\$ 29,429,272	\$ 29,481,893	\$ 29,389,972	\$ 29,324,584	\$ 29,285,647
Expenditures					
Less Transfers:					
Running Start	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)	\$ (2,000,000)
Excess Enrollment	\$ (1,263,000)	\$ (1,263,000)	\$ (1,263,000)	\$ (1,263,000)	\$ (1,263,000)
Fund Balance Draw Down					
Sub-Total Transfers	\$ (3,263,000)	\$ (3,263,000)	\$ (3,263,000)	\$ (3,263,000)	\$ (3,263,000)
Net Expenditure Budget	\$ 29,429,272	\$ 29,481,893	\$ 29,389,972	\$ 29,324,584	\$ 29,285,647
Major Categories of Expenses					
Salaries	17,363,270	17,394,317	- 17,340,084	- 17,301,505	- 17,278,531
Benefits	5,061,835	5,041,404	- 5,025,685	- 5,014,504	- 5,007,846
Goods and Services	4,120,098	4,127,465	4,114,596	- 4,105,442	- 4,099,991
Equipment	1,206,600	1,208,758	1,204,989	- 1,202,308	- 1,200,712
Personal Services, Debt Service, Travel, misc	1,265,459	1,267,721	1,263,769	- 1,260,957	- 1,259,283
Capital					
Revenue					
Roof Repairs	\$ 210,500	\$ 221,025	\$ 232,076	\$ 243,680	\$ 255,864
Site Repairs	\$ 36,000	\$ 37,800	\$ 39,690	\$ 41,675	\$ 43,758
Facility Repairs	\$ 108,500	\$ 113,925	\$ 119,621	\$ 125,602	\$ 131,882
Minor Works	\$ 467,470	\$ 490,844	\$ 515,386	\$ 541,155	\$ 568,213
Building Design	\$ 3,600,000	\$ -	\$ -	\$ 800,000	\$ 15,200,000
Major Construction			\$ 26,000,000	\$ 26,000,000	
Local Capital	\$ 780,000	\$ 1,500,000	\$ 700,000	\$ 1,300,000	
Local Capital - Sci/Tech Equipment	\$ 450,000				
Total	\$ 5,652,470	\$ 2,363,594	\$ 27,606,773	\$ 29,052,112	\$ 16,199,717
Expenditures	\$ 5,652,470	\$ -	\$ -	\$ 800,000	\$ 15,200,000
Self-Support Program Budget					
Revenue	\$ 175,000	\$ 185,000	\$ 200,000	\$ 220,000	\$ 230,000
Expenditures	\$ 160,000	\$ 168,000	\$ 180,000	\$ 185,000	\$ 190,000
Net	\$ 15,000	\$ 17,000	\$ 20,000	\$ 35,000	\$ 40,000
Grants & Contracts					
Revenue	\$ 4,000,000	\$ 2,800,000	\$ 4,300,000	\$ 4,300,000	\$ 4,300,000
Expenditures	\$ 3,950,000	\$ 2,700,000	\$ 3,900,000	\$ 3,900,000	\$ 3,900,000
Net	\$ 50,000	\$ 100,000	\$ 400,000	\$ 400,000	\$ 400,000

Chapter One, Standard One Mission, Core Themes, and Expectations

Eligibility Requirements

In Year One the Commission required responses to Eligibility Requirements Two and Three, included here. Year Three requires Eligibility Requirements 4-21; they may be found in Chapter Two.

Eligibility Requirement 2. Authority. Olympic College is authorized by the state of Washington and its Washington State Board for Community and Technical Colleges (SBCTC) to deliver higher education programs within the state of Washington. The Washington system of community and technical colleges was created and given formal authority to grant degrees as codified in the [Revised Code of Washington](#).³⁶

Eligibility Requirement 3. Mission and Core Themes. Olympic College's Mission and Core Themes are clearly defined, adopted by its governing board, the Board of Trustees, and are consistent with our legal authorization and appropriate to a degree-granting institution of higher education. Olympic College's sole purpose is to serve the educational interests of its students; its principal programs lead to certificates, associate degrees, and most recently a bachelor's degree. All of its revenue is used to support its educational Mission and goals.

Standard 1.A.1: Mission

The institution articulates its purpose in the form of a mission statement and identifies core themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

- 1.A.1 The institution has a widely-published mission statement—approved by its governing board, the Board of Trustees—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Institution's Mission Statement

Olympic College's Mission, Vision, and Values statements (see inside front cover) provide guidance for all College decisions and actions. The College's Strategic Initiatives and its Comprehensive Plan support the Mission, Vision, and Values (MVV) and come out of widely inclusive strategic planning processes that have been in place and continually improved over the past twelve years. The Strategic Plan informs all aspects of Institutional decision making, including budget planning and facilities master planning processes. Institutional and educational assessment processes are derived from the Mission,

³⁶ Revised Code of Washington, 28B.50, the Community and Technical College Act, 1967, updated in 1991, <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50>

Vision, and Values statements and the Strategic Plan; they are integrated into and inform the College's planning processes at all levels of the organization. The integration of the College's budgeting and strategic plan and their participatory nature were commended in the last full-scale accreditation.

The College Mission and Vision statements adopted in 1999 were the result of a campus-wide process involving all segments of the campus community. To ensure the relevance and currency of our Mission and Vision, in 2006 the Board of Trustees and President Mitchell charged a taskforce with reviewing and, as needed, revising these essential documents. The taskforce contained members from across campus: six administrative and classified staff members, one Board member, two faculty members, and two students. Taskforce members conducted ten forums and gained input from more than 350 individuals, including students, faculty, staff, and local community members. The taskforce then worked with the members of the College's Strategic Planning Group (SPG) to identify the major themes that emerged from the data, and from these themes they developed Values statements and revised the Vision statements. The Mission was reaffirmed, and the updated Vision and new Values statements were adopted by the Board of Trustees in 2008.

This wide-ranging process reaffirmed the Mission, as feedback supported the idea that the existing statement remained relevant. The input provided strong reaffirmation of the current Mission statement as appropriate in its balance between broad ideas and the need to define the College's scope of activities. All three adopted statements informed all updates of the OC Strategic Initiatives since 2008.

The extensive review of these guiding documents demonstrates that the College recognizes their significance as well as the importance of widespread discussion throughout the entire College and the community. The Mission, Vision, and Values of the College are widely disseminated. They are posted in multiple locations College-wide and included in the *Catalog*³⁷ and *Student Handbook*.³⁸

Abbreviated versions of the Mission, Vision, and Values were distributed to all employees in a trifold format. In addition, the Mission is incorporated into the classified staff yearly *performance expectations*³⁹ document. This gives supervisors and staff the opportunity to discuss and reflect upon the employee's role in the organization as it supports the Mission of the College. Employees responding to the Personal Assessment of College Environment (PACE) Surveys in 2006 and 2008 indicated, with an average score above four (out of five), that they feel their jobs are relevant to the institution's Mission statement.

Residents of the Olympic College service district also have many opportunities to review the College's Mission and Vision statements. The statements appear in the Olympic College *Catalog*,⁴⁰ in *The View*⁴¹ (the quarterly class schedule mailed to all households in Kitsap and Mason Counties), in the College's *Facts & Figures*⁴² brochure, on the College *website*,⁴³ and on all job announcements published

³⁷ Olympic College *Catalog* 2013-2014, pp. 2-3, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=2

³⁸ Olympic College Student Handbook, p. 5, <http://www.olympic.edu/NR/rdonlyres/0420ADC9-016E-4F03-9F6A-99BDCDC4652A/0/VersatileFullPlanner201213StudentHandbook.pdf#page=7>

³⁹ State of Washington Performance and Development Plan (PDP) Expectations, Position Linkage, <http://apps.olympic.edu/Accreditation/04%20Classified%20Staff%20PDP%20Expectations.pdf>

⁴⁰ Olympic College *Catalog*, Mission, Vision, Values webpage, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=2

⁴¹ Olympic College Fall 2013 *The View*, p. 2, <http://www.olympic.edu/NR/rdonlyres/AFFCE7CC-D536-4858-AA1E-A27782E6AB98/0/Fall2013View.pdf#page=2>

⁴² Olympic College website, About OC, Facts and Figures, <http://www.olympic.edu/Campuses/AboutOC/FactsandFigures.htm>

⁴³ Olympic College Mission website, www.olympic.edu/MVV

by the Human Resources Department. The College also publishes an [Annual Report](#)⁴⁴ to the external community to highlight its strategic activities and document progress made toward its Mission.

Year Three Update on Mission. In fall of 2011, the College and the Mission Fulfillment Team (MFT) began to discuss a recent nationwide movement toward degree completion as a critical metric in the assessment of college education. [President Obama](#)⁴⁵ noted that over a third of America’s college students and over half of minority students do not earn their degree even after six years. This concern was echoed by the participants at the White House 2011 [Summit on Community Colleges](#),⁴⁶ where Secretary of Education Arne Duncan remarked, “We can no longer afford — as a nation — to lose half of college undergraduates and nearly three-quarters of community college students over a six-year period.” The need for retaining students all the way through degree completion has since been echoed by the [College Board](#),⁴⁷ the American Association of [Community Colleges](#),⁴⁸ and numerous state organizations, including Washington’s State Board for Community and Technical Colleges (SBCTC). The SBCTC has been an integral partner in two critical efforts to address completion; the first is the [Student Completion Initiative 2009-2012](#),⁴⁹ which seeks to improve retention and completion through addressing mathematics completion rates, the cost of college, and developmental education. The second is the [Student Achievement Initiative](#),⁵⁰ which links the funding of Washington community colleges to various benchmarks, e.g. student retention past their first 15 credits, completion of degrees, and transition from of developmental classes into college-level classes. Feedback received in connection with Core Theme D, Objective Two (the evaluation of community satisfaction with OC through face-to-face discussions with the President), also validated the importance of completion to our service district. As a result, the Mission Fulfillment Team led a six-month discussion with the College in 2012 on the importance of completion to our Mission.

Initially the goal was to maintain our basic Mission statement and its themes of access and quality, while incorporating the concept of completion. [Discussion](#)⁵¹ of the Mission ranged broadly at first, with people at committees and open meetings expressing many concepts and personal desires, but the focus on the concept of completion served to minimize changes. Ultimately, some repeated themes rose out of the discussions that added a few other goals:

- Keep it brief and memorable.
- A rousing endorsement surfaced for calling out diversity, rather than just implying it with the word ‘all’.
- An equally strong endorsement appeared for the concept of ‘support’ in the Mission. Many felt that while teaching was central to our Mission, support for students was the

⁴⁴ Olympic College Annual Report website, www.olympic.edu/AnnualReport

⁴⁵ White House website, <http://www.whitehouse.gov/issues/education/higher-education>

⁴⁶ The White House Summit on Community Colleges, Summit Report, June 2011, http://apps.olympic.edu/Accreditation/community_college_summit_report.pdf

⁴⁷ College Board Advocacy and Policy Center, Recommendation Nine, College Completion, <http://apps.olympic.edu/Accreditation/college%20board%20college%20completion%20agenda.pdf>

⁴⁸ Christopher Mullin. *Rebalancing the Mission: The Community College Completion Challenge*, June 2010, <http://apps.olympic.edu/Accreditation/rebalancing%20the%20cc%20mission.pdf>

⁴⁹ Washington State Board for Community & Technical Colleges, Student Completion Initiative website, http://www.sbctc.ctc.edu/college/e_studentcompletioninitiative.aspx

⁵⁰ Washington State Board for Community & Technical Colleges, Student Achievement Initiative website, http://www.sbctc.ctc.edu/college/e_studentachievement.aspx

⁵¹ Mission Fulfillment Team brings you: Updating a Mission, <http://apps.olympic.edu/Accreditation/Feedback%20Compilation%20on%20Mission%202012.pdf>

role played by most College employees, and the old Mission did not acknowledge that role. Further, many felt that student support is key to differentiating community colleges from large universities.

Many versions of the Mission were created and debated, and then narrowed down through further meetings. Subcommittees met throughout the summer of 2012 and argued every single word, its meaning, its implications, and the effect of the whole statement. Ultimately, the Mission Fulfillment Team had the last edits, and their proposed final version was presented to the College in fall 2012. One of the members of the MFT is a member of the Board of Trustees, so the Board was regularly informed of and involved in the entire process. Further discussions led to one last edit on the part of the MFT. Finally the MFT presented the proposed new Mission to the Board of Trustees for their consideration at their October meeting. The Board ratified the new Mission at their November 2012 meeting.

Table 1.iii. Comparison of Olympic College Mission versions

Original Mission: We serve and enrich all our communities by providing quality education and training for all who seek to improve their lives by achieving their educational goals. [Board ratified 8/08]

New Mission: OC enriches our diverse communities through quality education and support so students achieve their educational goals. [Board ratified 11/12]

The basic thrust of the Mission remains the same. The new [Mission](#)⁵² retains the original purposes of service, access, and quality, so it maintains continuity with our Vision and Values statements. The new Mission includes diversity as an explicit concept and intentionally includes those employees who support students as an integral part of the statement. Most importantly, it draws the connection between “quality education and support” and the desired result: “so students achieve their educational goals.” Despite having added these concepts, the updated Mission is even more consonant with the Core Themes. Several [achievement indicators](#)⁵³ from Year One already measured the new-to-Mission concepts of completion and retention.⁵⁴ Several other already-existing indicators stressed diversity⁵⁵ and the need for quality student support.⁵⁶ (Please see the footnotes for specific achievement indicator numbers related to those topics.) Therefore, the addition of these new concepts in the Mission did not necessitate the creation of new achievement indicators. (Many new achievement indicators were written for the Year Three report, but they were done as a result of Recommendation One.) It did, however, bring the Mission into closer alignment with several existing indicators dealing with support and diversity⁵⁷.

⁵² Olympic College Mission Webpage, <http://www.olympic.edu/Campuses/AboutOC/mission.htm>

⁵³ Olympic College Core Themes, Achievement Indicators,

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁵⁴ Core Themes, Achievement Indicators for completion and retention: A.3.e, A.3.f., B.2.a, B.2.b, B.2.c, B.2.d.

⁵⁵ Core Themes, Achievement Indicators for diversity: B.1.b, B.1.c, B.2.b, C.2.All.

⁵⁶ Core Themes, Achievement Indicators for quality student support: A.3.d, B.3.a, B.3.b, B.3.c.

⁵⁷ Core Themes, Achievement Indicators: A.1.b, B.3.a, B.3.c, C.2.a-d,

Standard 1.A.2 Interpretation of Mission Fulfillment

1.A.2. The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The Mission, Vision, and Values work in concert to define what is unique and vital about Olympic College. These statements have increasingly served as a guide for the College, and their recent review by the entire College community has validated their importance. The Mission exemplifies a commitment to learning and access to learning for all who seek it; it serves as the umbrella for everything the College does. The Vision serves as a more detailed articulation of a future end state, an expression of the ideal state required to attain our mission. The Values statements are the means, the principles, to which we must adhere on our journey to the ideal of the Vision. All serve together as a roadmap to guide the College's efforts and a springboard for the creation of the Strategic Initiatives.

The newly revised Vision statement acts as a more substantive roadmap for the future than its predecessor did. It is substantially clearer about the areas of accomplishment that Olympic College should focus on: student learning, employee empowerment, and community enhancement. Because of the value gained by the most recent Mission and Vision review, there is interest in having a more routine review period established — perhaps one connected to the new seven-year NWCCU accreditation cycle.

Values are stable characteristics that are suffused throughout the operations of an institution. They provide the lens through which the institution views changes and challenges. They guide decisions both small and large, offering a consistent framework to help the College stay the course when circumstances threaten to undermine the Mission. Thoughtful adherence to the values of the institution ensures that as we work toward results for our stated outcomes, we do not lose sight of what is important to us as a community of learners.

The College has had a strong strategic planning and budgeting system for a number of years. The Strategic Initiatives were established after an extensive process that evaluated the strengths and weaknesses of the College in the context of the Mission, Vision, and Values and performed a full internal and external environmental scan to identify issues and concerns. Based on this analysis, Strategic Initiatives were formulated, complete with assessments and action plans. The process of identifying Core Themes was therefore given a strong head start by the extensive Strategic Initiative analysis.

On the direction of the President, a Mission Fulfillment Team was created to evaluate OC's Mission and perform all needed work associated with accreditation. In August 2010 members of the Mission Fulfillment Team met with each of the three Strategic Leadership Teams (SLT) in a retreat with these goals:

- to consider the role of the SLT committees,
- to define the relationship of Core Themes to Strategic Initiatives, and
- to review the evaluations already adopted by the SLT committees.

Over fall and winter quarters, input was sought from the College community regarding the Core Themes at multiple events, e.g., the November 2010 faculty professional development sessions, an all-faculty meeting, and at five open sessions for the entire College. Hundreds of paper and electronic questionnaires were returned with feedback on Core Themes, possible indicators, and acceptable levels of achievement.

The questionnaire replies were collated and reviewed by the Mission Fulfillment Team, the Strategic Leadership Teams, and the Instructional Administrators. The guidance from these sessions assisted in the development of the Core Themes, the indicators, and the acceptable levels of achievement. The Mission Fulfillment Team then reviewed the scope of the strategic initiatives and expanded that scope to create broader Core Themes that would allow for the wider range of indicators needed to fully evaluate the mission of the College. The Team then worked with the SI committees to select from their already-developed evaluations those indicators that were ‘Mission Level’ and appropriate for the evaluation of Mission Fulfillment. Finally, the Team worked with a wide array of other committees and departments to create the remaining mission-level indicators that would evaluate the balance of the Mission, Vision and Values.

The Board of Trustees met in retreat (summer 2010) to discuss the new accreditation process. Two Board members serve on the Mission Fulfillment Team, one as the primary member and the other as a substitute; each assisted with feedback on drafts. The Board of Trustees formally accepted the Core Themes at their February 2011 meeting and reviewed the penultimate draft of the Year One report, discussing it at their August 2011 meeting and providing feedback before submission.

A wide variety of groups, departments, and committees have been involved in the creation of achievement indicators and have accepted responsibility for assessments that will evaluate whether OC is meeting its Mission. Acceptable levels of achievement and the outcomes of accreditation assessment will inform future strategic initiatives and shape the nature of OC’s future efforts at continuous improvement. The objectives, indicators, and acceptable levels of achievement will shape OC’s priorities, planning, budgeting, and the way we think about our work. The Mission Fulfillment Team and the Strategic Leadership Teams have been integrated into the fabric of the College. All of them report to the President’s Council and will continue to work together on the accreditation process; this [organizational chart](#)⁵⁸ shows their relationship.

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

The College has integrated accreditation assessments into its strategic planning process and into the work of multiple segments of the College community. An overview of the [Core Themes](#)⁵⁹ presented in chart format includes Achievement Indicators and Acceptable Levels of Achievement along with Responsible Assessing Parties. The Responsible Assessing Party consists of the relevant committee[s], department[s], person[s], or task force[s] most closely aligned with each Objective’s indicators. The Mission Fulfillment Team [MFT] has consulted with each of the Responsible Assessing Parties in the development of these indicators and acceptable levels, and obtained their commitment to perform the initial assessments and present their analysis to the MFT. The responsible Assessing Parties will collect and analyze the data and relevant information. The analysis includes qualitative discussion that may include specific recommendations for improvement but ultimately results in a decision on whether or not the Acceptable Level of Achievement was reached for each indicator.

⁵⁸ Joint Strategic Planning / Accreditation Structure, <http://apps.olympic.edu/Accreditation/03%20Joint%20Strategic%20Planning%20Accreditation%20Structure.pdf>

⁵⁹ Olympic College Core Themes chart with Responsible Assessing Parties and weights, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

The Mission Fulfillment Team discussed the Year One Peer Evaluation Team's expressed [Concern](#)⁶⁰ regarding the system which applied equal weights for all indicators, objectives, and Core Themes. Having decided that the concern had merit, the MFT decided to use a weighting scale that assigned values to each of the achievement indicators with a grand total of 1,000 points. Point allocations for indicators, objectives, and Core Themes were based on their relative importance to the overall Mission of the College and were chosen after careful discussion and comparison at all levels: Core Themes, objectives, and indicators. As a result, the weights stress student success and achievement, with more consideration given to indicators that represent larger samples of students and/or direct measures of achievement. The results of this new approach can be seen on the Core Theme [chart](#),⁶¹ the scores for each indicator are on the right, along with sums for each objective and Core Theme.

Each indicator's Responsible Assessing Party will evaluate the College's achievement of that indicator and provide the rationale for the rating to the Mission Fulfillment Team. Indicators that have been achieved earn the designated number of points for that indicator. An indicator that does not reach the Acceptable Level of Achievement earns none (0) of the designated points for that indicator. The MFT will collect and review the recommendations and scores of all indicators and calculate the total score.

An acceptable level of mission fulfillment will be achieved when the total number of points achieved is 80% (800) of the possible 1,000 points. This percentage was chosen as a reasonable level of expectation for overall success because the Team feels that as a mature institution, Olympic College should aspire to a level of achievement that is better than 'good enough' or 'passing' (typically 70%).

The overall results of this assessment, including information on indicators that were not achieved at acceptable levels, will be shared with the President's Council. President's Council, in consultation with the Mission Fulfillment Team and the Responsible Assessing Parties, will follow up on the results and devise methods to improve future achievement of the indicators. These methods may include requiring relevant departments of the College to develop quality improvement plans, or to ensure success the President's Council may create Strategic Initiative Committees to address areas that require additional attention. Besides informing future strategic initiatives and related planning, the results of these assessments will also inform the budget process and resource allocation.

Chapter One: Mission, Core Themes, and Expectations

Section II: Core Themes, Objectives, Indicators and Rationales

Standard 1.B: Core Themes

1. The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.
2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

⁶⁰ *Year One Peer-Evaluation Report*, Olympic College, October, 2011, page 14, <http://www.olympic.edu/NR/rdonlyres/EE3BEA1F-36DF-455F-B2AB-FCE3248420D0/0/NWCCUfinalYearOnereporttoCommissioners.pdf#page=12>

⁶¹ Core Themes Chart with Responsible Parties and Weights, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

Olympic College has established four Core Themes to encompass all facets of its Mission. Each of these Core Themes below is described, linked with explicit connections to the College’s Mission, Vision, and Values, and provided with achievement indicators, acceptable levels of achievement, and rationales. **In selecting the achievement indicators, extra care was taken to select meaningful assessments using the tools already available to the College in an effort to be realistic about the size of the commitment demanded by this evaluation. In some cases, new tools or processes were created; however, these were kept to a minimum to ensure the sustainability of this effort.**

Overlap of Core Themes and Indicators. Some of the achievement indicators are related by subject matter, but are found in different Core Themes because they are more suited to the Mission issues dealt with in that different Core Theme. To avoid duplication these related issues (see Table 1.iv) are dealt with only once under the Core Theme with which they are most closely aligned.

Table 1.iv. Related Achievement Indicators

Topic found in two Core Themes	First Core Theme / Objective	Second Core Theme / Objective
Professional development	A / 2b	C / 1d
Innovation	A / 2c	C / 1b
Educational assessment and persistence	A / 3 all	B / 2 a, b, c, d
Diversity	B / 1b, 1c; B / 2b	C / 2 all

Core Theme A: Student Learning and Quality Teaching

Olympic College Mission Alignment: All Achievement Indicators are connected to an element of the Mission, Vision, and Values (MVV) presented on the inside front cover. The third column shows how the Achievement Indicator relates to the MVV. As might be expected, Core Theme A, Student Learning and Quality Teaching, is more extensive because learning is the central focus of a college. Core Theme A addresses Mission, “quality education and training”; all three Visions, each of which mentions learning; and addresses Values dealing with excellence in learning, knowledge improvement, learning better ways of working, a learning environment, and learning that promotes economic vitality.

Description of Core Theme: Teaching and learning have always been the central focus of all community colleges, including Olympic. Washington community colleges are also inclusive by definition: all are welcome, regardless of preparation level; traditional community college students, developmental students, and students seeking job skills are joined by those who already have baccalaureate or graduate degrees. Programs include all levels of degrees and certificates from GED to baccalaureate. Learners come with a variety of needs including high school completion, career preparation, and learning English. The broad purpose of the community college mission requires broad objectives that are applicable over the wide variety of teaching and learning needed by our communities.

Objectives for Core Theme A: Student Learning and Quality Teaching	
Objective 1	Curriculum and programs facilitate student success.
Objective 2	Faculty are effective educators.
Objective 3	Students learn.

Description of Objectives: Successful teaching and learning depend on (1) the availability of quality courses and programs, (2) the dedication of competent and effective faculty, and (3) the engagement of students with appropriate preparation. Relevance and currency of curriculum are key indicators of the integrity and quality of today’s institutions of higher learning. Courses and programs must respond to the rapid expansion of information and shifts in skill sets required in our fast-paced, increasingly globalized, and technology-centric world. Community colleges are also springboards for further collegiate education, so attention must be paid to transferability. The preparation of faculty and their continued dedication to learning are critical in a learning-focused institution. Naturally, then, it is basic to a community college to be able to prove that its students are learning.

Objective 1 - Curriculum and programs facilitate student success.		
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values*
a Courses support the development of Core Abilities	75% of the assignments and student work assessed by faculty at Faculty Institutes measure achievement of Core Abilities competencies. (Direct)	M, I, 1a
b First time pass rates on standardized national or state exams (e.g., NCLEX-PN/ADN, MEDA, PTA, Chemistry, Nursing Assistant, Welding, CIS Microsoft, or other certification, etc.)	Curriculum supports 80% of graduates passing licensure/certification or standardized exams on their first attempt; and/or the percent of OC grads passing these exams will meet or exceed the national average for that exam. (Direct)	M, I, 1a, 1c

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. Olympic developed a set of Core Abilities: Communication, Thinking, Information Literacy and Technology, Lifelong Learning, and Global Perspective. Acquisition of each of the [Core Abilities](#)⁶² is a graduation requirement for students in the Associate in Arts and Associate of Science degree programs. Specific outcomes and competencies within Olympic College courses support the development of these five Core Abilities. Faculty Institutes convene work groups of faculty to review student assignments and samples of student work for courses addressing each of the Core Abilities. Faculty assess the validity of assignments that have been developed and the quality of student work related to these outcomes. A measure of 75% indicates that a majority of courses sampled directly support the development of Core Abilities. When the mapping of Professional-Technical courses is complete, those degree programs will be included in the requirement.

b. Program areas affiliated with licensure or certificates that are based on passing a standardized national or state exam are considered, by virtue of these mandated assessments, as confirming student competencies and verifying program effectiveness. An 80% pass rate, and/or exceeding the national average for an exam indicates that a majority of students have achieved the desired learning outcomes.

Internal review procedures are augmented by the application of standards adopted by professional organizations, including specialized accreditation. Regular reviews by evaluators from external organizations confirm students’ competencies, verify program effectiveness, and offer valuable suggestions for program continuation and improvement.

⁶² OC Core Abilities website, <http://www.olympic.edu/Students/DegreesCertificates/coreAbilities.htm>

Objective 2 - Faculty are effective educators.		
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values
a Student perceptions of teaching effectiveness from class evaluations	80% of all faculty who undergo OC's class evaluations will score on average 4.0 [out of 5] or higher. At least 95% of adjunct faculty who are required to undergo student evaluations, self-evaluations, and full-time faculty observations will complete the process which will be fully documented.	M, I, 1a, 1c, 2a, 2b, 2d
b Faculty survey questions on scholarship and effective teaching, reports of activities (sabbaticals, etc.) and demonstrated proof of professional development experiences	80% of FT faculty and 30% of adjunct faculty participate in two or more activities that advance teaching, research, and creative endeavors.	I, II, 1e, 2a, 2b, 2c
c Faculty survey question on use of innovative or contemporary curricular techniques	80% of faculty use innovative or contemporary teaching techniques in their classes	I, 1a, 1c, 1e, 2b, 2c, 2d

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. Student class evaluations are important to the ongoing assessment of teaching effectiveness. These evaluations provide information on students' perceptions of teaching, learning, and specific components of the course. Results from evaluations provide faculty members with timely feedback, which can be used to improve teaching and enhance student learning.

b. Learning and teaching are our central purpose; however, research, scholarship, community involvement, and creative activities are important as well. These activities impact student learning when faculty bring their interests, enhanced skills, and competencies back to the classroom to enrich the learning environment. Faculty involved in these activities also model for their students the commitment to life-long learning that is one of our Values.

c. Olympic seeks to encourage the continuous practice of seeking new ways to impart knowledge. An annual faculty survey evaluates a number of teaching and learning practices specified in the Mission, Vision, and Values. One of these is the use of innovative curricular techniques which will be evaluated for their impact on learning.

Objective 3 - Students learn.			
	Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values
a	Student ratings on CCSSE [Comm. College Survey of Student Engagement] for questions associated with Core Abilities and quality of learning benchmarks	On CCSSE, score at or above the Carnegie Classification comparison group [medium colleges] and/or Northwest consortium for those skills and abilities closely related to Core Abilities and on the four benchmarks of effective educational practice.	M, I, 1a
b	Employers rate preparation of OC degree or certificate completers as employees	80% of employers will rate the educational preparedness of OC degree or certificate completers on job related areas as 'excellent or good'	M, III, 1a, 4a, 4c
c	Student grades in courses that address Core Abilities competencies	In general education courses that address Core Abilities and use rubrics, 80% of students will earn a 2.0 or above	M, I, 1a
d	Graduate survey	80% of respondents will rank their learning at OC as helpful or very helpful in contributing to their knowledge, skills, personal development, employability, Core Abilities and/or their ability to earn a bachelor's degree.	M, I, 1a, 2
e	Transfer student performance by grade point	OC students transferring to Washington state four-year schools succeed at rates similar or better than students who began their education at a four-year school	M, I, 1a
f	Percent of students transferring to baccalaureate schools	Percent of OC students transferring to baccalaureate institutions will meet or exceed the statewide average percent of transferees from community colleges.	M, I, III, 1a, 1e

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

More achievement indicators related to the *Students Learn* objective that deal with the completion of students, the Student Achievement Initiative, and time-to-degree will be found in Core Theme B, Objective 2.

a, d. The Graduate Survey and the Community College Survey of Student Engagement (CCSSE) have many questions used to gauge student satisfaction with course work and the development of their own knowledge, skills, and abilities. Since attainment of Core Abilities is required for graduation, two approaches to assessing these important skills are provided. The Graduate Survey is a locally devised assessment tool that can be compared only to prior student ratings; the CCSSE is a national tool that can provide external validation against like-sized colleges across the nation or against a geographically based group of schools. Both indicators will inform the priorities of future work on Core Abilities. See [this introduction](#)⁶³ for an graphical representation of OC's Core Abilities and [these rubrics](#)⁶⁴ for more

⁶³ Olympic College Core Abilities, <http://apps.olympic.edu/Accreditation/12%20Core%20Abilities%20graph.pdf>

⁶⁴ Olympic College Core Abilities Rubrics, <http://apps.olympic.edu/Accreditation/07%20Core%20Abilities%20Rubrics.pdf>

information on Core Abilities. CCSSE questions are grouped by four benchmarks related to the quality of learning: Active and Collaborative Learning, Student-Faculty Interaction, Student Effort, and Academic Challenge. Scores on each of these areas are compared to both institutions of like size (medium colleges) and to institutions in the Northwest geographic area. In both cases, the measures are an excellent overall look at educational quality and the attainment of Core Abilities.

b. Employer satisfaction with our graduates' work skills is of primary importance to the success of the college community. The reason most commonly identified for attending a community or technical college is related to the workforce education mission – to prepare for a new job or upgrade existing job skills. Specifically, Workforce students generated 49 percent of all state FTES, while at Olympic College, the 2,708 Workforce students represented 47.1% of all Olympic College students in 2009-2010. OC asks those who employ our students about their preparedness for the workforce. This is a basic external measure.

c. Acquisition of [Core Abilities](#)⁶⁵ is a graduation requirement for students in the Associate in Arts and Associate of Science degree programs. The importance of this requirement is emphasized by the acceptable level of achievement identified for this outcome – 80% of student grades in general education courses that address Core Abilities and use rubrics will earn a grade of 2.0 or higher. Grades are not generally a direct measure of attainment unless rubrics are used. Assessment of student work using grading criteria that show rigorous standards is considered direct assessment.⁶⁶

e. Washington baccalaureate schools are required to provide information to the community colleges regarding the grade point averages of community college transfer students in their junior year, as compared to native juniors, i.e., students who began as freshmen at the baccalaureate school. In practice, reporting by the baccalaureate schools is somewhat sporadic; however, the success of our transferring graduates is a vital indicator to community colleges on the quality of their instruction.

f. Promoting access to baccalaureate education for our place-bound population has long been a priority for Olympic. Our service area has one of the highest percentages of associate degree holders and one of the lowest percentages of baccalaureate holders in the state. Since 1988 Olympic has worked to bring baccalaureate partners to the area through a number of innovative approaches, obtaining funding from the Legislature to fund on-site partnerships, soliciting both in-state and out-of-state partners, and becoming one of the first four community colleges in the state to offer its own baccalaureate program. Ensuring local access to baccalaureate education benefits the College, our students, and our community. The opportunity to complete their baccalaureate dream convinces many local students to begin with OC and provides our community with the educated citizenry it needs to thrive.

Core Theme B: Student Access and Support

Olympic's Mission Alignment: All Achievement Indicators are connected to an element of the Mission, Vision, and Values (MVV) presented on the inside front cover. The links to the MVV are indicated in the third column of the Objective charts found throughout this section. This Core Theme addresses Mission through access for all. It addresses Vision I through personalized service and accessible education and Vision III by creating relevant educational options. The Values addressed include:

Vision I, Embracing student success and the broad mission of the community college

⁶⁵ OC Core Abilities website, <http://www.olympic.edu/Students/DegreesCertificates/coreAbilities.htm>

⁶⁶ Linda Suskie, *Assessing Student Learning, a Common Sense Guide*. 2nd ed., NY: Wiley, 2009, pp. 20-21.

Value 1b, Innovative and creative ways of offering exemplary education and service through providing access to baccalaureate education

Value 1f, supporting the underserved

Value 2d, support for learners

Value 3b, cultural conditioning and respect for differences

Value 4c, effective use of resources, and practices that support social justice

Description of Core Theme: Olympic College’s Mission commits us to serving the educational needs of our service area and its diverse people: “OC enriches our diverse communities through quality education and support.” Student access, or the “open door policy,” is fundamental to all Washington state community colleges and we need to be cognizant of those in our service area who are left behind. After providing access, students need help to define their educational goals and to create an educational plan to reach those goals. The College also must provide students with services that promote persistence and completion of these goals. All of this applies whether our students are seeking degrees, pursuing certificates or employment related skills, or pursuing personal interests. The College must also provide appropriate support for students who are less well prepared: those who need additional preparation to reach college-level readiness in Mathematics and English; have significant cultural and experiential differences; or are first-generation college students with little family support.

Core Theme B: Student Access and Support Objectives	
Objective 1	Maintain enrollment levels and ensure equal access to education.
Objective 2	OC students are retained and complete their educational goals.
Objective 3	Student support facilitates student success.

Description of Objectives: The financial stability of the College is dependent on the achievement of enrollment goals. Access to education is not only a function of space availability; the open door must be truly open to all the diverse populations in OC’s service area. Once enrolled, students must have timely access to needed classes and appropriate advising so their progress is not stalled. Progress is further facilitated by support services that reduce practical barriers like finances.

Objective 1 - Maintain enrollment levels and ensure equal access to education.			
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values
a	Enrollment levels as calculated in state and local reports (Registrar and State Board)	Quarterly and yearly FTEs will meet or exceed state annualized allocation targets	4c, 5, 5c
b	Census data for service area and enrollment data comparisons for potentially under-served populations	Percentages of headcount students will mirror or exceed under-served population groups of service area; specifically by race and gender.	M, I, 1b, 1f, 2d, 3, 4a, 4c
c	International students headcount	By 2013-14, the headcount of international students will increase to a sustainable headcount of 100	I, III, 1b, 2d, 3b, 3c, 4c

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. The financial ability of the College to meet its Mission relies on economic vitality and thoughtful, effective use of our finite resources (OC Value 5). As State funding decreases, the income brought to the institution through tuition and fees has become more important. Meeting and exceeding the State allocation will maximize the number of classes offered, keep programs intact, continue the tuition fee waivers currently in place, and ensure stability of the work force within the College. Strategies of importance to the Enrollment Management Leadership Team include growth funding, increase of selected populations, increase of online degrees and programs, and leveraging outside funding resources to maximize tuition dollar use for specified areas such as worker retraining and adult basic education.

b. To ensure access for all in our diverse communities, Olympic must be cognizant of the nature of our diverse service area and recruit appropriately. Olympic’s enrollment should mirror the population it serves in ethnicity, race, and gender. By tracking and comparing these numbers, the College then has information to assist in the creation of a desired educational environment that exemplifies its values of social justice and respect for differences to proactively meet the needs of the local communities (OC Values 4a & c; 3a, b & c).

c. OC wishes to establish a sustainable population of international students because essential knowledge and life skills can be formed both inside and outside the classroom through engagement with other cultures. An increase in the global knowledge of students supports our Mission, our Values, and the Core Abilities that seek to teach graduates to communicate, interact and work collaboratively with individuals from other cultural groups, and demonstrate an understanding of how cultural differences (e.g., beliefs, traditions, communication, norms) shape human interactions and perceptions of others. Attaining a sustainable population of 100 students will ensure financial viability of the program including the hiring of a permanent director, thus ensuring the continued availability of these cultural opportunities. The recent addition of a Residence Hall is a big step in support of this indicator.

Objective 2 - OC students are retained and complete their educational goals.			
	Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values*
a	Student Achievement Initiative [SAI] data on completion of first 15 credits, first 30 credits, and of degrees, certificates, and apprenticeships	Completions for all students will meet or exceed the statewide comm. college average in Student Achievement Initiative annual and/or cohort data (Direct)	M, I, 1a, 1b, 1c, 1f
b	Student Achievement Initiative [SAI] data for students of color on completion of first 15 credits, first 30 credits, and of degrees, certificates, and apprenticeships	Completions for all students of color will increase annually until all equal or exceed overall average for percentage of completions (Direct)	M, I, 1a, 1b, 1f, 2d, 3, 3b, 3c, 4a, 4c
c	Student Achievement data on the number of students achieving GED, high school completion, moving from basic skills to college classes, or moving from Levels 1-3 classes to Levels 4-6 classes	The number of OC Basic Skills students completing momentum points will meet or exceed state community college average scores	M, I, 1a, 1b, 1f, 2d, 4a, 4c

d	Retention and completion of students in distance learning classes	OC students are retained and complete OC online classes at rates within 5% of students in face-to-face classes	M, I, 1a, 1b, 1e, 1f, 2d, 4c
e	Job placement rates for students seeking work	80% of OC's Professional-Technical students seeking work will find employment within two years of leaving the College	M, III, 1a, 4a, 4c

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. The Student Achievement Initiative (SAI) is a Washington State Board of Community and Technical Colleges accountability initiative that tracks and reports student achievement data points—called Momentum Points—for all students at each community college in the state. The research behind the initiative was performed by Columbia University’s Community College Research Center⁶⁷ found high correlations between momentum points and student success. Momentum points are specific milestones related to completion of the first 15 and 30 credits, retention, ABE/ESL levels achieved, and degrees and certificates completed. SAI data is presented in a basic comparison form for all Washington community colleges and also in a cohort form. The cohort data is the result of a longitudinal study that follows specific students, studying their progress towards and completion of degrees from 2006-2010. Similar studies are expected, but the timing of those studies is as yet unknown.

This system is used to calculate and allocate financial incentives to each community and technical college in the State. Points are routinely measured and the data widely recognized and used for decision making across the State. By comparing and analyzing the momentum points earned by OC students with the points earned by other community and technical colleges in the state system, OC is better able to identify potential strengths and concerns. A [recent comparison](#)⁶⁸ of Olympic’s progress on these data points compared to the system as a whole is helpful in understanding how Olympic is doing and how the system works. The first indicator focuses on completion by all students of the first critical quarters in their college career and completion of their goals – degrees, certificates and apprenticeships.

b. This indicator is identical to ‘a’, except it focuses on students of color. OC completion rates vary widely, and at present the completion of students of color lags significantly behind that of white students. Given this gap in student achievement for students of color, OC’s goal is to incrementally increase completions for these students until their average completion rate equals the average rate for all OC students.

c. Basic skills students face a daunting array of barriers to success, not the least of which is the time required to complete the courses needed before they are even eligible for college. Tracking their retention, achievement, and completion is a first step to providing the support structures needed to assist them in attaining their goals. Student Achievement Initiative data shows that retaining students through their first 15 and 30 credits is a sure indicator of future success. Retention of new students through their

⁶⁷ Timothy Leinbach and Davis Jenkins. “Using Longitudinal Data to Increase Community College Student Success: A Guide to Measuring Milestone and Momentum Point Attainment” *CCRC Research Tools*, January 2008, No.2.

⁶⁸ State Board for Community and Technical Colleges, “Comparing Olympic College with all CTC Colleges (sic), 2009-2012, revised SAI,” a report prepared for the Washington Board of Trustees workshop on revisions to the Student Achievement Initiative, 9-5-13, http://apps.olympic.edu/Accreditation/SAI_Measures%20OC%20cf%20System%209_5_13_.pdf

adjustment to college is particularly difficult, especially first time students. This population requires special attention in order to equip them with the survival skills needed, and achieving success through their first 30 credits can give them the incentive and positive experience needed to stay the course.

d. The number of students enrolled in both fully online and hybrid classes has been growing rapidly over the last five years, clearly filling a need for the modern, busy community college student. Retention and completion of distance students is typically less than those in on-ground classes; Olympic is working to improve the technological literacy of our students as well as their success in distance versions of classes. The restrictions and requirements of distance learning limit its accessibility to some; however, the College is working to close that gap. Currently retention and completion of distance students fall behind that of on-ground students at the vast majority of colleges nationwide.

e. While there are many variables that affect unemployment, the ability of our professional-technical students to find jobs should be enhanced by their education, their opportunities through OC to participate in cooperative education and internships, and the assistance of our Career Center. The ultimate test of OC’s Mission with regard to professional-technical students is whether their experience with us is value-added. Do our programs meet the needs of our community, does our curriculum prepare our students for the workplace, and did the time and money our professional-technical students spend with us mean that they were more successful at finding a job? These questions are all tested in this indicator.

Objective 3 - Student support facilitates student success.			
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values
a	Index of questions re: quality of and satisfaction with all student support services	Task Force evaluation of responses on ACT, Graduate, CCSSE, and SENSE surveys will find 80% of respondents rated themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful	M, I, 1a, 1f, 2d
b	Index of questions on quality of and satisfaction with advising	Task Force evaluation of responses on ACT, Graduate, CCSSE, and SENSE surveys will find 80% of respondents rated themselves satisfied or very satisfied with advising services or rated those services helpful or very helpful	I, 1a, 2d
c	Financial aid response time from date of application to notice of award	All students meeting the priority application deadline will have a time to award of 6 weeks or less	M, I, 1f, 2d, 3a, 4a, 4c

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. Student satisfaction with all student support services is a critical measure of the effectiveness of these programs. Olympic routinely surveys current students and graduates to gather feedback regarding their satisfaction levels with the student support services offered. These surveys provide an overall rating of satisfaction with the services, as well as information regarding student access and frequency of use. Several of these surveys compare our ratings to national norms, providing a context for the ratings. Student comments provide valuable insights regarding the reasons why certain services were rated high or low.

b. Olympic routinely uses surveys to elicit student satisfaction levels with advising services. A number of questions have been selected in an index to evaluate advising; for a list of questions consulted in the advising index, see [this link](#).⁶⁹ These surveys also provide an overall rating of the helpfulness of advising services, as well as information regarding the frequency of use. OC is currently pursuing an aggressive improvement plan to address the issues discovered in these survey results regarding advising.

c. A shorter response time gives students using financial aid an equal start to the quarter with other students. Prompt receipt of financial awards facilitates recruitment, timely enrollment, and prompt start of classes, and provides textbooks and materials when needed.

Core Theme C: College Environment

OC Mission Alignment: All Achievement Indicators are connected to an element of the Mission, Vision, and Values [MVV] presented on the inside front cover. The links to the MVV are indicated in the third column of the Objective charts found throughout this section. This Core Theme addresses Mission through the enhancement of learning that comes when the College models its Values; Vision II in its entirety; and fifteen of the Values, including ethics, academic freedom and intellectual honesty, innovation and creativity, life-long learning and risk taking, all elements of civility, diversity, and environment, and effective use of resources.

Description of Core Theme: A healthy, vital college community embodies its values and models the behaviors it wishes to impart to its students. Through its stewardship of its organizational climate and resources, a college provides an environment that is conducive to the central purpose of its mission: teaching and learning.

Core Theme C: College Environment Objectives	
Objective 1	Olympic College employees foster a healthy work environment that embraces our Values.
Objective 2	Employees and students at Olympic College appreciate diversity and respect our differences.
Objective 3	OC engages in responsible stewardship of our resources.

Description of Objectives: The Objectives for this Core Theme reflect the Values that promote a constructive atmosphere conducive to learning. Such an atmosphere is characterized by civility, creativity, innovation, and flexibility; it appreciates and invests in its employees, honors diversity, and upholds social justice. It empowers its employees and respects thoughtful risk-taking as a path to achieve innovation and creativity. It also practices ethical behaviors such as academic freedom, intellectual honesty, and the responsible stewardship of its environment and resources.

The PACE Survey is used for several values measurements throughout this Core Theme. Created by the National Initiative for Leadership and Institutional Effectiveness (NILIE), the survey measures organizational climate against their Four Systems model and against their national norm base. The survey results are interpreted on a scale of four leadership models: System 1, coercive; System 2, competitive; System 3, consultative; and System 4, collaborative. This survey, used by many two-year organizations,

⁶⁹ Index of survey questions, <http://apps.olympic.edu/Accreditation/Index%20of%20survey%20questions.pdf>

provides questions that reflect the health of an organization’s culture by measuring trust, diversity, respect, teamwork, and support from upper management.

Objective 1 - Olympic College employees foster a healthy work environment that embraces our values.			
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values*
a	Index of questions on PACE survey re: Employee Civility	All standardized questions in the index will score at or above the norm base; all individual scores should rate at least 'consultative' on the NILIE Four Systems model	II, 1c, 3, 3a, 3b, 3d, 5d, 5e
b	Indices of PACE survey questions re: Social Justice, Appreciate and value employees, employee empowerment, thoughtful risks, foster innovation, creativity, flexibility, and prof. development	Employee respondents' scores on the indices for each of these values will average in the mid-to-high level consultative range (3.6-4.0)	II, 1c, 1e, 2, 2c, 3b, 3c, 3d, 4c, 5a, 5d, 5e
c	Faculty survey questions on academic freedom and intellectual honesty	80% will respond with satisfaction over academic freedom accorded them, and will indicate they include intellectual honesty in their syllabus and teaching	1d, 2d
d	Employee participation in professional development	80% of OC's employees participate in at least one professional development activity annually	M, II, 1c, 2a, 2b, 4a, 4c, 5a

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. Organizational environment and structure, particularly climate and culture, have a strong correlation to student success, retention, and the shaping of students’ attitudes (Berger, 2002⁷⁰; Clark and Springer 2010⁷¹). A positive work environment that embraces the hallmarks of civility (trust, respect, tolerance, and diversity) toward both colleagues and students will therefore contribute to student success and achievement of OC’s Global Perspective Core Ability. This indicator and others in this Core Theme use an [index](#)⁷² of selected questions for its evaluation.

b. Indices of responses to PACE survey questions are used to evaluate our performance on a number of Olympic College values. The PACE questions chosen evaluate a number of qualities that are important to a healthy working environment, hence their inclusion in Olympic’s Values statements. A work environment that encourages innovation and values creativity encourages employees to find new and better ways to do their jobs and help students. The questions associated with each of these indices are found at the link above.

⁷⁰ Berger, J. B. (2002). The Influence of the Organizational Structures of Colleges and Universities on College Student Learning. *Peabody Journal of Education*, 77(3), 40-59. Retrieved from EBSCOhost.

⁷¹ Clark, C.M., Springer, P.J (2010) Academic Nurse Leaders’ Role in Fostering a Culture of Civility in Nursing Education. *Journal of Nursing Education*, Vol. 49, No 6. Retrieved from EBSCOhost.

⁷² Index of Survey Questions, <http://apps.olympic.edu/Accreditation/Index%20of%20survey%20questions.pdf>

c. Freedom of inquiry by students and faculty is essential to the mission of the academy. Intellectual honesty is both a workplace value and a value taught in classrooms. Both ideas are part of Olympic’s values, and are evaluated via a customized survey of faculty.

d. To model our second Value, we must encourage lifelong learning in all our employees as well as in our students. Requiring professional development for all our employees will help us stay current with innovation in our fields and model the Values we espouse.

Objective 2 - Employees and students at Olympic College appreciate diversity and respect our differences.			
Achievement Indicators	Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values	
a	Index of PACE Questions re: Employee Diversity	All standardized questions in the index will score at or above the norm base; all individual scores should rate at least 'consultative' on the NILIE Four Systems model	M, 3, 3b, 3c, 4c
b	Index of ACT survey questions [student respondents] re: Diversity	All standard normed questions will score at or above the national norm; all locally generated questions without norms will score at or above their prior scores	M, 3, 3b, 3c, 4c
c	Graduate Survey question on understanding differences	80% of our graduates will reply positively to College's influence on their respect for different cultures and ideas	M, 3, 3b, 3c, 4c
d	Index of CCSSE Survey questions [student respondents] re: Diversity	Scores on majority of questions in our index will meet or exceed the means of both medium-sized colleges and CCSSE cohort	M, 3, 3b, 3c, 4c

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. Embracing diversity is of critical importance for organizations in the 21st century.⁷³ Because organizational attitudes directly affect student success and attitudes⁷⁴, it is important to ensure that we have an employee base capable of nurturing respect for diversity. The PACE Survey has many questions based on respect for differences, empowerment, and tolerance. The Diversity [Index](#)⁷⁵ consists of a number of individual questions that focus on how well the organization respects, honors, and encourages diversity in the day-to-day operations of Olympic College. By reaching at least consultative levels (3.0 - 3.99) in all of these aspects of diversity, the organization will provide a positive role model for students and community in embracing difference and respect for others and an environment that fosters learning.

B through d. Olympic College seeks to develop students’ ability to interact and work collaboratively with other cultural groups while understanding and respecting the perspectives of those groups. By measuring the responses of both current students and recent graduates against external

⁷³ Wheeler, M. L. (2010). Diversity as Business Strategy. *Profiles in Diversity Journal*, 12(1), 22. Retrieved from EBSCOhost.

⁷⁴ Malaney, G. D., & Berger, J. B. (2005). Assessing How Diversity Affects Students' Interest in Social Change. *Journal of College Student Retention: Research, Theory & Practice*, 6(4), 443-460. Retrieved from EBSCOhost.

⁷⁵ Index of Survey Questions, <http://apps.olympic.edu/Accreditation/Index%20of%20survey%20questions.pdf>

standards, these achievement indicators will provide a look at the success of the College in reaching its Global Perspective Core Ability and an indirect measure of the College’s organizational climate with regard to diversity.

Objective 3 - OC engages in responsible stewardship of our resources.			
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]	Mission, Vision, Values*
a	Scores on index of financial questions on PACE survey	Employee respondents rate college transparency and responsibility re: budget in the mid-consultative range or higher on all questions	II, 1c, 3d, 4a, 4c, 5, 5a, 5b, 5c, 5d
b	Carbon Dioxide Emissions per 1,000 SF of building, as measured by the American College and University President's Climate Commitment study	In five years, reduce emissions (commuting, travel, waste) to 20 metric tons per 1000 square feet, a 19.4% reduction; in doing so, OC's measure will approach the national average for like colleges	4a, 4b, 4c, 5c
c	Audit results	The College will receive one or fewer findings by the State Auditor’s office during annual audits of finances	1c, 4c
d	Facility Condition Survey	The Weighted Average Condition Scores for all buildings on OC campuses are maintained at or above the adequate level according to the survey results	4a, 4b, 5c
e	Allocation of available resources are aligned with mission and achievement indicators of the College	100% of resource allocation applications and decisions will include a statement as to how the allocation supports the mission/vision/values and any related achievement indicators of OC’s Core Themes	II, 3d, 4a, 4c, 5, 5a, 5b, 5c, 5d

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. While the last full scale accreditation visit resulted in a commendation for the College’s planning and budgeting processes, these processes have undergone unique challenges due to recent significant budget reductions. While we have met the challenges so far, it is important to the College to maintain confidence and transparency in these processes.

b. Sustainability is important to the College for multiple reasons: responsible use of resources promotes efficiency, demonstrates stewardship, reduces consumption and waste, reuses and recycles materials, and models our values. As one of the original signatories of the American College and University President’s Climate Commitment (ACUPCC), OC is committed to working toward climate neutrality. Climate neutrality is defined as eliminating or offsetting 100% of the greenhouse gas emissions from the College. Using this measure OC compares itself with the 677 participating institutions; at present the College’s performance is inferior to the national average of like colleges due substantially to the commuting distances of students and staff. Long-range goals commit the College to reducing commuting emissions by 47%, bringing OC below the current benchmark for like colleges.

c. The Washington state auditor reviews Olympic’s fiscal management. As a third party investigator, the Auditor’s office is afforded an intimate view of College finances, and judges management of our fiscal resources based upon state standards of propriety and sustainability.

d. The State of Washington conducts a survey of all state building conditions every other year. The results are scored using a standard across all agencies. The score demonstrates the effort the College has expended toward maintaining its physical resources and is used to plan for replacement, renovation, and major maintenance projects.

e. The Core Theme assessments identified in this process have been selected because they are central to the College’s future success. While the budget process already requires budget allocation requests to cite any Strategic Initiatives supported by the request, there are many other indicators included in this evaluation of the Mission that are not a part of the Strategic Initiative process. Since the Core Themes cover every aspect of the College Mission, any budget request should be able to link meaningfully to one or more of the indicators.

Core Theme D: Community Enrichment and Responsiveness

OC Mission Alignment: All Achievement Indicators are connected to an element of the Mission, Vision, and Values [MVV] presented on the inside front cover. The links to the MVV are indicated in the third column of the Objective charts found throughout this section. This Core Theme draws from our Mission to “enrich our diverse communities,” and works with the entirety of Vision III to develop community partnerships, offer relevant educational options, and fulfill our role as a cultural center by bringing a diverse array of activities to the region. The Core Theme also addresses three Values by evaluating student learning and success through employers, contributing to the well-being and sustainability of our community, and enhancing economic vitality.

Description of Core Theme: Community is the first name of the community college: its regional focus is a central defining feature. This concept is acknowledged in [the law](#)⁷⁶ that defines the charge for all Washington community colleges: “Ensure that each college district, in coordination with adjacent college districts, shall offer. . . community services of an educational, cultural, and recreational nature.” The College’s connection to its community manifests in its program offerings, in the provision of local business training needs, and in fulfilling the aspirations of its citizens. Serving our community, cultivating partnerships with our community, and providing for its cultural needs are basic interpretations of the way any college enhances its community.

Core Theme D: Community Enrichment and Responsiveness Objectives	
Objective 1	Affirm the relevance of OC’s existing education and training offerings to community needs
Objective 2	Ensure strong partnerships between Olympic College and the communities we serve
Objective 3	Fulfill and enhance Olympic College’s role as a cultural resource

Description of Objectives: A community college must offer educational programs appropriate to the employment needs of its service area. It must be aware of and involved in the community, working with a wide array of groups to enhance its effectiveness. Outreach efforts of all sorts affect the well-being

⁷⁶ Revised Code of Washington, Community Colleges, Purpose, 28B.50.020(2), <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020>

of the community and its citizens. The College is uniquely equipped to advance knowledge, promote lifelong learning, and enhance cultural opportunities in our community.

Objective 1 - Affirm the relevance of OC's existing education and training offerings to community needs		
Achievement Indicator	Acceptable Level of Achievement (Criteria for success)	Mission, Vision, Values*
a	Employer survey questions re: degree appropriateness to community need	80% of our employer-respondents to the survey will rate themselves as satisfied or highly satisfied with OC's degrees in meeting the needs of their organizations
b	ACT Survey question on Student satisfaction with courses offered	The percentage of our student respondents who rate themselves satisfied or very satisfied with the variety of courses offered at OC will exceed the national norm

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. Meeting the employment needs of local area employers is a priority for a community college. While it is impossible to maintain programs that fill every single need, it is important to take into account the unique demands of local employers in selecting which programs to offer. “Even with fewer job openings and more workers eager to fill them, an estimated 28,000 Washington employers had difficulty finding the right person for at least some job openings last year, based on the SBCTC Workforce Board’s [2010 Employer Survey](#).⁷⁷ Getting enough skilled workers to align with the open positions employers need filled requires a well-tuned education and training system.” Olympic has recently had great feedback on the responsiveness of its programs to the community; an aerospace parts company is coming to Kitsap County in part because of the “[workforce-training programs offered at Olympic College](#)”.⁷⁸

OC’s Workforce programs attract new employers to Kitsap County

b. Course selection is important for all students, but the variety of choices is central to the ability of students to obtain updated job skills and return to the workforce promptly. Colleges today are challenged by increased competition from distance learning programs and proprietary schools that offer courses on compressed time frames. These choices promise a prompt return to work and a level of convenience that attracts older, more sophisticated students. OC needs to examine its course offerings and program variety to insure maximum responsiveness to the needs of students.

⁷⁷ State Board for Community and Technical Colleges, Workforce Training and Education Coordinating Board. “Skilled workers drive business growth.” <http://wtb.wa.gov/Documents/HSHW-IndustryOneSheet.pdf>

⁷⁸ Rachel Pritchett, “Aerospace parts company coming to Kitsap County,” Kitsap Sun, July 23, 2013, <http://apps.olympic.edu/Accreditation/Aerospace%20parts%20company%20coming%20to%20Kitsap%20County%20-%20Kitsap%20Sun.pdf>

Objective 2 - Ensure strong partnerships between Olympic College and the communities we serve			
Achievement Indicator		Acceptable Level of Achievement (Criteria for success)	Mission, Vision, Values*
a	Community discussions on value of the College to the community	Participant responses in community discussion groups on OC's contribution to community will meet satisfactory levels on a rubric indicating awareness of and satisfaction with OC's role in the community	III, 1a, 1b, 4a, 4c, 5b
b	A strategic inventory of OC representation on community service agencies and groups relevant to OC's Mission	Assessment of strategic inventory will ensure that OC is represented on no less than 80% of those groups	III, 1a, 1b, 2c, 4a, 5b
c	Community support of the OC Foundation	OC Foundation raises from the community at least one-half million dollars to provide scholarships and direct support of College strategic plans and mission fulfillment biennially	M, II, III, 4a, 5c, 5d

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. A two-way flow of ideas and activities enriches both the community and the College. Direct feedback from community leaders helps the College anticipate future trends and employment needs. If Olympic is to provide leadership and meet the expectations of its citizens, it must stay in touch with community needs and developments. OC's President will undertake a listening campaign across our service area with multiple purposes: providing assessments for all the objectives in this Core Theme; obtaining environmental scanning information that will inform future strategic planning; and building vital relationships with our community.

b. Strong partnerships between Olympic and community organizations or agencies are mutually beneficial. The Strategic Leadership Teams will develop a strategic list of service area organizations that impact the College mission and inventory College participation in those organizations. The President's Council will consider the results and name College employees as representatives in the organizations to ensure enhanced feedback and awareness of our community's needs. The strategic list will also inform the groups chosen for a place in the listening campaign above.

c. True community partnerships are directly tested when a college requests financial support for itself and its students. The OC Foundation has a goal to provide stable and consistent funding for emergent College needs to allow the College to plan proactively. Access to college is also served by this effort because it provides scholarships to a variety of underserved student populations. This manifestation of a college and community partnership is one of the most rewarding for all: the student scholarship recipients, the College and its programs, and the donors who are provided the satisfaction of making a difference in a student's life.

Objective 3 - Fulfill and enhance Olympic College's role as a cultural resource			
Achievement Indicator		Acceptable Level of Achievement (Criteria for success)	Mission, Vision, Values
a	Survey of community attending events	Evaluations of community events re: quantity, quality and variety will show that 80% of respondents were satisfied/very satisfied with events	III, 1, 3a, 4a
b	Community calendar of events usage statistics	Use statistics of the campus events calendar will more than double to over 7,000 page views per month	III, 1, 4a, 5b, 5c

*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

Rationale for Indicators

a. As a cultural resource, Olympic offers events to the community that cross a broad spectrum of interests, from cultural exhibits and performances to forums, lectures, and entertainment. The survey indicator evaluates events offered by the College and uses the perceptions of event attendees to gain insights into event expectations and program preferences. The event evaluations can be used to improve events so they continuously evolve and respond to community-wide interests.

b. Communication with College stakeholders – those who have an interest in our services whether they are internal (students/staff) or external (citizens, other organizations) groups – is a priority for the College. A [web-based calendar](http://www.olympic.edu/occalendar/)⁷⁹ that is accessible to a variety of mobile devices serves as a resource to find College events taking place on and off its campuses within the district. The online technology enables the calendar to be accessible 365/24/7 – anytime, anywhere – and is searchable by event type and interest. The software provides a measure of hit counts that can be disaggregated by event and time, which provides search pattern information on events. The College cannot fulfill our legally-mandated [Mission](http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020)⁸⁰ to offer “community services of an educational, cultural, and recreational nature” if the community is unaware of our offerings. Therefore our first goal is to promote activities through the calendar with the intent of achieving public awareness and participation in the events.

⁷⁹ OC Campus Calendar, <http://www.olympic.edu/occalendar/>

⁸⁰ Revised Code of Washington, Community Colleges, Purpose, 28B.50.020(2), <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020>

Chapter Two

Standard Two: Resources and Capacity

Chapter Two contains responses to the Eligibility Recommendations associated with Standard Two. The Chapter then covers all the components of Standard Two that apply to Olympic College, and ends with a Report Summary.

Eligibility Requirements

In Year Three, the Commission requires responses to Eligibility Requirements four through twenty one:

4. Operational focus and Independence. Olympic College's programs and services are predominately concerned with higher education. OC operates under the authority of the [Community and Technical College Act](#)⁸¹ of 1991. This Act established the State Board for Community and Technical Colleges (SBCTC), which distributes state and federal funds to the community college districts, approves applications for professional-technical programs, and sets guidelines for disbursement of capital funds. OC operates within these system guidelines, under the policy leadership of a Board of Trustees that is appointed by the Governor and confirmed by the State Senate. Under this authority, OC independently establishes and manages its programs and services and operates as an independent public institution of higher education capable of meeting the Commission's standards and eligibility requirements.

5. Nondiscrimination. As determined by its charter, Mission, and Core Themes, Olympic College is governed and administered with respect for all in a nondiscriminatory manner. Committed to creating a climate in which diversity is valued and fostered, OC practices equal opportunity in all its programs and services including (but not limited to) admissions, employment, and educational programs in accordance with applicable federal and state laws and regulations. Discrimination is prohibited by [policy](#)⁸² with regard to race, creed, color, national origin, gender, genetic information, honorably discharged veteran or military status, age, religious preference, sexual orientation, the presence of any sensory, mental, or physical disability, use of a service animal by a person with a disability, political opinions or affiliations, or any other population designated by statute. Coordination of institutional compliance efforts with regard to equal opportunity and non-discrimination policies has been assigned to the Executive Director of Human Resource Services, who responds to all constituents' claims.

6. Institutional Integrity. Olympic College adheres to the highest ethical standard in its relationships and operations, in accordance with Washington State [ethics laws and standards](#).⁸³ The College annually administers employee training sponsored by the Washington State Ethics Board that encourages open participation and discussion of high ethical behavior and decision-making. To reinforce a high ethical standard at the College, the OC Board of Trustees has established ethics policies on Board governance and on the responsibilities of [employees](#)⁸⁴ and [Board](#)⁸⁵ members, as well as a variety of [other policies](#)⁸⁶ on related issues such as First Amendment, Sexual Harassment, and Non-Discrimination.

⁸¹ Revised Code of Washington, 28B.50, Community and Technical Colleges, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50>

⁸² OC Policy 200-19, Washington Administrative Code 132C-10-160, Nondiscrimination Policy, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-10-160>

⁸³ RCW, 42.52, Ethics in Public Service, <http://apps.leg.wa.gov/RCW/default.aspx?cite=42.52>

⁸⁴ Employee Ethics Policy 400-05, <http://www.olympic.edu/NR/rdonlyres/BC8FECB9-A103-43AA-A1E8-5C26791F66E4/0/40005EmployeeEthicsPolicy.pdf>

7. Governing Board. The Olympic College Board of Trustees is a functional governing board that has adopted policies to insure the quality and integrity of Olympic College. The Board consists of five voting members, appointed by the governor and confirmed by the Legislature. Board members are prohibited by [law](#)⁸⁷ from having any contractual, employment, or financial interest in Olympic College. The Board focuses on data to ensure that the institution is delivering quality education and student services to accomplish OC's [Mission](#)⁸⁸ and [Core Themes](#).⁸⁹

8. Chief Executive Officer. The chief executive officer and President of Olympic College is Dr. David Mitchell, who was appointed by the Board of Trustees of the College after a national search. His full-time responsibility is to the institution. Neither he nor any officer of the College chairs the institution's governing board.

9. Administration. Olympic College employs a sufficient number of qualified [administrators](#)⁹⁰ who provide effective leadership and management for the College. The President directly supervises four Vice Presidents and the Director of Research and Planning. The Vice Presidents supervise a variety of Deans, Directors, Exempt Managers, and administrative personnel sufficient to fulfill the College's Mission and Core Themes. All administrators are hired through an open, competitive process and meet the requirements for their positions. Administrators are evaluated annually for their effectiveness by their supervisors, direct reports, and colleagues; the evaluations include consideration of their success in meeting Core Themes and fulfilling the Mission.

10. Faculty. Consistent with its Mission and Core Themes, Olympic College employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered. In 2012-13 Olympic College employed [122 full-time faculty and 350 adjunct](#)⁹¹ (part-time) faculty. Student-faculty ratios by discipline parallel statewide averages. Faculty and instructional administrators review the credentials of all full-time and part-time faculty candidates. Full-time faculty [educational qualifications](#)⁹² are published in the annual *Catalog*; official transcripts for all faculty members are maintained in the Human Resource Services department.

Olympic College faculty (adjunct, tenured, and probationary) are evaluated in a regular, systematic, substantive, and collegial manner. The assessment procedures specify process, timelines, evaluation criteria, and indices of effectiveness. They also provide opportunities for continuous feedback

⁸⁵ Board of Trustees Code of Ethics, 100-11, <http://www.olympic.edu/NR/rdonlyres/3A67E02C-63BF-4CC4-9432-12366D15CD22/0/10011BoTCodeofEthics.pdf>

⁸⁶ OC Policy Manual Table of Contents, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

⁸⁷ Revised Code of Washington, Chapter 42.52, Ethics in Public Service, <http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52>

⁸⁸ Olympic College, Mission, Vision, Values, November 2012, <http://apps.olympic.edu/Accreditation/MISSION-NEW-ADOPTED-Nov-2012-BOARD-OF-TRUSTEES.pdf>

⁸⁹ OC Core Themes, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁹⁰ Leadership qualifications chart, OC administration, <http://apps.olympic.edu/Accreditation/Leadership-chart.pdf>

⁹¹ Olympic College Facts and Figures, 2012-13, http://www.olympic.edu/NR/rdonlyres/5E1890D3-11E9-4562-B2C8-5FFCE7CA4CB8/0/1213_facts_figuresFINAL.pdf

⁹² OC Catalog, 2013-14, Faculty and Administrators, pp. 134-142, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=134

and administrative access to primary evaluation data. [Faculty evaluation](#)⁹³ is prescribed by the Collective Bargaining Agreement.

11. Educational Program. Olympic College provides educational programs with appropriate content and rigor consistent with its Mission and Core Themes. Each of the certificate and degree programs in recognized fields of study fosters the achievement of clearly identified student learning outcomes, culminating in degrees and certificates consistent with program content. In addition, the Basic Skills instructional programs address adult pre-college learning needs and can lead to completion of the GED. Olympic College offers a variety of transfer and professional-technical associate [degrees](#)⁹⁴ and a Bachelor of Science in Nursing.

12. General Education and Related Instruction. All Olympic College academic and transfer associate degree programs and its baccalaureate degree in Nursing require a substantial and coherent component of general education. Statewide degree guidelines and articulation agreements facilitated by the Washington State Board for Community and Technical Colleges (SBCTC) define and regulate the character and composition of general education within all the College's transfer degrees. These agreements require that each degree include content and methods from the humanities and fine arts, mathematical and natural sciences, and social sciences, adhering to an approved distribution course list published in the [Catalog](#).⁹⁵ All other associate degree programs (applied, professional-technical) and programs of study of 45 quarter credits or more for which certificates are granted, contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations. All related instruction aligns with and supports program goals or intended outcomes. The Bachelor of Science in Nursing requires a planned program of [major specialization](#)⁹⁶ explained in the *Catalog* that is also communicated via the [website](#).⁹⁷

13. Library and Information Resources. Consistent with its Mission and Core Themes, Olympic College provides access to library and information resources with an appropriate level of currency, depth, and breadth to support all College programs and services, wherever offered and however delivered. Materials in a variety of formats are selected by library and discipline faculty in support of the curriculum of the College. Formats include both electronic and hardcopy books and periodicals, as well as video and audio materials. Electronic books and periodicals are available in all three libraries, on any College-networked computer, and remotely from home computers and mobile devices. Library faculty provide live reference and instructional services to classes in all disciplines and are available all hours the libraries are [open](#).⁹⁸ Digital access is available for students, staff, and faculty to [e-books](#),⁹⁹ [databases](#),¹⁰⁰

⁹³ Collective Bargaining Agreement through June 30, 2013, Section 4, Academic Employee Assessment, pp. 48-50, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=51>

⁹⁴ Degrees and Certificates, begin on page 46, 2013-14 OC *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=46

⁹⁵ Associate Degree Distribution Requirements, p. 45, 2013-14 OC *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=45

⁹⁶ Bachelor of Science in Nursing Program requirements, pp. 76-77, 2013-14 *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=76

⁹⁷ OC Website, Bachelor of Science in Nursing (RN to BSN) degree requirements, <http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/BSN/BSN+Credits+and+Cours e+Requirements.htm>

⁹⁸ OC Libraries Hours webpage, <http://libguides.olympic.edu/content.php?pid=196445&sid=1644796>

⁹⁹ E-Books at OC website, <http://libguides.olympic.edu/ebooks>

¹⁰⁰ Periodical databases website, <http://libguides.olympic.edu/databases>

and [study guides](#).¹⁰¹ The services of a reference librarian are available at all times via a collaborative network ([QuestionPoint](#)).¹⁰² The libraries also provide interlibrary loan access to the holdings of thousands of libraries worldwide whose collections total over a billion unique items ([OCLC](#)).¹⁰³

14. Physical and technological infrastructure. Olympic College maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to support its educational programs, Core Themes, and Mission. Olympic College has three main locations; the original campus in Bremerton is on a 33 acre site; the Shelton campus is located on a 27 acre site; and the Poulsbo campus is located on a 20 acre site. The College maintains and regularly updates facilities Master Plans that guide capital development for its three campuses ([Bremerton](#),¹⁰⁴ [Poulsbo](#),¹⁰⁵ and [Shelton](#))¹⁰⁶ based upon analysis of community needs and input from both internal and external sources. Each OC building also undergoes a [condition survey](#).¹⁰⁷ Recent capital development has focused on replacing old buildings on the Bremerton campus and acquiring property for future expansion. The College has realized significant success expanding and updating facilities in accordance with its Master Plans.

The College updates administrative, instructional, and student computing hardware and software using regular replacement cycles. Also available to students, faculty, and staff are other forms of instructional technology including multimedia-equipped classrooms, a large inventory of interactive-television-equipped classrooms, and secure wired and wireless networks. All technology is regularly reviewed and updated as needed.

15. Academic Freedom. Olympic College maintains an atmosphere conducive to intellectual freedom and independence. Official policy statements regarding the free pursuit of ideas, freedom to engage and express thoughts and actions, and communication of knowledge may be found in the faculty [Collective Bargaining Agreement](#)¹⁰⁸ which cites and reprints the entire statement of the Association of American Colleges and Universities on Academic Freedom as its [Appendix H](#).¹⁰⁹ In addition, academic freedom is addressed in the Olympic College Values Statement approved by the Board of Trustees in June, 2008. Specifically the [Values Statement](#)¹¹⁰ reads, “To demonstrate our values we champion principles of academic freedom and intellectual honesty.”

16. Admissions. As established by [Washington state law](#),¹¹¹ Olympic College is primarily an open-door admissions institution that follows written policies and procedures to guide the admission process and placement of students in courses and programs. Prospective students may [qualify for admission](#)¹¹² through either a) high school or GED completion, b) 18 years of age or older, or c) by

¹⁰¹ LibGuides Index website, <http://libguides.olympic.edu/index.php>

¹⁰² QuestionPoint 24/7 Reference Services website, <http://www.questionpoint.org/>

¹⁰³ OCLC library cooperative website, <https://www.oclc.org/en-US/home.html?redirect=true>

¹⁰⁴ OC, Bremerton campus Master Plan, <http://apps.olympic.edu/Accreditation/Master-Plan-OCB-campus.pdf>

¹⁰⁵ OC, Poulsbo campus Master Plan, <http://apps.olympic.edu/Accreditation/Master-Plan-OCP-campus.pdf>

¹⁰⁶ OC, Shelton campus Master Plan, <http://apps.olympic.edu/Accreditation/Master-Plan-OCS-campus.pdf>

¹⁰⁷ 2011 Facility Condition Survey, February, 2012, <http://apps.olympic.edu/Accreditation/Olympic-Facility-Condition-Report-2011.pdf>

¹⁰⁸ Collective Bargaining Agreement, through June 30, 2013, Article 5, section 3, Academic Freedom, p. 7, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=7>

¹⁰⁹ Collective Bargaining Agreement, through June 30, 2013, Appendix H: Association of American Colleges and Universities Board of Directors. *Academic Freedom and Educational Responsibility*. 2009, p. 75, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=75>

¹¹⁰ Olympic College Mission, Vision, and Values, <http://apps.olympic.edu/Accreditation/MISSION-NEW-ADOPTED-Nov-2012-BOARD-OF-TRUSTEES.pdf>

¹¹¹ Revised Code of Washington 28B.50.020 Purpose, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020>

¹¹² OC Admissions Process, <http://www.olympic.edu/Students/GettingStarted/Admissions/nonDegree.htm>

written release from their high school district. Specific competitive admission processes are required by Nursing programs at the [associate](#)¹¹³ and [bachelor](#)¹¹⁴ level. Qualified high school juniors and seniors are admitted to the [Running Start](#)¹¹⁵ Program via a separate admissions process. Applicants to the [Apprenticeship program](#)¹¹⁶ must successfully apply to the Puget Sound Naval Shipyard as a student trainee in the Apprentice Program; entry requirements are published by the [Navy](#).¹¹⁷ [International students](#)¹¹⁸ follow a separate admissions process according to Federal regulations of [SEVIS](#)¹¹⁹ and Homeland Security. All admissions processes and regulations are published in the annual College [Catalog](#).¹²⁰ placed on the College's [website](#).¹²¹ and are listed in applications and admissions materials. Admissions procedures are administered in an equitable and timely fashion.

17. Public Information. The Olympic College [Catalog](#)¹²² and website contain current and accurate information regarding the College's Mission and Core Themes, admission requirements and procedures, grading policies, faculty and staff credentials, and all the other information specified in this eligibility requirement. The College's Communications Department updates the *Catalog* annually through a collaborative process that ensures accuracy. The *Catalog* is available digitally to students and the general public on the OC [website](#)¹²³ (it is also available on the [homepage](#)¹²⁴ in the left sidebar) and in print at the College Bookstores located on all three campuses. For more information, please see related standards, especially 2.D.5.

18. Financial Resources. Olympic College demonstrates responsible, and informed long-term financial stability and sufficient reserves to support its programs and services. The Washington State Legislature provides to the Washington State Board for Community and Technical Colleges (SBCTC) a biennial budget allocation for the operation of the state's 34 public community and technical colleges. The SBCTC distributes these funds to colleges in the system using a full-time equivalent allocation formula reviewed and approved by the community college presidents. Colleges are authorized by the Legislature to collect and retain tuition to subsidize State funding.

Olympic College realistically plans for its use of state-allocated revenue, tuition revenue, donations, and other revenue sources. OC has a long history of responsible and strategic financial planning and management producing a stable cash flow and appropriate reserves which advance the College's Core Themes and Mission. The College has adopted a financial reserve policy requiring an operating reserve balance of between six and ten percent of the annual operating budget each fiscal year.

¹¹³ Associate Degree Admissions system,

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/ADN/Admissionsfactor.htm>

¹¹⁴ Bachelor's degree RN to BSN Admission and Application Process website,

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/BSN/applicationprocess.htm>

¹¹⁵ Running Start Eligibility Requirements website,

<http://www.olympic.edu/Students/StudentServices/RunningStart/eligibility.htm>

¹¹⁶ Puget Sound Naval Shipyard & Intermediate Maintenance Facility Student Trainee Program,

<http://www.navsea.navy.mil/shipyards/puget/page/StudentTraineeProgramWashington.aspx>

¹¹⁷ Puget Sound Naval Shipyard & Intermediate Maintenance Facility Apprentice Program brochure,

<http://www.navsea.navy.mil/shipyards/puget/Page/ApprenticeTri-Fold.pdf>

¹¹⁸ International Students Admissions requirements website,

<http://www.olympic.edu/Students/InternationalStudents/admissions.htm>

¹¹⁹ Student and Exchange Visitor Program, <http://www.ice.gov/sevis/>

¹²⁰ OC Catalog, Admissions, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page7

¹²¹ OC website, Admission process, <http://www.olympic.edu/Students/GettingStarted/Admissions/nonDegree.htm>

¹²² OC Catalog, 2013-14, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf

¹²³ OC website, <http://www.olympic.edu/Students/Registration/View/Catalog.htm>

¹²⁴ OC Homepage, <http://www.olympic.edu/index.htm>

As guidance for these practices, the College's Board of Trustees has established policies for [debt](#),¹²⁵ [reserve balances](#),¹²⁶ and [cash management](#).¹²⁷

Financial planning at the College includes appropriate risk management to ensure short-term solvency and long-term financial sustainability. This allows the College to ensure a measure of stability in its fiscal management by maintaining protection from general liability and vehicle accident losses through a [self-insurance program](#)¹²⁸ provided by Washington's Department of Enterprise Services.

19. Financial Accountability. Olympic College complies with all federal and state external audit requirements. The [results](#)¹²⁹ of the most recent audit (2012) performed in accordance with generally accepted auditing standards by the professionally qualified personnel from the Washington [State Auditor's Office](#)¹³⁰ (SAO) are published on the web. An audit of financial statements of state agencies for the year ending June 30, 2012 is available on the Office of Financial Management [website](#).¹³¹ A letter explaining the system of Washington State required audits is attached [here](#).¹³²

Audit entrance and exit conferences are attended by at least one member of the Board, the College executive team, and the Director of Business Services. Further, the State Board for Community and Technical Colleges [SBCTC] conducts an on-site "Operations Review" to ensure consistency in record keeping and reporting, adherence to SBCTC policies and guidelines, and compliance with state and federal laws, regulations, and grant provisions. Audit recommendations received from the SBCTC and the SAO are always reviewed by the College administration and Board of Trustees and incorporated into the College's operating procedures to ensure compliance and demonstrate the College's commitment to excellence.

20. Disclosure. The College President appointed the Dean of Library Media as the Accreditation Liaison Officer (ALO). The ALO is responsible for ensuring that all Commission-required information is provided accurately and in a timely fashion, including annual reports to the Commission. College personnel review all Commission-required documents to ensure that they accurately represent the performance of the College so that the Commission can carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission. The College accepts and agrees to comply with the standards and policies of the Commission. The College agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding OC's status with the Commission to any agency or members of the public requesting such information. Further, the College publishes accreditation self-studies and recent evaluations on its [website](#).¹³³

¹²⁵ OC's debt policy, <http://www.olympic.edu/NR/rdonlyres/C52E9C58-C29E-462F-AE20-905F58766636/0/60007DebtPolicy.pdf>

¹²⁶ OC's Financial Reserve policy, <http://www.olympic.edu/NR/rdonlyres/05CA8A93-8A66-46B6-A0A2-9F9F4733A3F9/0/60008FinancialReservePolicy.pdf>

¹²⁷ OC's cash management policy, <http://www.olympic.edu/NR/rdonlyres/EFB683A4-AA16-495D-991C-35A5EDA8C6BE/0/60009CashManagementPolicy.pdf>

¹²⁸ Washington State Department of Enterprise Services website, Insurance for State Agencies, <http://des.wa.gov/services/Risk/insurance/Pages/default.aspx>

¹²⁹ Audit reports of Washington state agencies, <http://www.ofm.wa.gov/singleaudit/default.asp>

¹³⁰ Washington State Auditor's Office website, <http://www.sao.wa.gov/EN/Pages/default.aspx>

¹³¹ Washington State Office of Financial Management Annual Financial Report, <http://www.ofm.wa.gov/cafr/default.asp>

¹³² Washington State Auditor's Office, letter to Director of Business Services, Janell Whiteley dated 12/17/12, <http://apps.olympic.edu/Accreditation/Letter-of-Audit-Coverage-Higher-Education-2012-Olympic.pdf>

¹³³ Olympic College, Accreditation webpage, <http://www.olympic.edu/Campuses/AboutOC/Accredit.htm>

Chapter Two, Standard Two: Resources and Capacity

2.A. Governance

[2.A.1] In Washington State, community and technical colleges are governed by boards of trustees that are appointed by the Governor and confirmed by the Washington State Senate. Washington [law](#)¹³⁴ specifies the duties, responsibilities, and authority of boards of trustees and serves as the primary guideline for the Olympic College Board of Trustees, together with the [Board Bylaws](#)¹³⁵ and the Board's [Standing Orders](#),¹³⁶ which specify the authority to hire and to delegate responsibility to the President. Together with the [faculty](#)¹³⁷ and [staff](#)¹³⁸ collective bargaining agreements, these laws and policies define the system of governance at Olympic College. An overview of the administrative leadership of the College is provided in this [organization chart](#).¹³⁹ Organizational charts that outline the Divisions that report to the Vice Presidents of [Administrative Services](#),¹⁴⁰ [Instruction](#),¹⁴¹ [Student Services](#),¹⁴² and [College Relations](#)¹⁴³ may be found at these links.

Olympic College has a multilayered [committee system](#)¹⁴⁴ that allows for employee involvement at all levels. Faculty, staff, administration, students and members of the public are able to provide input to College-wide decisions and matters in which they have a direct interest through a variety of venues, including direct briefings by faculty, staff, and student leaders at each monthly Board of Trustees' meeting. Other venues that consider the views and judgments of faculty, staff, and students include meetings of President's Cabinet, President's Council, Faculty Council, College Council, Association of Higher Education (AHE), Washington Public Employees Association (WPEA), and Associated Students of Olympic College (ASOC). Some of these concerns are then taken up by the appropriate Vice Presidents to the Board of Trustees, as appropriate. Faculty, staff, administrators, and students are represented in the membership of several crucial advisory committees, for example, Budget, Strategic Planning, Diversity Advisory Council, Enrollment Management, and Safety. Input is also received from professional-technical advisory committees that are largely composed of members of the public. A member of the Board of Trustees serves as a member of the Mission Fulfillment Team and informs the Board of all matters relative to accreditation.

¹³⁴ Revised Code of Washington, 28B.50.140, <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50.140>

¹³⁵ OC Policy 100-01, Bylaws, <http://www.olympic.edu/NR/rdonlyres/3DCE8301-C0E2-48F4-93F9-AB30D2F3691E/0/10001Bylaws.pdf>

¹³⁶ Washington Administrative Code 132C-104-006, Standing orders of the board of trustees, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-104-006>

¹³⁷ Olympic College Collective Bargaining Agreement with the Association for Higher Education through 6/30/13, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf>

¹³⁸ Washington Public Employees Association and State of Washington Collective Bargaining Agreement, 2012-13, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf

¹³⁹ OC Organization Chart, including President, Vice Presidents, Deans, Directors and some Managers; <http://apps.olympic.edu/Accreditation/Org-Chart-President%20to%20Deans.pdf>

¹⁴⁰ OC Organization Chart, Administrative Services, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-Administrative%20Services.pdf>

¹⁴¹ OC Organization Chart, Instruction, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-Instruction.pdf>

¹⁴² OC Organization Chart, Student Services, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-Student%20Services.pdf>

¹⁴³ OC Organization Chart, College Relations, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-College%20Relations.pdf>

¹⁴⁴ Olympic College, Committees and Councils Membership lists, February 2013; <http://apps.olympic.edu/Accreditation/COMMITTEES-List-all-OC-2012-13.pdf>

[2.A.2] Washington’s thirty-four community and technical colleges operate under the broad regulatory authority of the Washington State Board for Community and Technical Colleges (SBCTC).¹⁴⁵ This relationship is clearly defined in state statute and directs each college to be governed by a local Board of Trustees.¹⁴⁶ The College’s five-member Board of Trustees is appointed by the Governor and confirmed by the Senate to serve a five-year term. These boards set the parameters¹⁴⁷ by which their local institutions operate, including the relative autonomy of the administration for day-to-day operation. Each community college district has its own Board of Trustees; Olympic is a single-college district. Community and technical college presidents coordinate their efforts on a statewide basis and work through the SBCTC to interface with the Washington State Legislature.

The Board functions as a committee of the whole; minutes¹⁴⁸ of its meetings are published on the OC website. The minutes further demonstrate that the Board and administrators are clear in their roles and responsibilities granted by the laws of the State of Washington and by the rules and regulations of the State Board for Community and Technical Colleges.

[2.A.3] The Board of Trustees, faculty, and staff monitor compliance with the Commission standards relative to all challenges facing Olympic College. The President and administration review and communicate Legislative actions that could impact the College’s Mission and/or operations and the potential effect on compliance with NWCCU Standards. Collective bargaining agreements (CBA) also reflect acceptable NWCCU practices. For example, the faculty CBA was recently altered to clarify and comply with faculty evaluation¹⁴⁹ standards. Whenever contracts are renegotiated, relevant standards are reviewed to assure alignment of Olympic’s practices with accreditation requirements. The Mission Fulfillment Team, a standing committee led by the College’s Accreditation Liaison Officer (ALO), is in charge of all things related to accreditation and of any directly related efforts, like our recent Mission revision. As such, it is the Team’s responsibility to monitor ongoing compliance with all accreditation requirements.

Governing Board

[2.A.4] The Olympic College Board of Trustees¹⁵⁰ consists of five voting members appointed by the Governor and confirmed by the Washington State Senate. None of the Board members have any contractual, employment, or financial interest in Olympic College.

The duties, responsibilities, and authority¹⁵¹ of community college boards of trustees are defined in Washington State law which serves as the primary guideline for the Olympic College Board, together with its Bylaws¹⁵² and Standing Orders,¹⁵³ which were most recently revised for clarity in 2009 and published in the Washington Administrative Code. The bylaws further define the Board’s

¹⁴⁵ Washington State Board for Community and Technical Colleges website, <http://www.sbctc.ctc.edu/>

¹⁴⁶ Revised Code of Washington 28B.50.090 College Board—Powers and duties, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.090>

¹⁴⁷ Revised Code of Washington 28B.50.140, Boards of Trustees, Powers and Duties, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.140>

¹⁴⁸ Olympic College Board of Trustees Meeting Minutes website, <http://www.boarddocs.com/wa/olympic/Board.nsf/Public>

¹⁴⁹ OC Collective Bargaining Agreement with the Association for Higher Education, June 30, 2013, Section 4, p. 48 <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=51>

¹⁵⁰ Board of Trustees biographies, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/index.htm>

¹⁵¹ Revised Code of Washington 28B.50.140, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.140>

¹⁵² OC Policy 100-01, Bylaws, <http://www.olympic.edu/NR/rdonlyres/3DCE8301-C0E2-48F4-93F9-AB30D2F3691E/0/10001Bylaws.pdf>

Table 2.A.i. Olympic College Board of Trustees

Trustee	Term of Office	Occupation
Beverly Cheney	October 2008 – September 2017	Retired School Superintendent, South Kitsap Schools
Jim Page	June 2011- September 2015	President, KPS Health Plans
Darlene Peters	October 2006 – September 2016	Retired Teacher and School Psychologist, S’Klallam Tribal Elder
Stephen Warner	March 2010 – September 2013	Principal, Evergreen Elementary School, Shelton, Washington
Alice Tawresey, Chair	February 2005 – September 2014	Retired Teacher, Past Mayor of Bainbridge Island

responsibilities, including the terms and selection of officers. The College is assigned a Washington State Assistant Attorney General, who attends each board meeting to advise on any legal matters and to ensure that all trustee meetings comply with the requirements of the [Open Public Meetings Act](#)¹⁵⁴ which requires that all actions be taken by the Board as a whole. [Minutes](#)¹⁵⁵ of the Board’s meetings and [Resolutions](#)¹⁵⁶ are published on the College website.

[2.A.5] No member or subcommittee of the Board acts on behalf of the Board unless the Board formally delegates its authority. The Board complies with section V, item A of its [Bylaws](#)¹⁵⁷ which states:

Special Committees: Special committees may be established and appointed by the chairperson of the board. All matters considered by special committees requiring action shall be referred to the board for action unless express authority is delegated to the committee.

The Board practices this principle consistently and reinforces the practice at every new Board member orientation.

[2.A.6] The Board is actively involved in the establishment, review, and revision of institutional policies, including those regarding its organization and operation. The Board regularly reviews its [Bylaws](#)¹⁵⁸ and [Policies](#).¹⁵⁹ All new College policies are reviewed by the Board and are formulated to be in

¹⁵³ OC Policy 100-02 Standing orders of the board of trustees, Washington Administrative Code 132C-104-006, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-104-006>

¹⁵⁴ RCW 42.30, Open Public Meetings Act, <http://apps.leg.wa.gov/rcw/default.aspx?cite=42.30>

¹⁵⁵ Board of Trustees Meeting Minutes Index website, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/meetingminutes.htm>

¹⁵⁶ Olympic College Board of Trustees, Resolutions website, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Resolutions.htm>

¹⁵⁷ Olympic College Board of Trustees Bylaws, Policy 100-01, p. 7, <http://www.olympic.edu/NR/rdonlyres/3DCE8301-C0E2-48F4-93F9-AB30D2F3691E/0/10001Bylaws.pdf#page=7>

¹⁵⁸ Board Bylaws, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/bylaws.htm>

¹⁵⁹ Board Policies, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

compliance with a Board adopted standard ([OCP 200-12](#)).¹⁶⁰ Recent efforts include a 2011 revision of the College's First Amendment Policy ([OCP 200-03](#)),¹⁶¹ first adopted in 2010.

[2.A.7] Consonant with Washington State law, section VI, item A of the Olympic College Policy [100-01](#)¹⁶² provides that the President of the College shall be employed by the Board upon receiving the affirmative votes of not less than a majority of the members. The policy designates the President as the CEO of the College, responsible directly to the Board for the management and conduct of all the affairs of the College except those which by law, the By-Laws of The Board of Trustees, or other orders of the Board designate otherwise. Olympic College Policy 001-02 (published in the [Washington Administrative Code](#))¹⁶³ reserves a number of responsibilities for the Board itself, including the granting of tenure, approval of bargaining agreements, and several budget related issues.

[2.A.8] The Board of Trustees is committed to rigorous [self-assessment](#)¹⁶⁴ and has used a variety of evaluation instruments. Board members submit individual responses to self-evaluation criteria; the responses are then analyzed and discussed at the annual retreat to help identify strategic directions and formulate the Board's Work Plan. Most recently, the Board revised its self-evaluation to incorporate evidence of student success as criteria for evaluation.

Leadership and Management

[2.A.9] OC has an effective system of leadership staffed by qualified administrators who are accountable for the planning, organizing, and managing of the College and assessing its achievements and effectiveness. The organization of OC's administration is clearly defined and supports the successful implementation of educational activities addressed by the College's Mission, Vision, Values and its Core Themes. The President [directly supervises](#)¹⁶⁵ the Vice Presidents for [Administrative Services](#),¹⁶⁶ [Instruction](#),¹⁶⁷ [College Relations](#),¹⁶⁸ and [Student Support and Achievement](#),¹⁶⁹ as well as the Director for Research, Planning, and Assessment. [Administrators and exempt personnel](#)¹⁷⁰ hold academic degrees and/or have extensive experience for the roles they perform.

All levels of administration are held accountable for their performance. The Board evaluates the President annually using a variety of methods, including an assessment of progress on the President's Board-approved goals, the results of 360-degree evaluations, and the results of the employee engagement

¹⁶⁰ Board Policy 200-12, <http://www.olympic.edu/NR/rdonlyres/AC2A63A1-E355-4463-AA42-3A6F04F0C9B9/0/20012policyStandards.pdf>

¹⁶¹ First Amendment Policy 200-03, <http://www.olympic.edu/NR/rdonlyres/358DC38D-6259-4227-876F-2B9A60710704/0/20003FirstAmendmentPolicy.pdf>

¹⁶² Olympic College Board Bylaws, <http://www.olympic.edu/NR/rdonlyres/3DCE8301-C0E2-48F4-93F9-AB30D2F3691E/0/10001Bylaws.pdf#page=8>

¹⁶³ Washington Administrative Code 132C-104-006, *Standing orders of the Board of Trustees*, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-104-006>

¹⁶⁴ Olympic College Policy 100-12, Board Self-Evaluation commitment, <http://www.olympic.edu/NR/rdonlyres/63326E4F-CE89-48AA-819D-B8B25B437B2F/0/10012Selfevaluation.pdf>

¹⁶⁵ OC Organizational Chart, <http://apps.olympic.edu/Accreditation/Org-Chart-President%20to%20Deans.pdf>

¹⁶⁶ OC Organizational Chart, Administrative Services, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-Administrative%20Services.pdf>

¹⁶⁷ OC Organizational Chart, Instruction, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-Instruction.pdf>

¹⁶⁸ OC Organizational Chart, College Relations, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-College%20Relations.pdf>

¹⁶⁹ OC Organizational Chart, Student Support and Achievement, <http://apps.olympic.edu/Accreditation/Org-Chart-VP-Student%20Services.pdf>

¹⁷⁰ OC Leadership Chart, Education and Experience, <http://apps.olympic.edu/Accreditation/Leadership-chart.pdf>

survey. All administrators who report directly to the President are evaluated twice annually – first to review progress on goals midway through the year and second to review progress on goals at the end of the year and to set new goals for the coming year. All other administrators meet with their supervisors annually to review progress and set goals and objectives for the coming year.

Administrators are evaluated using goal achievement, 360-degree evaluations, and assessment of results from an employee engagement survey. In addition to an instrument used to solicit feedback from direct reports, colleagues, and others, the administrative performance review process includes a self-evaluation and both a written and oral evaluation by the individual administrator’s direct supervisor. Performance expectations for administrators include their role and effectiveness in achieving Core Theme objectives and student achievement metrics related to their area of responsibility.

1.8 million hits and counting: OC’s Dr. Bob Abel teaches [Physics via video on YouTube](#)
[control-click above]

Administrators are charged with planning, organizing, and managing the institution. The Office of Planning, Assessment, and Research (PAR) is involved in local, state, and national research projects and surveys that provide administrators with useful information required for decision-making, the evaluation process, and the assessment of Core Themes and Acceptable Levels of Achievement. PAR also provides data and planning assistance to every level of administration including the Board of Trustees, Cabinet, President’s Council, Strategic Initiative Groups, the Mission Fulfillment Team, and other committees on a number of topics such as student demographics, enrollment trends and projections, student retention and completion, county and district demographics, statewide college trends, and more. This data is critical to assessing the effectiveness of the College. Comprehensive Planning and Strategic Planning Initiatives are overseen by the President’s Council in cooperation with PAR. All divisional and departmental plans are prepared with the Core Themes in mind and provide support to the accomplishment of OC’s Mission, Vision, and Values.

[2.A.10] The President of Olympic College, Dr. David Mitchell, is highly qualified and has full-time responsibility to the institution. He reports directly to the Board of Trustees serving as an *ex officio* member of the Board and as the Board Secretary. Dr. Mitchell holds a Ph.D. in Higher Education from the University of Washington, a Master’s in Mathematics from Washington State University, and a Bachelor’s in Mathematics from California State University. He has also attended the Harvard Institute for Educational Management. Dr. Mitchell served as President of South Seattle Community College for five years and has been President of OC since 2002. He is a member of the Puget Sound Economic Development District of the Puget Sound Regional Council, Bremerton Rotary, and the Kitsap Regional Economic Development Alliance along with other local and regional organizations that contribute to the needs of the region. He is a past president of the Washington Association of Community and Technical College Presidents and has served as a commissioner and Executive Committee member of the Northwest Commission on College and Universities.

[2.A.11] Olympic College employs a sufficient number of qualified administrators who provide effective, collaborative leadership that fosters Mission fulfillment and accomplishment of Core Theme objectives. Olympic has a [management team](#)¹⁷¹ of 58 people. The President, Vice Presidents, Deans, and Directors are supported by exempt managers and executive assistants.

Olympic College is committed to a system of shared governance that fosters collaboration to achieve the objectives outlined by the Core Themes. Faculty and staff participate in Board meetings and

¹⁷¹ Olympic College Leadership Chart, Education and Experience, <http://apps.olympic.edu/Accreditation/Leadership-chart.pdf>

a wide variety of other leadership committees charged with planning and the development of policies and procedures for College operations. The President’s Cabinet discusses College policy decisions at its semimonthly meetings. Cabinet includes the President, the four Vice Presidents, the Executive Director for Human Resources, the President of the Faculty Union (AHE), and the Executive Assistant to the President. Semimonthly Cabinet meetings help ensure timely institutional decisions. Cabinet members disseminate information about discussions and decisions back to regularly scheduled meetings of their various constituents and divisions. Cabinet meeting [minutes](#)¹⁷² are published College-wide. In addition to the members listed above, the Vice President of College Relations and the Director of the Foundation are members of Cabinet and attend Cabinet meetings regularly to ensure that all institutional advancement activities, including development, fundraising, and community relationships relate clearly and directly to the Mission and goals of the College.

Communication among units is further encouraged across division lines and is the purpose of regularly held semimonthly meetings of the President’s Council. The [President’s Council](#)¹⁷³ consists of the members of the Cabinet (listed earlier) and various deans and directors from across the College. [Minutes](#)¹⁷⁴ of the President’s Council meetings are also published College-wide. Administrative and exempt employees actively participate in campus committees and events and are encouraged to be available to students, faculty and staff as needed to discuss and address issues and concerns in a timely manner.

In general, administrators making decisions strive for an ideal that includes consultation with those directly involved and primarily affected. Regular communication between and among College departments facilitates successful accomplishment of Core Theme objectives. For example, Instructional Administrators meet weekly to facilitate cooperation and coordination among instructional units. Administrative Services and Student Services meetings also occur on a regularly-scheduled basis.

Policies and Procedures

Academics

[2.A.12] Olympic College clearly communicates its academic policies– including those related to teaching, service, scholarship, research, and artistic creation– to students, faculty, administrators, and staff with academic responsibilities. All Board-approved policies are found on the OC [website](#)¹⁷⁵; many of these policies are also available through the [Washington Administrative Code](#)¹⁷⁶ found on the web. The Student Conduct Code, which is both a Board policy and a part of the Washington Administrative Code, contains multiple academic policies; it is posted [online](#)¹⁷⁷ and published as part of the [Student Handbook](#)¹⁷⁸. In addition, many policies are published in the [Catalog](#)¹⁷⁹; most are found embedded in the

¹⁷² President’s Cabinet Minutes,

<http://www.olympic.edu/Campuses/AboutOC/Governance/PresidentsCabinet/PresidentsCabinetMinutes.htm>

¹⁷³ President’s Council membership, <http://www.olympic.edu/Campuses/AboutOC/Governance/PresidentsCouncil/>

¹⁷⁴ Minutes of the President’s Council,

<http://www.olympic.edu/Campuses/AboutOC/Governance/PresidentsCouncil/PresidentsCouncil+Minutes.htm>

¹⁷⁵ OC policies webpage, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

¹⁷⁶ Washington Administrative Code 132C, Olympic College, <http://apps.leg.wa.gov/wac/default.aspx?cite=132c>

¹⁷⁷ OC Student Conduct Code, <http://www.olympic.edu/StaffFaculty/Policies/ConductCode/>

¹⁷⁸ OC Student Handbook, pp. 147-159; see bottom of page 147 for the beginning of the Conduct Code,

<http://apps.olympic.edu/Accreditation/VersatileFullPlanner201213StudentHandbook.pdf#page=149>

¹⁷⁹ OC *Catalog*, pp. 7-29; http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=7

sections found on pages 7-29. [Faculty](#)¹⁸⁰ and [staff](#)¹⁸¹ collective bargaining agreements contain several academic policies; these documents are made available to their constituents by the bargaining units. All newly-hired employees are informed of some academic policies during orientation. The [Adjunct Faculty Handbook](#)¹⁸² also includes many relevant policies; it is distributed to adjuncts annually. Faculty members include appropriate policies for students in syllabi; syllabi are distributed to all enrolled students in every course.

[2.A.13] OC's policies regarding access to and use of library and information resources are documented, published, and enforced. Policies are published on the library's [website](#)¹⁸³ (policies are embedded under the tabs). These policies cover all formats, locations, and delivery methods. In addition, the [Adjunct Faculty Handbook](#)¹⁸⁴ and the [College Catalog](#)¹⁸⁵ also speak to access and use of the libraries. Conduct policies that affect access are made available on posters within the library.

All library staff, including student employees, are trained on library access and use protocols. Training includes [enforcement issues](#)¹⁸⁶ and methods. Proper identification is required of all library users who check out either hardcopy or electronic materials. Logins and passwords govern remote access to electronic books and databases, ensuring compliance with vendor contract requirements. Access to and use of library computers are also governed by Information Technology [policies](#)¹⁸⁷ that are available electronically and on posters within the computer lab. The Acceptable Use policy has also been adopted by the Board of Trustees as Policy [200-17](#).¹⁸⁸

[2.A.14] Olympic College has an effective and clearly stated transfer of credit policy that facilitates efficient mobility of students between colleges and maintains the integrity of our programs. Like other Washington higher education institutions, Olympic follows the Inter-College Relations Commission (ICRC) [transfer guidelines](#)¹⁸⁹ and [Direct Transfer Agreements](#)¹⁹¹ established by the State of Washington, and participates in the [Common Course Numbering](#)¹⁹² statewide project to facilitate transfer among Washington community and technical colleges. These policies maintain the integrity of instructional programs throughout the State and make transfer within Washington highly efficient. The

¹⁸⁰ Collective Bargaining Agreement between OC Board of Trustees and the OC Association for Higher Education, June 2013, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf>

¹⁸¹ WPEA CBA, 2013-15, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf

¹⁸² OC Adjunct Faculty Handbook Contents page, several academic policies like grading are found here, <http://apps.olympic.edu/Accreditation/AdjunctFacHandbook2012.pdf#page=3>

¹⁸³ OC Library services guide with policies embedded, <http://libguides.olympic.edu/services2>

¹⁸⁴ OC Adjunct Faculty Handbook, 2012-13, p. 42

<http://apps.olympic.edu/Accreditation/AdjunctFacHandbook2012.pdf#page=42>

¹⁸⁵ OC College Catalog, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=26

¹⁸⁶ OC LibGuide, Training Circulation Student Employees, Door Alarm Protocol, <http://libguides.olympic.edu/content.php?pid=111965&sid=3383539>

¹⁸⁷ OC Extended Rules & Policies webpage,

<http://www.olympic.edu/CampusResources/ComputerLabs/StudentCompGuide/RulesPolicies/extrulespolicies.htm>

¹⁸⁸ Board of Trustee Policy 200-17, <http://www.olympic.edu/NR/rdonlyres/67D7C038-95FC-4D40-A4C2-EE2060526AAC/0/20017AcceptableUsePolicy.pdf>

¹⁸⁹ Washington Council, Intercollege Relations Commission webpage, <http://www.washingtoncouncil.org/icrc.htm>

¹⁹⁰ The ICRC Handbook, Direct Transfer Agreements,

[http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20%20Updated%20Summer%202012%20\(2\).pdf](http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20%20Updated%20Summer%202012%20(2).pdf)

¹⁹¹ State Board for Community and Technical Colleges, Transfer Associate Degrees website, <http://www.sbctc.ctc.edu/college/e-transferdegrees.aspx>

¹⁹² State Board for Community and Technical Colleges, Common Course Numbering Project, http://www.sbctc.ctc.edu/college/e_commoncoursenummering.aspx

transfer-of-credit policy is approved by our Instructional Policies Council and is published in the annual [Catalog](#).¹⁹³ Olympic College has negotiated articulation agreements that govern acceptance of [courses](#)¹⁹⁴ from other institutions.

Students

[2.A.15] Policies and procedures regarding students' rights and responsibilities at Olympic College — including academic honesty, appeals, grievances, and accommodations for persons with disabilities — are clearly stated, readily available, and administered in a fair and consistent manner.

OC publishes the Student Conduct Code which maintains policies and procedures associated with the rights and responsibilities of students including, but not limited to: academic honesty, disciplinary action, grievances, and appeals. The Student Conduct Code is available to all new and continuing students through the [Student Handbook/Planner](#)¹⁹⁵ and the [Catalog](#).¹⁹⁶ The [OC Conduct Code website](#)¹⁹⁷ refers students to the Washington Administrative Code as published on the [Washington State Legislature's website](#).¹⁹⁸ Print versions are available at the office of the Vice President of Student Support and Achievement. The Student Conduct Code assures the right of [due process](#)¹⁹⁹ and the [right of appeal](#)²⁰⁰ to all students. Other procedures regarding student complaints and grievances are published in the [Student Handbook](#),²⁰¹ in the [Catalog](#),²⁰² and on the [OC website](#).²⁰³ These procedures include: [grade appeal](#)²⁰⁴ and [discrimination and harassment complaints](#)²⁰⁵ as well as [complaints that fall outside defined categories](#).²⁰⁶

In compliance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973, OC is committed to providing reasonable accommodation, including core services, for qualified students with disabilities. The Access Services office administers a comprehensive policy that identifies the rights and responsibilities of students under the ADA and establishes clear guidelines for seeking and receiving reasonable accommodations. Access Services adheres to procedures for accessing services, documenting disabilities, and addressing grievances by persons with disabilities that are available on the [OC website](#).²⁰⁷ These procedures are also summarized in the [Student](#)

¹⁹³ OC *Catalog* 2013-2014, http://www.olympic.edu/NR/ronlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=15

¹⁹⁴ OC *Catalog* 2013-2014, http://www.olympic.edu/NR/ronlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=15

¹⁹⁵ Student Handbook, <http://apps.olympic.edu/Accreditation/VersatileFullPlanner201213StudentHandbook.pdf#page=3>

¹⁹⁶ Olympic College *Catalog* has an introduction to the Student Conduct Code with a reference to the website on p. 145, http://www.olympic.edu/NR/ronlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=145

¹⁹⁷ OC, Conduct Code webpage, <http://www.olympic.edu/StaffFaculty/Policies/ConductCode/>

¹⁹⁸ Washington Administrative Code, Student Conduct Code webpage, [WAC 132C-120](#)

¹⁹⁹ Washington Administrative Code, Disciplinary proceedings webpage, [WAC 132C-120-110](#)

²⁰⁰ Washington Administrative Code, Appeals webpage, [WAC 132C-120-115](#)

²⁰¹ Student Handbook, p. 138-140; <http://apps.olympic.edu/Accreditation/VersatileFullPlanner201213StudentHandbook.pdf#page=140>

²⁰² OC *Catalog*, pp. 142-143; http://www.olympic.edu/NR/ronlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=142

²⁰³ OC website, Student Complaint Process, <http://www.olympic.edu/StaffFaculty/Policies/complaint.htm>

²⁰⁴ OC website, Grade Appeal Process, <http://www.olympic.edu/StaffFaculty/Policies/gradeAppeal.htm>

²⁰⁵ OC, Complaint Procedure form, <http://apps.olympic.edu/Accreditation/complaintprocedures.pdf>

²⁰⁶ OC, Student Complaint Process webpage, <http://www.olympic.edu/StaffFaculty/Policies/complaint.htm>

²⁰⁷ OC, Access Service webpage, <http://www.olympic.edu/Students/StudentServices/AccessServices/>

[Handbook](#)²⁰⁸ and [Catalog](#).²⁰⁹ Printed copies are also available at the Access Services office. Access grievance procedures are available on the [Washington Administrative Code website](#)²¹⁰ and through the Access Services department.

All OC policies are reviewed by a myriad of College groups representing students, faculty, staff, administration, and the Board of Trustees. Some of these policies are reviewed by the Board of Trustees and submitted to the State of Washington's Office of the Attorney General for further review. New hires are required to complete training on [FERPA](#)²¹¹ and [non-discrimination / harassment](#)²¹² at the time of hire and at intervals during their employment at OC to ensure appropriate handling of student information and complaints.

[2.A.16] Olympic adheres to admission and placement policies that assure reasonable probability of student success. In accordance with [the Board's nondiscrimination policy](#),²¹³ Olympic College maintains an open-door, non-discriminatory admissions policy. General admission is granted to applicants who have completed high school or hold a GED, or who are over 18 years of age, or through submission of a high school release form. Underage applicants may submit a petition for admission through the Registrar's Office.

The Olympic College [Catalog](#)²¹⁴ and [OC website](#)²¹⁵ provide information on general admission requirements and processes. Certain College programs require additional admission requirements, submission of specific documents, transcripts, orientations, or processes. For instance, international student applicants must meet College and federal requirements for admission to the country and to the College. Detailed admission information on these programs, including [Bachelor of Science in Nursing](#),²¹⁶ [Associate Degree Nursing](#),²¹⁷ [Practical Nursing](#),²¹⁸ [Medical Assisting](#),²¹⁹ [Physical Therapist Assistant](#),²²⁰ [Adult High School Diploma Completion](#),²²¹ [Running Start](#),²²² [Cosmetology](#),²²³ and [International](#)

²⁰⁸ Student Handbook, <http://www.olympic.edu/NR/rdonlyres/0420ADC9-016E-4F03-9F6A-99BDCDC4652A/0/VersatileFullPlanner201213StudentHandbook.pdf#page=7>

²⁰⁹ OC *Catalog*, Grievance Procedure For Students with Disabilities, p. 142;

http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=142

²¹⁰ Washington Administrative Code, Grievance procedure webpage, [WAC 132C-285-010](#)

²¹¹ Family Educational Rights and Privacy Act, Federal law (20 USC 1232g; 34 CFR Part 99), OC FERPA tutorial, <http://www.olympic.edu/StaffFaculty/Policies/Ferpatest/>

²¹² OC, Training & Development webpage, Online training link for Discrimination/Harassment Awareness and Prevention, <http://www.olympic.edu/StaffFaculty/HumanResources/training.htm>

²¹³ Washington Administrative Code 132C-10-160, Nondiscrimination policy,

<http://apps.leg.wa.gov/wac/default.aspx?cite=132C-10-160>

²¹⁴ OC *Catalog*: http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=7

²¹⁵ OC Admissions website: <http://www.olympic.edu/Students/GettingStarted/Admissions/nonDegree.htm>

²¹⁶ OC Bachelor of Science, Nursing website:

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/BSN/applicationprocess.htm>

²¹⁷ OC Nursing (AND) website:

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/ADN/>

²¹⁸ OC Nursing (PN) website:

<http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/PN/>

²¹⁹ OC Medical Assisting website:

<http://www.olympic.edu/Students/DegreesCertificates/MedicalAssisting/medAssist-ATA.htm>

²²⁰ OC Physical Therapist Assistant website:

<http://www.olympic.edu/Students/DegreesCertificates/PhysicalTherapistAssistant/physTherapist-AAS.htm>

²²¹ OC High School Completion, website:

<http://www.olympic.edu/Students/StudentServices/CounselingServices/hsComp.htm>

[Students](#),²²⁴ can be found on the OC websites linked here. Procedures for admission and placement in the Basic Skills programs require CASAS testing, assessment, and individual advising for placement into ABE and ESOL courses. Those seeking admission into these programs can find information in both English and Spanish on the [OC website](#),²²⁵ which includes answers to [frequently asked questions](#).²²⁶

To assure a reasonable probability of student success, all degree and certificate-seeking applicants who wish to enroll in specified programs and credit courses must take the [Accuplacer assessment test](#)²²⁷ for placement in English and mathematics. Cut-off scores are determined in consultation with the faculty and are reviewed annually. Transfer students may provide documentation of their proficiency levels, based on transcribed courses from prior institutions or acceptable scores on a prior learning assessment, such as Advance Placement or the International Baccalaureate Diploma. Student success is supported through student orientation sessions, quarterly advising, and approved educational plans which are required at 45 credits.

Students may appeal admissions decisions by application to the Admissions, Registration, and Graduation Appeals Committee. The appeal process is outlined on the [OC website](#).²²⁸ General academic progress policies including alert, warning, suspension, and probation are included in the [Student Conduct Code](#)²²⁹ (published as part of the Washington Administrative Code) which is referenced on the OC website as [Policy 300-01](#).²³⁰

The Financial Aid department's Satisfactory Academic Progress Policy is published on the [OC website](#)²³¹ and in the College [Catalog](#).²³² Timely notification is sent to students who fail to meet the standards of academic progress by the Registrar or the Director of Financial Aid. Counselors and advisors assist these students in developing academic success plans and formulating commitment statements that students agree to and which require their signatures. Termination for any other reason, appeals processes, and readmission are covered under the Student Conduct Code referenced above.

[2.A.17] OC maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media.

²²² OC Running Start, Apply for Running Start, website:
<http://www.olympic.edu/Students/StudentServices/RunningStart/apply.htm>

²²³ OC Cosmetology website:
<http://www.olympic.edu/Students/AcadDivDept/BusinessAndTechnology/Cosmetology/>

²²⁴ OC International Student Admission Requirements website:
<http://www.olympic.edu/Students/InternationalStudents/admissions.htm>

²²⁵ OC Basic Studies website: <http://www.olympic.edu/Students/WFDBS/BasicStudies/index.htm>

²²⁶ OC Basic Studies FAQ website:
<http://www.olympic.edu/Students/WFDBS/BasicStudies/FAQsBasicStudies.htm>

²²⁷ OC Accuplacer Assessment website: <http://www.olympic.edu/Students/Advising/Testing+Center>

²²⁸ OC Appeals process: <http://www.olympic.edu/StaffFaculty/Policies/admAppeal.htm>

²²⁹ Washington Administrative Code, 132C-120, Student Conduct Code,
<http://apps.leg.wa.gov/wac/default.aspx?cite=132C-120>

²³⁰ OC Student Conduct Code, published as Policy 300-01 on OC Policy Index website,
<http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

²³¹ OC Financial Aid, Satisfactory Progress website:
<http://www.olympic.edu/Students/GettingStarted/FinancialAid/Satisfactory+Academic+Progress.htm>

²³² OC *Catalog*, p.9; http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=9

The student leadership team, known as the [Associated Students of Olympic College](#)²³³ (ASOC) Executive Council, is chosen by the students of the College. [The ASOC Executive Council](#)²³⁴ speaks for students on campus policies and procedures, initiates and coordinates programs and activities to encourage social, cultural, and educational development of OC students, and coordinates disbursement of student program funds. The Vice President for Student Support and Achievement has oversight of all student programs and activities. The student newspaper, [the Olympian](#),²³⁵ is supervised by a full-time faculty advisor. Student publications including the *Olympian* are the subject of section [132C-120-035](#)²³⁶ of the Student Conduct Code, which defines the relationship between the College and the newspaper and the rights and responsibilities of the students who work there.

OC complies with Revised Code of Washington (RCW) [sections](#)²³⁷ that pertain to [Student Services \(SS\) Fees](#)²³⁸ and [Student Activities \(S&A\) Fees](#)²³⁹ used to support student activities and programming. The Student Programs and Multicultural Unit creates, clarifies, and publishes policies on the [OC website](#)²⁴⁰ to aid student clubs and programs. The College provides a staff member to serve as advisor to the ASOC. The ASOC is bound by its [Bylaws and Constitution](#)²⁴¹ which are published on the [website](#)²⁴² and in the [ASOC Candidate Handbook](#).²⁴³ The ASOC Constitution and Bylaws may be changed if the Board of Trustees, the President, and the Assistant Attorney General agree. The ASOC budget that allocates service and activity fees to support student programs and activities is submitted to the Board of Trustees for final approval.

Human Resources

[2.A.18] The Olympic College Human Resource Services (HRS) department maintains and publishes human resource policies and procedures and regularly reviews them to insure they are consistent, fair, and equitably applied. The College is an equal opportunity employer and complies with state and federal employment-related mandates such as time and leave reporting, the Family Medical Leave Act, and the Americans with Disabilities Act. Multiple policies and procedures that affect employment terms and conditions are included in [staff](#)²⁴⁴ and [faculty](#)²⁴⁵ collective bargaining agreements.

²³³ Olympic College, Associated Student of Olympic College webpage, <http://www.olympic.edu/Students/StudentServices/ASOC/>

²³⁴ Olympic College, Associated Student of Olympic College Officers webpage, <http://www.olympic.edu/Students/StudentServices/ASOC/Core+Leadership+Team.htm>

²³⁵ The Olympian website, <http://www.olympic.edu/Students/StudentServices/Olympian/>

²³⁶ Washington Administrative Code, 132C-120-035, Student publications, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-120-035>

²³⁷ Revised Code of Washington, College and University Fees, <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.15>

²³⁸ Revised Code of Washington, Voluntary fees of Students,

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.15.610>

²³⁹ Revised Code of Washington, Services and Activities fees,

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.15.045>

²⁴⁰ Olympic College, Multicultural & Student Programs webpage, Clubs and Programs, <http://www.olympic.edu/Students/StudentServices/Clubs/>

²⁴¹ Bylaws and Constitution of the Associated Students of Olympic College, <http://apps.olympic.edu/Accreditation/ASOC%20Constitution%20Revised%202011.pdf>

²⁴² ASOC website, Constitution in Related Links, <http://www.olympic.edu/Students/StudentServices/ASOC/>

²⁴³ Associated Students of Olympic College Candidate Handbook,

<http://apps.olympic.edu/Accreditation/ASOCCandidateHandbook20102011.pdf>

²⁴⁴ OC Staff Collective Bargaining Agreement, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf

²⁴⁵ OC Faculty Collective Bargaining Agreement, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf>

Human Resource policies, procedures, and related forms are available to Olympic College employees on the [HRS website](#)²⁴⁶ along with links to employee resource [sites](#).²⁴⁷ HRS forms and shared information for employees can also be found on the intranet via the shared drive in the Human Resource folder. Many of these policies and procedures are also made available through publications such as the [new employee quick reference guide](#)²⁴⁸ and the College [Catalog](#).²⁴⁹

As an expression of [Core Theme 3, Objective 1](#)²⁵⁰ (OC employees foster a healthy work environment that embraces our values), it is incumbent upon the HRS department to ensure that the Human Resource policies are consistent, fair, and equitably applied to all. The Human Resource policies and procedures are reviewed on an ongoing basis. Those [policies](#)²⁵¹ adopted by the Board of Trustees are also reviewed periodically. Recommendations for changes are reviewed by the President's Cabinet and also by the Board of Trustees in the case of Board policies.

[2.A.19] Employees are apprised of their working conditions, assignments, rights, responsibilities and criteria and procedures for evaluation, retention, promotion, and termination. Once hired, employees receive employment agreements that confirm the terms and conditions of employment. New employees are provided information about work conditions, ethics, work assignments, rights and responsibilities, and requisite performance evaluation materials during [new employee orientation](#)²⁵² sessions and in meetings with their supervisors. Employees are encouraged to visit the Human Resource Services [website](#)²⁵³ where an abundance of information and referral links are available including copies of faculty and staff collective bargaining agreements, College policies and procedures and evaluation materials. Any significant changes to these are communicated to the appropriate personnel through a variety of methods including e-mail and College-wide meetings.

Employees covered by negotiated agreements are provided with copies of the applicable negotiated agreements by their associated union. These agreements outline employee rights and responsibilities and criteria as well as procedures related to evaluation, retention, promotion, and termination. Policies, procedures, and collective bargaining agreements are posted on the Human Resources page of the employee intranet portal, which is accessible to all employees.

[2.A.20] The College ensures the security and confidentiality of human resource records. The Human Resource Services office is located in a secure setting that houses a fire-proof vault for confidential storage of personnel files. The files are accessible only by Human Resource personnel who have signed [confidentiality agreements](#).²⁵⁴ Individual personnel and their supervisors may view files in the Human Resource Services office under the supervision of Human Resource personnel. Employees must give written permission for others to review their personnel files. Procedures associated with adding

²⁴⁶ OC Human Resources website,

<http://www.olympic.edu/StaffFaculty/HumanResources/policiesandprocedures/PoliciesProcedures.htm>

²⁴⁷ OC Human Resources website for staff and faculty,

<http://www.olympic.edu/StaffFaculty/HumanResources/staffpage.htm>

²⁴⁸ Employee Quick Reference Guide, <http://apps.olympic.edu/Accreditation/EmployeeHandbook2009.pdf>

²⁴⁹ OC *Catalog*, Policies and Procedures, pp. 142-145; http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=142

²⁵⁰ Olympic College, Core Themes chart,

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf#page=3>

²⁵¹ Board of Trustees Policies, 400 series, Personnel,

<http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

²⁵² The Employee Handbook serves as the basis of the New Employee Orientation,

<http://apps.olympic.edu/Accreditation/EmployeeHandbook2009.pdf>

²⁵³ Olympic College, Human Services webpage, <http://www.olympic.edu/StaffFaculty/HumanResources/>

²⁵⁴ Statement of Confidentiality, <http://apps.olympic.edu/Accreditation/Statement%20of%20Confidentiality.pdf>

or deleting file contents, viewing files, and copying files are outlined in [Article V, Section 4](#)²⁵⁵ of the Faculty Collective Bargaining Agreement and [Article 33](#)²⁵⁶ of the Washington Public Employees Association Agreement.

The College conscientiously protects the privacy rights of individual employees while allowing the general public [to request information](#)²⁵⁷ not deemed confidential or subject to regulation. The College complies with the Washington State Public Records Act ([Chapter 42.56 RCW](#)),²⁵⁸ the Family Educational Rights and Privacy Act ([FERPA](#)),²⁵⁹ and the Health Insurance Portability and Accountability Act ([HIPAA](#)),²⁶⁰ among others.

The College has adopted an Identity Theft Prevention [policy](#).²⁶¹ Digital records are safeguarded at the time of receipt, transmission, retrieval, storage, and disposal of the data. College systems have expanded to capture electronic data records through many methods: an electronic applicant tracking system, indexing of information, state approved digital archives, centralization of processing servers, automation of time and leave processes, reliance on email records, growing use of e-forms, and shared drives. Employees with access to institutional data are, therefore, required to accept responsibility for the integrity, security, and safeguarding of institutional data by signing [Ethics and Security Agreements](#).²⁶² Further, all members of selection committees are required to sign [selection committee confidentiality agreements](#)²⁶³ to safeguard the integrity of the process and the personal information of applicants.

The College network is protected by the controlled assignment of unique log-ins, passwords, and identification numbers. Employee identity is protected through the elimination of data records that include personal identifying information such as employee social security numbers. Whenever possible, data records include unique assigned identification numbers that are not linked to critical identification numbers like social security numbers. This protocol protects employee privacy and eliminates the risk of identity theft when data records are shared, stored, and/or transported.

Institutional Integrity

[2.A.21] OC represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The [website](#)²⁶⁴ and the OC [Catalog](#)²⁶⁵ provide accurate descriptions of programs and explain requirements for completing degrees and certificates in a timely fashion. The

²⁵⁵ OCAHE Collective Bargaining Agreement, <http://www.olympic.edu/NR/rdonlyres/2F796ECC-49D8-4D56-936B-72BD46EDFA81/0/facba.pdf#page=7>

²⁵⁶ WPEA Collective Bargaining Agreement, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=32

²⁵⁷ Public Records Policy 700-03, WAC Code 132C-276, Public Records, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-276>

²⁵⁸ Revised Code of Washington, Chapter 42.56, <http://apps.leg.wa.gov/rcw/default.aspx?cite=42.56>

²⁵⁹ Family Educational Rights and Privacy Act, <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

²⁶⁰ Health Insurance Portability Accountability Act of 1996, <http://www.gpo.gov/fdsys/pkg/PLAW-104publ191/pdf/PLAW-104publ191.pdf>

²⁶¹ OC policies, Identity Theft Prevention, OCP 200-18, <http://www.olympic.edu/NR/rdonlyres/1ADD8D18-5900-49FE-AE7B-8718D9970438/0/20018IdentityTheftPolicy.pdf>

²⁶² Employee Ethics and Security Agreement, <http://apps.olympic.edu/Accreditation/Employee%20Ethics%20and%20Security%20Agreement.pdf>

²⁶³ Selection Committee Confidentiality Agreement, <http://apps.olympic.edu/Accreditation/Selection%20Committee%20Confidentiality%20Agreement.pdf>

²⁶⁴ Olympic College Degrees and Certificates webpage, <http://www.olympic.edu/Students/DegreesCertificates/>

²⁶⁵ Olympic College *Catalog* 2013-2014, Usual Time to Complete, p. 41 http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=41 and pp. 47-91 for a complete list of Degrees and Certificates

Communications Department regularly reviews College publications in collaboration with divisions and departments, providing guidance on maintaining consistency and accuracy of the College's representation of its Mission, programs, and services.

[2.A.22] Olympic College advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, external organizations, and all its constituencies, assuring grievances and complaints are addressed in a fair and timely manner. Olympic adheres to ethical behaviors and investigates and resolves all alleged ethics violations using the established procedures consistent with the [Ethics in Public Service Law](#),²⁶⁶ also known as the Washington State Executive Ethics Law. The College is further regulated by the Washington State Executive [Ethics Board](#)²⁶⁷ that investigates and adjudicates citizen complaints concerning state employees and provides training for state employees in ethical issues. All administrators sign an [ethics statement](#)²⁶⁸ annually upon the renewal of their employment contract.

The College has an Equal Employment Opportunity officer and is proactive in providing training related to ethics issues including non-discrimination and sexual harassment training. Full scope [online non-discrimination training](#)²⁶⁹ is required of all employees. Documentation of successful completion is kept in Human Resource Services. New full-time employees are required to attend a structured orientation session where College policies and ethical expectations are highlighted.

The College has established complaint or grievance procedures for community members, students, and employees. Multiple paths to resolution apply, depending on whether the issue is covered by [faculty](#)²⁷⁰ or [staff](#)²⁷¹ collective bargaining agreements, [grade appeals procedures](#),²⁷² and/or issues dealt with by College policy or state or federal law. Student ethical violations are handled following the established procedures located in the [Student Conduct Code](#).²⁷³ Employee complaints and discrimination claims are addressed by the appropriate supervisor and/or Human Resource Services, which is responsible for investigation and appropriate action. All grievances are dealt with in a timely manner as outlined in the applicable policies, and the Board of Trustees is informed of all ethics issues that arise and of their resolutions. The Board has taken a leadership role in passing a policy related to their own [ethical behavior](#).²⁷⁴ They have also passed [policies](#)²⁷⁵ governing the College as a whole that are related to [employee ethics](#)²⁷⁶ overall, [sexual harassment](#),²⁷⁷ [non-discrimination](#),²⁷⁸ [acts of hate](#),²⁷⁹ [domestic violence](#),²⁸⁰ and the like.

²⁶⁶ Revised Code of Washington, Chapter 42.52 Ethics in Public Service, <http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52>

²⁶⁷ Washington State Executive Ethics Board website, <http://www.ethics.wa.gov/>

²⁶⁸ Olympic College, Standard of Conduct, <http://apps.olympic.edu/Accreditation/StandardofConductsign.pdf>

²⁶⁹ Human Resources Training and Development page; online nondiscrimination training is found midpage, <http://www.olympic.edu/StaffFaculty/HumanResources/training.htm>

²⁷⁰ Collective Bargaining Agreement, Association for Higher Education, June 30, 2013, Article VII, Grievance Procedure, p. 12, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=14>

²⁷¹ Collective Bargaining Agreement, WPEA, 2013-2015, Article 30, Grievance http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=30

²⁷² Olympic College, Grade Appeal Process, <http://www.olympic.edu/StaffFaculty/Policies/gradeAppeal.htm>

²⁷³ Washington Administrative Code, Ch. 132C-120, Student Conduct Code <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-120>

²⁷⁴ OC Policy 100-11, Board of Trustees Code of Ethics, <http://www.olympic.edu/NR/rdonlyres/3A67E02C-63BF-4CC4-9432-12366D15CD22/0/10011BoTCodeofEthics.pdf>

²⁷⁵ OC Policy Manual Table of Contents website, please see policies 400-5, 200-20, 200-19, 200-22, 400-07, <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

²⁷⁶ Olympic College Policy, Employee Ethics Policy, <http://www.olympic.edu/NR/rdonlyres/BC8FECB9-A103-43AA-A1E8-5C26791F66E4/0/40005EmployeeEthicsPolicy.pdf>

[2.A.23] Olympic College adheres to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. Olympic is neither supported nor affiliated with any social, political, corporate, or religious organization; its entire purpose is education and it operates autonomously. Olympic does not require its constituencies to conform to specific codes of conduct, nor does it seek to instill specific beliefs or world views into its constituents.

As a public institution of higher education within Washington State, OC answers only to those governmental organizations that typically have oversight of such institutions in this State; for example, the [Washington State Legislature](#),²⁸¹ the [State Board for Community and Technical Colleges](#),²⁸² and the [Washington Student Achievement Council](#).²⁸³ All Washington governmental entities are subject to conflict of interest policies and ethics standards that are adjudicated by the Washington State [Executive Ethics Board](#).²⁸⁴ Violations committed by Washington state employees are subject to Ethics Board scrutiny and the Board also interprets the Ethics in Public Service [laws](#).²⁸⁵ These laws govern the actions and working relationships of OC employees with current or potential customers, fellow employees, suppliers, government representatives, students, the media and others with whom the College has contact. The College has adopted an [Employee Ethics Policy](#)²⁸⁶ that further prohibits conflict of interest.

In addition, the classified staff contract has a clause regarding conflict of interest and employee work [performance](#)²⁸⁷ and administrators sign an [ethics statement](#)²⁸⁸ along with their annual contract. Training regarding issues in ethics is presented at all new employee orientations and annual training is offered to all employees as a refresher. Further, some academic programs have adopted ethics and/or conflict of interest statements that govern the students and faculty in those disciplines, e.g., [Nursing](#)²⁸⁹ and [Early Childhood Education](#).²⁹⁰ The Board of Trustees has also devised and adopted their own [Code of Ethics](#)²⁹¹ that governs their personal conduct, includes a conflict of interest policy, and sets standards for Board members as organizational leaders.

²⁷⁷ Olympic College Policy, Sexual Harassment Policy, <http://www.olympic.edu/NR/rdonlyres/EC744381-4185-4033-9B0B-52AC717E1DFE/0/20020SexualHarassmentPolicy.pdf>

²⁷⁸ Washington State Legislature, WAC 132C-10-160, Nondiscrimination Policy, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-10-160>

²⁷⁹ Olympic College Policy, Acts of Hate/Bias Policy, <http://www.olympic.edu/NR/rdonlyres/512D86FF-84EB-4A4B-8BDD-7D94BA475895/0/20022HateIntolerancePolicy.pdf>

²⁸⁰ Olympic College Policy, Domestic Violence in the Workplace Policy, <http://www.olympic.edu/NR/rdonlyres/8B3DE8DB-246F-494C-B9D8-A408184E0EF7/0/40007DomesticViolenceintheWorkplacePolicy.pdf>

²⁸¹ Washington State Legislature website, <http://www.leg.wa.gov/pages/home.aspx>

²⁸² Washington State Board for Community and Technical Colleges website, <http://www.sbctc.edu/>

²⁸³ Washington Student Achievement Council website, <http://www.wsac.wa.gov/>

²⁸⁴ Washington State Executive Ethics Board website, <http://www.ethics.wa.gov>

²⁸⁵ RCW 42.52, Ethics in Public Service, <http://apps.leg.wa.gov/RCW/default.aspx?cite=42.52>

²⁸⁶ OC Policy 400-05, Employee Ethics Policy, <http://www.olympic.edu/NR/rdonlyres/BC8FECB9-A103-43AA-A1E8-5C26791F66E4/0/40005EmployeeEthicsPolicy.pdf>

²⁸⁷ WPEA contract 28.4, Off-Duty Conduct http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=29

²⁸⁸ Admin. Ethics statement, <http://apps.olympic.edu/Accreditation/StandardofConductsign.pdf>

²⁸⁹ American Nurses Association Code of Ethics for Nurses, http://apps.olympic.edu/Accreditation/ANA_Code_of_Ethics_for_Nurses.pdf

²⁹⁰ Early Childhood Education, Code of Ethics <http://apps.olympic.edu/Accreditation/ECE%20Ethics%20Statement.pdf>

²⁹¹ Board of Trustees Code of Ethics, Policy no. 100-11, <http://www.olympic.edu/NR/rdonlyres/3A67E02C-63BF-4CC4-9432-12366D15CD22/0/10011BoTCodeofEthics.pdf>

[2.A.24] Olympic College maintains clearly defined policies on ownership of intellectual property and revenue derived from its creation. Olympic addresses intellectual property for academic employees in its [contract](#)²⁹² with the Olympic College Association for Higher Education. The contract states that “The ownership of any materials, processes or inventions developed solely by an academic employee’s individual effort and expense shall vest in the academic employee and be copyrighted or patented, if at all, in the academic employee’s name.” The section continues, stating that ownership of intellectual properties developed for the College vests with the College. Additionally, ownership of intellectual properties developed with College support also vests with the College unless a prior written agreement between the parties exists. Faculty awarded a sabbatical are especially encouraged to sign such an agreement before the sabbatical begins. Intellectual property rights for nonacademic employees are laid out in the College’s policy, [Intellectual Property for Non-Academic Employees](#).²⁹³ This policy parallels the faculty contractual agreement cited above.

[2.A.25] Olympic College accurately represents its current accreditation status and does not speculate on future accreditation actions or status. All representations made by Olympic with regard to accreditation may be found on its [website](#),²⁹⁴ including links to the College’s NWCCU accreditation reports. The College uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

[2.A.26] Olympic College maintains a clearly defined procedure for entering into contractual agreements requiring, at minimum, approval from the Vice President for Administrative Services. Additional approvals are required if other College departments have responsibility for the contract. Requiring approval by all parties ensures that the contract complies with the College’s Mission, goals, policies, and procedures. All contracts must comply with the NWCCU’s Standards and all relevant state, federal and local policies and regulations. The scope of responsibility and the roles for the College and the contractor are clearly outlined, including dates and deliverables. Final authority for entering into contracts rests with the President of the College.

Academic Freedom

[2.A.27] Olympic College publishes and adheres to policies, approved by its Board of Trustees, regarding academic freedom and responsibility. Official policy statements regarding free pursuit of ideas, freedom to engage and express thoughts and actions, and communication of knowledge may be found in the [faculty contract](#),²⁹⁵ the [Student Conduct Code](#),²⁹⁶ and the Olympic College [Catalog](#),²⁹⁷ which reprints the Student Conduct Code and the Values statement regarding academic freedom.

²⁹² Faculty Collective Bargaining Agreement, through June 30, 2013, Article 5, Section 16, p. 8; <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=10>

²⁹³ Olympic College, Intellectual Property for Non-Academic Employees Policy, 400-08 : <http://www.olympic.edu/NR/rdonlyres/9859A44A-D1C5-469F-8375-227B82791822/0/40008StaffIntellectualPropertyPolicy.pdf>

²⁹⁴ Olympic College, Accreditation webpage, <http://www.olympic.edu/Campuses/AboutOC/Accredit.htm>

²⁹⁵ OCAHE Collective Bargaining Agreement, Article V, Section 3, Academic Freedom, <https://www.olympic.edu/NR/rdonlyres/486C351A-4935-46BC-B512-B7D0D66E11B7/0/faccba.pdf#page=7>

²⁹⁶ Washington Administrative Code, 132C-120-015, Student Conduct Code, Freedom of Expression, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-120-015>

²⁹⁷ OC *Catalog*, Dedication to public services and higher education, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page7

[2.A.28] Within the context of the College’s Mission, Vision, and Values, the College’s commitment to academic freedom is addressed directly by [Values statement](#)²⁹⁸ number 1d, “Champion the principles of academic freedom and intellectual honesty.” The third value statement, “The practice of Civil and Constructive Discourse and Respect for Diversity”, lists demonstrations of values that underwrite the freedom to share scholarship and reasoned conclusions and the respect for others’ freedom to do the same.

Core Theme C: College Environment, includes objectives that reflect the values that promote a constructive atmosphere conducive to learning. Such an atmosphere is characterized by civility, creativity, innovation, and flexibility; it appreciates and invests in its employees, and respects thoughtful risk-taking as a path to achieve innovation and creativity. It also practices ethical behaviors such as academic freedom and intellectual honesty, and the responsible stewardship of its environment and resources.

[2.A.29] The College expects that individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. This is addressed in the faculty [Collective Bargaining Agreement](#),²⁹⁹ both in Article V and in Appendix H, which reprints the full text of the Association of American Colleges and Universities Board of Director’s [statement](#)³⁰⁰ regarding academic freedom and intellectual responsibility. Article V states:

Olympic College endorses the role of academic freedom as articulated in the Association of American Colleges and Universities (AACU) Board of Director’s statement entitled Academic Freedom and Intellectual Responsibility (2006) (Appendix H). This document states, in part, “Academic responsibility requires professors to submit their knowledge and claims to rigorous and public review by peers who are experts in the subject matter under consideration; to ground their arguments in the best available evidence; and to work together to foster the education of students.” Each academic employee is entitled to freedom in the fulfillment of their scholarly and educational duties in the discussion of the subject which that academic employee teaches.

The Student Conduct Code has been published via the Washington Administrative Code (WAC) and addresses the presentation of scholarship for students in [WAC 132C-120-071](#), Academic Dishonesty.³⁰¹

Finance

[2.A.30] Olympic has clear policies approved by the Board of Trustees regarding oversight and management of financial resources. Oversight of financial policies is the responsibility of the Vice President for Administrative Services. Olympic College adheres strictly to the State of Washington’s accounting policies as published in the State Administrative and Accounting Manual ([SAAM](#)).³⁰² The

²⁹⁸ OC Mission, Vision, and Values, <http://apps.olympic.edu/Accreditation/MISSION-NEW-ADOPTED-Nov-2012-BOARD-OF-TRUSTEES.pdf>

²⁹⁹ OCAHE Collective Bargaining Agreement, Article V, Section 3, Academic Freedom, <https://www.olympic.edu/NR/rdonlyres/486C351A-4935-46BC-B512-B7D0D66E11B7/0/faccba.pdf#page=7>

³⁰⁰ OCAHE Collective Bargaining Agreement, Appendix H, AACU Statement on Academic Freedom, <https://www.olympic.edu/NR/rdonlyres/486C351A-4935-46BC-B512-B7D0D66E11B7/0/faccba.pdf#page=70>

³⁰¹ Student Conduct Code, Academic Dishonesty, <http://apps.leg.wa.gov/wac/default.aspx?cite=132C-120-071>

³⁰² Office of Financial Management, State Administrative & Accounting Manual, <http://www.ofm.wa.gov/policy/default.asp>

Board of Trustees annually approves budgets and receives quarterly updates to facilitate its monitoring of the budget. As an example, included here are the components of the March 2013 [status report](#)³⁰³ to the Board with related [spreadsheet](#)³⁰⁴ and [Consolidated Balance Sheet](#).³⁰⁵ The Board also approves any changes to College budgets.

The College's Board of Trustees has adopted policies on both [debt](#)³⁰⁶ and [financial reserve](#).³⁰⁷ The Board also recently revised its [Cash Management](#)³⁰⁸ policy, consolidating directives on investing, transfers and borrowing between funds, and other aspects of cash management into one comprehensive and cohesive document. The College manages debt judiciously with the Board approving any debt liability. Fund transfers and inter-fund borrowing are guided by SAAM with Board approval obtained when required.

Capital budget requests are approved by the Board of Trustees and then sent to the State Board for Community and Technical Colleges (SBCTC). The SBCTC [Capital Budget office](#)³⁰⁹ consolidates requests for consideration by the Governor and the Legislature. Awards of capital projects are monitored by SBCTC and the Vice President for Administrative Services, who reports on progress and financial considerations to the President and the Board of Trustees.

Oversight of all fundraising is the responsibility of the Director of the Olympic College Foundation. The Foundation's officers and Board work collaboratively with the Olympic Board of Trustees. The Foundation has created clear policy documents that delineate the relationship of the Foundation to the College, especially with regard to its fundraising. These documents include the Foundation [Articles](#),³¹⁰ [Bylaws](#),³¹¹ and the [Investment and Spending Policy](#).³¹² The Foundation adheres to generally accepted accounting principle (GAAP) standards for non-profit foundations. The College has also adopted policies with regard to the Acceptance of Gifts ([100-06](#))³¹³ and the Naming of Facilities with regard to the OC Foundation ([100-09](#)).³¹⁴

³⁰³ Narrative of March 2013 budget report to Board of Trustees,

<http://apps.olympic.edu/Accreditation/BOT%20Narrative%20%20report%20March%202013.pdf>

³⁰⁴ Budget Status report, Board of Trustees, Budget as of March 2013,

<http://apps.olympic.edu/Accreditation/BOT%20Comp%20of%20Budgeted%20vs%20Actual%20expenditures%20March%202013.pdf>

³⁰⁵ Consolidated Balance Sheet, March 2013 Report to Board of Trustees,

<http://apps.olympic.edu/Accreditation/BOT%20March%2013%20Consolidated%20Balance%20Sheet.pdf>

³⁰⁶ Olympic College Policy, Debt Policy, <http://www.olympic.edu/NR/rdonlyres/C52E9C58-C29E-462F-AE20-905F58766636/0/60007DebtPolicy.pdf>

³⁰⁷ Olympic College Policy, Financial Reserve Policy, <http://www.olympic.edu/NR/rdonlyres/05CA8A93-8A66-46B6-A0A2-9F9F4733A3F9/0/60008FinancialReservePolicy.pdf>

³⁰⁸ OC Policy, Cash Management Policy, <http://www.olympic.edu/NR/rdonlyres/EFB683A4-AA16-495D-991C-35A5EDA8C6BE/0/60009CashManagementPolicy.pdf>

³⁰⁹ SBCTC Capital Budget Finance website, http://www.sbctc.ctc.edu/college/f_capitalbudget.aspx

³¹⁰ OC Foundation, Articles of,

<http://apps.olympic.edu/Accreditation/Foundation%20Articles%20Revised%20December%202001.pdf>

³¹¹ Bylaws of the OC Foundation,

<http://apps.olympic.edu/Accreditation/Foundation%20ByLaws%20Revised%20September%202007.pdf>

³¹² OC Foundation Statement of Investment and Spending Policy, Objectives and Guidelines,

<http://apps.olympic.edu/Accreditation/Foundation%20Investment%20and%20Spending%20Policy%20-%20June%202022%202013.pdf>

³¹³ OC Policy, Acceptance of Certain Classes of Gifts, <http://www.olympic.edu/NR/rdonlyres/F75D82C9-8B02-43E7-9124-8017A26BBF25/0/10006AcceptanceofCertainClassesofGifts.pdf>

³¹⁴ OC Policy, Naming of OC Facilities, <http://www.olympic.edu/NR/rdonlyres/5E7E1479-3852-4E04-AA36-56292D31E590/0/10009NamingOCFacilitieswregardtoFoundation.pdf>

2.B. Human Resources

[2.B.1] Despite recent economic pressures, Olympic College continues to maintain a sufficient number of qualified faculty, staff, and administrators to carry out the Mission and operations of the College. In response to state budget reductions, the College reviewed its staffing levels and eliminated or re-structured a number of full-time positions. Whenever possible, vacant positions were used to achieve budget cut targets, and any positions that needed to be filled were opened internally first to avoid layoffs. This strategy had as a primary objective the preservation of the core programs and services of the College necessary for the fulfillment of the Mission. In addition, the process was designed to foster a healthier work environment, the concern of Core Theme C, Objective 1. Reductions to the College budget and consequently to the ranks of the various employee groups were managed by the College administration through a consultative process that engaged all internal and external constituencies.

The current financial situation is stable and shows signs of growth, with both replacements and new positions being funded. As a snapshot example, the [attached status report](#)³¹⁵ includes new (added) faculty positions for Computer and Information Systems and Multicultural and Diversity Studies. Table 2.B.i demonstrates that OC has managed to preserve a relatively consistent number of employees over the last few years of budget cuts. With rising enrollment, the College's [student-faculty ratio](#)³¹⁶ has increased, but it still remains well within established academic standards and statewide averages and we are still quite able to meet our Mission (see Table 2.B.i).

Table 2.B.i. Employees by Category, 2008³¹⁷ & 2012³¹⁸

Non-Academic Employees [Fall]				Faculty [Fall]		Student / Faculty Ratio [annual]	
Year	FT Admi-nistrators	FT Class. Staff	Part-Time Class. Staff	Full-Time	Part-Time	Olympic	WA CC Average
2008	66	162	320	122	270	20.30	19.35
2012	52	156	317	117	257	22.04	22.0

Criteria and qualifications for each open position may be found by selecting one of the live links at the bottom of this [website](#).³¹⁹ Olympic has established processes outlining the [selection procedures](#)³²⁰ for all employee groups. These reflect the processes outlined in the collective bargaining agreements with the College's [faculty](#)³²¹ and [staff](#)³²² unions and all relevant state and federal requirements. Specific [job](#)

³¹⁵ Staffing Report for 7-24-13, <http://apps.olympic.edu/Accreditation/7-24-13%20STAFFING%20REPORT.pdf>

³¹⁶ State Board Student Faculty Ratios, Pivot Tables, using all budget sources for full-time equivalencies, http://www.sbctc.ctc.edu/college/d_studentfaculty.aspx

³¹⁷ State Board Enrollment and Staffing Report Fall 2008, page 95, Headcount of Community and Technical College Employees, All funds, <http://www.sbctc.ctc.edu/college/it/2008-fqr-complete.pdf#page=105>

³¹⁸ State Board Enrollment and Staffing Report Fall 2012, page 71, Headcount of Community and Technical College Employees, All funds, http://www.sbctc.ctc.edu/college/studentsvcs/0entire_report_12.pdf#page=81

³¹⁹ Olympic College, Employment Opportunities, <http://agency.governmentjobs.com/olympic/default.cfm>

³²⁰ OC Hiring Procedures website, <http://www.olympic.edu/StaffFaculty/HumanResources/Hiring+Procedures.htm>

³²¹ Faculty Collective Bargaining Agreement, p.7 <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=9>

³²² Staff Collective Bargaining Agreement, p.2 http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=8

[criteria and qualifications](#)³²³ are developed before a vacancy is advertised and are used during the selection process and throughout the employee's tenure.

Classified staff job descriptions adhere to the [state classification specifications and job duties](#)³²⁴ as required by Washington State Human Resources (Office of Financial Management). All job expectations are updated in tandem with the annual evaluation cycle for the respective position. If an employee feels that his or her responsibilities have outgrown their job classification, the employee may perform a desk audit. Human Resources Services reviews desk audits to determine if the employee's classification should be altered.

[2.B.2] Olympic College annually evaluates administrators and classified staff. All exempt employees are evaluated using the Administrative Performance Review [procedure](#)³²⁵ in combination with an Administrator/Exempt Employee Evaluation [Survey](#).³²⁶ Both the administrator and the supervisor fill out an [Administrative Performance Review](#),³²⁷ and meet to discuss the past year's performance, job description, and goals for the future. Survey respondents include all direct reports and at least ten peers chosen by the administrator in consultation with the supervisor. The survey collects opinions regarding the employee's performance on a variety of job functions that apply to most administrative positions. The College provides the compiled scores and comments to the employee. The results become the basis for the Self-Assessment which is the first section of the Administrative Performance Review.

Classified staff members use the Washington State Department of Personnel's Performance and Development Plan [Evaluation](#)³²⁸ and [Expectation](#)³²⁹ forms for annual evaluations. Human Resources trains all employees regarding the Performance and Development Plan and encourages review of employees' job descriptions as part of the evaluation process.

[2.B.3] Olympic College provides all employees with appropriate opportunities and support for professional growth and development in areas related to their roles, duties, and responsibilities. The College makes available to all employees a wide variety of programs and topics (from both internal and external sources) for those interested in developing their professional expertise. OC makes available to all its employees the Business Courseware and Legal Courseware curricula offered online by [Skillsoft](#).³³⁰ Human Resource Services (HRS) conducts New Employee Orientation in order to provide all new full-time employees with knowledge of the College's policies and benefits. In addition, HRS and other departments (e.g., Registration and Records) conduct or coordinate training on topics related to human resources and other specific topics throughout the academic year. Professional development for all employees is provided during Opening Days in September. Further, higher education is covered by a

³²³ Program Coordinator—eLearning and Library, Job Description,

<http://apps.olympic.edu/Accreditation/prog%20coord%20elearning%20lib%20job%20descrip.pdf>

³²⁴ Washington State Human Resources website, click on a job title to find the job description specifications,

<http://hr.wa.gov/CompClass/JobClassesSalaries/Pages/ClassifiedJobListing.aspx>

³²⁵ Olympic College Administrators' Performance Review Process description,

<http://apps.olympic.edu/Accreditation/Assessment-of-Admin-Process-Procedure.pdf>

³²⁶ Administrator/Exempt Employee Evaluation, 2012-13,

<http://apps.olympic.edu/Accreditation/Admin%20Perf%20eval.pdf>

³²⁷ Administrative Performance Review blank form, <http://apps.olympic.edu/Accreditation/Assessment-of-Admin-form-2011-12.pdf>

³²⁸ Washington State Performance and Development Plan Evaluation, <http://apps.olympic.edu/Accreditation/Staff-PerformanceDevEvaluation.pdf>

³²⁹ Washington State Performance and Development Plan Expectations, <http://apps.olympic.edu/Accreditation/Staff-PerformanceDevExpectations.pdf>

³³⁰ Skillsoft's Skillport catalog: <http://www.skillsoft.com/catalog/default.asp>

formal tuition [fee waiver](#)³³¹ process; all eligible employees may attend classes at any Washington State public college or university on a space-available basis. In addition to the opportunities provided to all employees, the College through the OCAEE³³² provides development funds to support exempt administrative employees. OCAEE funds group professional development activities and sponsors the efforts of individuals in its membership.

Classified staff have all the opportunities mentioned above for professional development, plus several more that are made available with their particular training needs in mind. The Classified Staff Development Committee develops processes for allocating staff development resources and coordinates a comprehensive program of professional growth opportunities with the assistance of Human Resources. The Classified Staff union³³³ provides support for its members in the form of reimbursement for educational costs. Classified staff are encouraged to communicate their training needs on the [Expectations](#)³³⁴ form during the [evaluation](#)³³⁵ process and are provided with [release time](#)³³⁶ to participate in training and development activities. Classified staff may also receive [leave without pay](#)³³⁷ to attend an educational program, and the costs of necessary [licenses and certifications](#)³³⁸ are paid for by the College.

Professional development opportunities for faculty are myriad, including a faculty learning day scheduled in November. Each instructional division and department has a budget for travel that is used to purchase training or fund attendance at professional conferences. These professional development monies are operating funds; they are augmented by a centralized fund administered by OC's Professional Enrichment Committee, [Perkins](#)³³⁹ funding for professional-technical faculty, and [OC Foundation funding](#)³⁴⁰ for faculty professional development. Professional-technical faculty and the Workforce Education Dean must comply with the [Washington Administrative Code](#)³⁴¹ that mandates current professional development plans. Full-time instructors must complete the requirements of the initial certification within three years to attain standard certification. Standard certificates must be renewed every five years. The College's Center for Teaching and Learning provides space for meetings and small workshops including a computer classroom. It also sponsors an annual faculty retreat. The Library maintains a collection of more than 230 books, videotapes, and subscriptions to several journals on teaching and learning. The faculty collective bargaining agreement guarantees [professional development funding](#)³⁴²; full-time faculty receive \$200 each year in reimbursement for documented professional development expenses. Adjunct faculty are supplied with a pool of \$5,000 in an annual account to fund

³³¹ State Employees fee waiver, http://www.sbctc.edu/college/f-tuitionwaivers_stateemployees.aspx

³³² Olympic College Administrative and Exempt Employees is an employee group working on professional development for its membership.

³³³ Washington Public Employees Association or WPEA.

³³⁴ Washington State Performance and Development Plan Expectations, <http://apps.olympic.edu/Accreditation/Staff-PerformanceDevExpectations.pdf>

³³⁵ Washington State Performance and Development Plan Evaluation, <http://apps.olympic.edu/Accreditation/Staff-PerformanceDevEvaluation.pdf>

³³⁶ WPEA Contract, Article 9.2, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=14

³³⁷ WPEA Contract, Article 19.6, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=25

³³⁸ WPEA Contract, Article 10, http://apps.olympic.edu/Accreditation/CBA_staff_contract_13-15.pdf#page=14

³³⁹ US Department of Education Carl D. Perkins Vocational and Technical Education Act, Public Law 105-332 website, <http://www2.ed.gov/offices/OVAE/CTE/perkins.html>

³⁴⁰ Olympic College, Fund for Excellence Program, <http://apps.olympic.edu/Accreditation/2013-2014FundsforExcellenceApplication.pdf>

³⁴¹ WAC Code 131-16-092, Certification competencies: <http://apps.leg.wa.gov/wac/default.aspx?cite=131-16-092>

³⁴² Faculty Collective Bargaining Agreement, June 30, 2013, Section 21, Professional Development, page 10, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=12>

their activities. Full-time faculty are placed on a salary schedule that [rewards participation](#)³⁴³ in professional development by correlating advancement in salary with credits or professional development units earned. Professional development is part of every full-time faculty member's [job description](#)³⁴⁴ and is integrated into both the [tenure](#)³⁴⁵ and [post-tenure](#)³⁴⁶ processes. Full-time tenured faculty are eligible to pursue professional development via [sabbatical and retraining leaves](#).³⁴⁷ The College grants up to 12 quarters of sabbatical leave annually.

[2.B.4] Consistent with its Mission, Core Themes, programs, services, and characteristics, Olympic College employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies and assure the integrity and continuity of its academic programs wherever offered and however delivered.

Olympic maintains an appropriate balance of full-time to part-time faculty in order to achieve Mission fulfillment while remaining responsive to a dynamic and changing environment with its economic volatility and enrollment surges. In fall 2012 Olympic College employed 117 full-time faculty and 257 part-time or adjunct faculty, for a part-time/full-time ratio of 2.2 : 1—close to the average Washington state average ratio of 1.93 : 1 [taken from the same report numbers found in Table 2.B.i]. Despite budget cuts, the President has consistently supported hiring additional full-time faculty each year of his tenure, and this is expected to continue. As a result, despite those budget restraints, the number of full-time faculty has grown from [104](#)³⁴⁸ in 2003 to 117 in 2012. This quantity of faculty is sufficient to ensure that faculty can take significant roles in governing the College and instruction. Faculty hold primary responsibility for student learning assessment at course, program, and degree levels. They develop, revise, define, and teach the curriculum, reviewing course changes and new course and program proposals for all curriculum, wherever offered and however delivered. Faculty screening committees, tenure committees, and post-tenure review committees are all composed primarily of faculty. They are involved at all levels of [governance](#),³⁴⁹ including representation at meetings of the Board of Trustees, the President's Council, Instructional Administrators, Instructional Policies Council, and the College-wide Budget Committee.

In the interest of providing appropriately-qualified faculty to teach in College programs and courses, the Instructional Policies Council developed and adopted a formal policy on [Faculty Qualifications](#).³⁵⁰ This policy requires specific levels of education and/or experience for academic, professional-technical, and developmental faculty. The policy further cites relevant [Washington](#)

³⁴³ Faculty Collective Bargaining Agreement, June 30, 2013, Appendix B-1, Section 4, Advancement on the Salary Schedule, page 25, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=28>

³⁴⁴ Faculty Collective Bargaining Agreement, June 30, 2013, Appendix B-4, Sections 2-6, Job Descriptions, pp. 39-46, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=42>

³⁴⁵ Faculty Collective Bargaining Agreement, June 30, 2013, Appendix C, Procedure for Granting Tenure, p. 47, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=50>

³⁴⁶ Faculty Collective Bargaining Agreement, June 30, 2013, Appendix D, Academic Employee Assessment Procedures, p. 54, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=57>

³⁴⁷ Faculty Collective Bargaining Agreement, June 30, 2013, Appendix A, Section 12 Sabbatical and Retraining Leaves, p. 20, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=23>

³⁴⁸ State Board Enrollment and Staffing Report, Employees All Funds, Fall 2003, page 87,

http://www.sbctc.ctc.edu/docs/data/research_reports/fall_reports/fall2003/8c_by_college_03.pdf#page=87

³⁴⁹ Olympic College, Committees and Councils List, <http://apps.olympic.edu/Accreditation/COMMITTEES-List-all-OC-2012-13.pdf>

³⁵⁰ Olympic College Instructional Policies Council. Policy on Faculty Qualifications, 2009, <http://apps.olympic.edu/Accreditation/Faculty-Qualifications-IPC-Policy-2b4-2009.pdf>

[Administrative Codes](#)³⁵¹ that govern the employment of all professional-technical educational personnel, and it specifies that accreditation requirements must be met. 22% of Olympic College faculty hold doctoral degrees, 62% hold Master's degrees, 7% hold baccalaureate degrees, 3% Associate, and the remaining 1% hold industry experience or specialized certifications. Those faculty that are credentialed at the baccalaureate level or via industry experience and certifications either teach developmental classes or professional-technical classes; they meet the qualifications for teaching in these areas as required by Washington State. Although the minimum standard in the policy for Adult Basic Education faculty members is a Bachelor's degree in the applicable field, a Master's degree is preferred; 75% of current ABE faculty members hold a Master's degree. Further, 53% of the faculty teaching core nursing courses in the baccalaureate program hold doctoral degrees or are in doctoral programs; 75% of the upper division electives faculty hold doctorates. To ensure integrity and continuity of the College's academic programs, wherever offered and however delivered, faculty members teaching online are held to the same qualification standards as those teaching face-to-face. Additionally, all online instructors have either had significant experience teaching online or they take a course, either in Angel, Canvas, or Quality Matters (QM, a course on best practices for teaching that is applicable to both online and face-to-face teaching.)

[2.B.5] Faculty responsibilities and workloads are commensurate with the College's expectations for teaching, service, scholarship, research, and/or artistic creation. As a comprehensive community college with one baccalaureate program, the College primarily defines faculty responsibilities as focused first on teaching and learning, along with those duties related to that effort, e.g., assessment, outcomes, and the like. Academic responsibilities are specified in the faculty [Collective Bargaining Agreement](#).³⁵² The [annual contract](#)³⁵³ for full-time employees is 177 days. The full-time load is computed on an annual basis by annualized contact hours. The on-campus requirement for library/media and counseling employees is 35 hours per week. Faculty [workload standards](#)³⁵⁴ are also defined in the Collective Bargaining Agreement.

OC's Chef Plemmons at the White House participating in the "Chefs Move to Schools" program

Although faculty are not required to perform research or contribute to scholarship and artistic creation, many do so. A sampling of the recent accomplishments of our faculty is provided in Table 2.B.ii. Further examples are listed in this [bibliography](#).³⁵⁵



³⁵¹ WAC Codes governing qualifications of educational personnel from 131-16-070 through 131-16-094: <http://apps.leg.wa.gov/wac/default.aspx?cite=131-16>.

³⁵² Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix B-4, Academic Employee Responsibilities, Sections 1-9, pp. 39-43, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=42>

³⁵³ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix B-1, Compensation, Section 6, pp. 26-27, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=29>

³⁵⁴ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix B-3, Workload Standards, Sections 1-13, pp. 32-38, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=35>

³⁵⁵ Supporting Documentation bibliography, <http://apps.olympic.edu/Accreditation/Supporting%20Documentation%20bibliography.pdf>

Table 2.B.ii. Samples of faculty scholarship, research, service, and artistic creation.

OC Faculty	Discipline	Description
G. Babbo, M. Holk, A. Mulligan, C. Perrone	BSN Nursing	Research, Publication , ³⁵⁶ <i>J. of Nursing Education</i>
Dr. Robert Abel	Physics	Sabbatical research ³⁵⁷ and collaboration ³⁵⁸
Dr. Arlene Plevin	English	Scholarship, Fulbright visiting lecturer ³⁵⁹ position, 2012, India; Publication , ³⁶⁰ <i>New York Times</i>
Dr. Nathaniel Hong	English	Research, Publications, <i>Historisk Tidsskrift Journal</i> ³⁶¹ and book ³⁶²
Dr. Victoria Newsom	Communication	Research, Publication, <i>International J. of Communication</i> ³⁶³
Chef Chris Plemmons	Culinary Arts	Service, Awards, American Culinary Federation “ Cutting Edge ” ³⁶⁴ award, 2011, Publication, Food Bank Challenge Cookbook , ³⁶⁵ named ³⁶⁶ to <i>Chefs Move to Schools</i> White House program
Marie Weichman, Dr. Susan Digby, Prof. Ron Raty	Art, Geo- graphy, Tech. Des.	Artistic Creation, Whale Project , ³⁶⁷ Interdisciplinary art exhibit on tour regionally using environmental research; Sabbatical Research ³⁶⁸
Connie Lieseke	Medical Off. Assist.	Publication, Book, <i>Essentials of Medical Laboratory Practice</i> , 2012; Video trailer ³⁶⁹

³⁵⁶ G. Babbo, S. Fought, M. Holk, A. Mulligan and C. Perrone, “RN-to-BSN Programs in the Community College Setting: Challenges and Successes. *J. of Nursing Education*, v. 52, no. 2, 2013.

<http://apps.olympic.edu/Accreditation/RN-to-BSN.pdf>

³⁵⁷ R. Abel, Sabbatical research on Large Synoptic Survey Telescope, 2009,

<http://apps.olympic.edu/Accreditation/Research%20AbelSabbaticalSummary1209.pdf>

³⁵⁸ Collaborator, Large Synoptic Survey Telescope Image Simulation (LSST ImSim) Group, Dept. Astronomy, University of Washington, 2009 to present.

³⁵⁹ United States-India Educational Foundation webpage, [http://www.usief.org.in/2011-](http://www.usief.org.in/2011-2012%20Fellows/us_integration/Fulbright-Nehru-Visiting-Lecturer/Arlene%20M.%20Plevin.html)

[2012%20Fellows/us_integration/Fulbright-Nehru-Visiting-Lecturer/Arlene%20M.%20Plevin.html](http://www.usief.org.in/2011-2012%20Fellows/us_integration/Fulbright-Nehru-Visiting-Lecturer/Arlene%20M.%20Plevin.html)

³⁶⁰ A. Plevin, “The Yellow Coat,” *New York Times*, October 13, 2011,

http://www.nytimes.com/2011/10/14/opinion/14iht-edplevin14.html?_r=0

³⁶¹ N. Hong, “From Helpless Victim to Heroic Mass Resistance: The Evolution of Newspaper Coverage of Denmark in the New York Times during the German Occupation, 1940-1945.” *Historisk Tidsskrift J.*, March, 2013, Vol. 112:2, pp. 512-537.

³⁶² N. Hong, *Occupied: Denmark’s Adaptation and Resistance to German Occupation, 1940-45*, Frihedsmuseets Venners Forlag, 2012, [http://www.amazon.com/Occupied-Adaptation-Resistance-Occupation-1940-](http://www.amazon.com/Occupied-Adaptation-Resistance-Occupation-1940-1945/dp/8788214796/ref=sr_1_3?s=books&ie=UTF8&qid=1375115963&sr=1-3&keywords=nathaniel+hong)

[1945/dp/8788214796/ref=sr_1_3?s=books&ie=UTF8&qid=1375115963&sr=1-3&keywords=nathaniel+hong](http://www.amazon.com/Occupied-Adaptation-Resistance-Occupation-1940-1945/dp/8788214796/ref=sr_1_3?s=books&ie=UTF8&qid=1375115963&sr=1-3&keywords=nathaniel+hong)

³⁶³ V. Newsom, L. Lengel, C. Cassara, “Local Knowledge and the Revolutions: A Framework for Social Media Information Flow, *International Journal of Communication*, v. 5, pp. 1303-1312.

³⁶⁴ Culinary Arts Federation Press Release, Cutting Edge Awards 2011,

<http://www.acfchefs.org/ACF/About/Media/Releases/Releases2011/ACF/About/Media/Releases/2011/pr110505d.aspx>

³⁶⁵ Binion, Andrew, “From Food Bank Shelves, Surprisingly Succulent Fare,” *Kitsap Sun*, 11/21/2008,

<http://apps.olympic.edu/Accreditation/From%20Food%20Bank%20Shelves%20Surprisingly%20Succulent%20Fare%20%20Kitsap%20Sun.pdf>

³⁶⁶ Henry, Chris. “Kitsap Chef Headed to White House to Help Combat Childhood Obesity,” *Kitsap Sun*, 5/28/10,

<http://apps.olympic.edu/Accreditation/Kitsap%20Chef%20Headed%20to%20White%20House%20to%20Help%20Combat%20Childhood%20Obesity%20%20Kitsap%20.pdf>

³⁶⁷ M. Weichman, “The Whale Project,” *WCCHA Newsletter*, Spring 2013, page 5,

<http://apps.olympic.edu/Accreditation/WCCHA%20Spring%202013%20Newsletter.pdf#page=5>

³⁶⁸ Digby, Susan. Sabbatical Report: Geography at four-year institutions in Washington State, 2012 and resulting paper, “Abundance, composition, and sources of shoreline marine debris in an accumulation zone of Puget Sound, Salish Sea,” <http://apps.olympic.edu/Accreditation/Research%20Digby%20Sabbat.pdf>

³⁶⁹ C. Lieseke and E. Zeibig, *Essentials of Medical Laboratory Practice*, Philadelphia: F. A. Davis, 2012; book may be found on Amazon, or try this publisher’s video trailer: <http://www.youtube.com/watch?v=GAOGY6KL8gQ>

[2.B.6] All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. A comprehensive system of evaluation for academic employees is addressed in the Faculty Collective Bargaining Agreement under [Appendix C](#),³⁷⁰ Procedure for Granting Tenure, and [Appendix D](#),³⁷¹ Academic Employee Assessment Procedures. The timeline and procedure for evaluation of all categories of faculty is described in [Appendix D](#).³⁷² Evaluation of all faculty members includes multiple indices of effectiveness as well as a process to address identified areas of concern. Administrators are involved in the evaluation process and have access to all primary evaluation data.

Full-time faculty hired into tenure track positions follow the tenure evaluation process outlined in [Appendix C](#),³⁷³ Sections 1-7. This three-year process includes self, peer, student, and administrative reviews, with annual reports submitted to the Board of Trustees. The Collective Bargaining Agreement includes provisions for extension of the [probationary period](#)³⁷⁴ or [non-renewal](#)³⁷⁵ of appointment if deemed necessary by the Tenure Review Committee. If the Tenure Review Committee recommends an extension of the probationary period beyond the standard maximum of nine quarters, the probationer and committee chair agree on a revised professional development plan that includes major strengths; specific knowledge, skills, and attitudes needed to improve job performance; specific changes needed in practices and procedures to improve job performance; and a timeline for achieving the needed changes.

Tenured faculty members are assessed every five years. The procedures for this assessment are defined in [Appendix D, Section 3](#),³⁷⁶ which includes a provision for addressing concerns and a remediation process. The post-tenure assessment team consists of the academic administrator, three faculty colleagues, and the



*Professors Digby and Weichman present the whale to the Mayor for display at City Hall.
[Details, Table 2.B.ii]*

³⁷⁰ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix C, Procedure for Granting Tenure, Sections 1-7, pp. 47-53, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=50>

³⁷¹ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix D, Academic Employee Assessment Procedures, Sections 1-5, pp. 54-58, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=57>

³⁷² Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix D, Academic Employee Assessment Procedures, Sections 1-5, pp. 54-58, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=57>

³⁷³ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix C, Procedure for Granting Tenure, Sections 1-7, pp. 47-53, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=50>

³⁷⁴ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix C, Procedure for Granting Tenure, Sections 4.10 and 6.2, pp. 50 and 52, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=53>

³⁷⁵ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix C, Procedure for Granting Tenure, Section 6.3, p. 52, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=55>

³⁷⁶ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix D, Academic Employee Assessment Procedures, Section 3, pp. 54-58, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=54>

faculty member being reviewed. The academic administrator has access to all primary evaluation data and attends the fall and winter committee meetings to ensure a quality process. The post-tenure review process uses various methods of evaluation appropriate to the discipline under review, including teaching evaluations by students and peers as well as assessment of other designated goals and responsibilities.

When the review indicates the need for remediation, the faculty assessment team and administrator work with the affected faculty member to develop a set of criteria for remediation. An assessment file is created by the faculty member under review and is shared with the academic administrator at a meeting to discuss the assessments and opportunities for professional development if required. A memo is sent by the administrator to the Vice President of Instruction summarizing the results of the process, including student and peer evaluations, and indicating whether the process has been completed.

Procedures for the assessment of adjunct faculty and full-time temporary faculty are specified in [Appendix D, Section 4](#).³⁷⁷ If adjunct faculty evaluations are unsatisfactory or there is a pattern of student complaints, a process for addressing these concerns is described in [Sections 4.5 and 4.6](#)³⁷⁸ of the Collective Bargaining Agreement. The Division Dean works with adjunct academic employees to develop and implement improvement plans to address areas of concern identified through the evaluation process.

³⁷⁷ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix D, Academic Employee Assessment Procedures, Section 4, pp. 55-57, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=58>

³⁷⁸ Olympic College Association for Higher Education Collective Bargaining Agreement, Appendix D, Academic Employee Assessment Procedures, Sections 4.5 and 4.6, p. 57, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=60>

2.C. Education Resources

[2.C.1] All Olympic College programs wherever offered and however delivered have appropriate content and rigor and are consistent with the Mission of the College. Olympic’s programs culminate in achievement of clearly identified student learning outcomes and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The [Revised Code of Washington](#)³⁷⁹ requires community colleges to:

... offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining with equal emphasis high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education. . . ."

As a comprehensive community college, Olympic provides recognized degree and certificate programs to serve the needs of its service area. These include a Baccalaureate degree in Nursing, transfer associate degrees, professional-technical degrees and certificates, adult basic skills development (inclusive of college preparation), English for Speakers of other Languages (ESOL), General Education Development (GED) preparation, and lifelong learning opportunities through both regular curriculum and continuing education courses.

Table 2.C.i. Transfer Degree Options

Options	Program Subject Area
Associate in Arts (AA)	General Studies for First Two Years of Baccalaureate, Business and Economics, Education
Associate in Arts (AA) or Associate of Science (AS)	Biology, Chemistry, Computer Science, Engineering, Geography, Marine Science / Oceanography
Bachelor of Science in Nursing (BSN)	Nursing
Transfer Curriculum – prep only	Anthropology, Art, Communication, Dental Hygiene, Diagnostic Ultrasound, Dramatic Arts, English, Foreign Languages, History, Human Services, Mathematics, Medical Laboratory, Music, Pharmacy, Physics, Political Science, Pre-Law, Pre-Professional Health Occupations, Psychology, Radiology, Sociology, Supportive Health Occupations

Table 2.C.i. above provides an overview of the transfer degree options available through the College. Olympic’s academic programs are recognized by the State Board as consistent with program content in recognized fields of study. They are also recognized by transfer agreements and articulations with colleges and universities throughout Washington and with other partners around the nation. These

³⁷⁹ Revised Code of Washington 28B.50.020(2), <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020>

degrees are evaluated against program and course outcomes and Core Abilities; more on these efforts will be found in the standards throughout section C. Specialty accreditation bodies set rigorous standards for content, rigor, and outcomes and regularly review program achievement of those standards. A list of OC’s programs that meet those standards is provided in section 2.C.4.

Table 2.C.ii. Professional-Technical Certificate and Degree Options

Options	Program Subject Area*
Associate in Applied Science [AAS]	Physical Therapist Assistant
Associate in Technical Arts Degree [ATA]	Accounting Technology, Business Management, Business Technology, Cosmetology, Culinary Arts Institute, Early Childhood Education, Electronics, Human Services, Industrial Trades Technician, Nursing, Technical Design, Welding Technology
Associate in Applied Science Transfer (AAS-T)	Accounting Technology, Computer Information Systems, Early Childhood Education, Medical Assisting, Organizational Leadership & Resource Management
Certificate of Specialization (61-89 credits)	Cosmetology, Culinary Arts Institute, Industrial Trades Technician, Medical Assisting (2), Practical Nursing, Welding Technology
Certificate of Proficiency (45-60 credits)	Accounting Technology, Business Management (2), Business Technology (2), Computer Information Systems (2), Cosmetology (3), Culinary Arts Institute, Early Childhood Education, Electronics, Human Services (2), Legal Office, Technical Design (5), Welding Technology
Certificate of Completion (20-44 credits)	Accounting Technology, Business Technology, Culinary Arts Institute, Early Childhood Education (6), Industrial Trades Technician (2), Manufacturing Technology, Medical Assisting, Technical Design (4)
Certificate of Recognition (10-19 credits)	Accounting Technology, Business Management (3), Business Technology, Computer Information Systems (14), Culinary Arts (2), Early Childhood Education (4), Electronics (2), Human Services, Manufacturing Technology, Medical Assisting, Nursing Assistant, Organizational Leadership/ Resource Management (4), Technical Design (5), Welding Technology(2)

*Number in parentheses indicates the number of different kinds of degrees or certificates offered.

Table 2.C.ii summarizes the certificate and degree options that have been created to support the needs of professional-technical students. All professional-technical programs in Washington State are subject to a [program approval process](#)³⁸⁰ by the State Board for Community and Technical Colleges before the program is implemented. While these programs primarily exist to support career interests, some professional-technical students do transfer to schools that readily recognize and accept Olympic’s professional-technical degrees, e.g., [Evergreen State College](#)³⁸¹ and [Old Dominion University](#).³⁸²

³⁸⁰ State Board for Community and Technical Colleges, Program Approval Policy website, <http://www.sbctc.edu/college/e-wkforceproftechprograms.aspx>

³⁸¹ Evergreen State College Office of Admissions, Technical degree transfer, <http://www.evergreen.edu/admissions/communitycolleges/transferdegrees/Olympic.pdf>

³⁸² Transfer Agreement between Old Dominion University and Olympic College, <http://ww2.uc.odu.edu/advising/docs/TransferAgreementforOlympicCollege.PDF>

Professional-Technical certificates and degrees are designed to satisfy licensure and / or professional certification standards as well as standards for employment in the field. All programs have advisory committees composed of members of the local [professional community](#).³⁸³ Committees meet regularly with their respective program faculty to review curriculum, ensuring that program outcomes match the competencies expected of entry-level practitioners and that the programs have appropriate content and rigor.

OC's 2010 Certified Medical Assisting students scored an average of 635 on national examinations: higher than 98% of the accredited programs in the US

Olympic College students speak well of the College's academic rigor. In 2009, full-time students who participated in the Community College Survey of Student Engagement (CCSSE) rated Olympic College on ten questions that compose the Academic Challenge Benchmark. Olympic students rated their experience more challenging than that of the Medium-sized Colleges cohort or the 2009 CCSSE cohort (all those who completed the survey in 2009).

Each educational program offered by Olympic College has established clearly identified student learning outcomes that articulate what students will have accomplished or will be able to do upon completion. Program learning outcomes are published in the Olympic College [Catalog](#)³⁸⁴ and electronically on the [website](#).³⁸⁵ Every program includes the necessary courses to meet program requirements and general education credits. For more information on outcomes, please see standards 2.C.2 and 2.C.10.

In order to stay current and consistent with its Mission, Olympic College continues to evolve its program mix, delivery methods, and course alignment based on the needs of the College's service area and ongoing assessments performed by faculty in connection with specific courses and programs. The inventory of courses and programs is regularly reviewed by staff, faculty, university partners, and community advisory committees to validate its appropriateness and relevancy. Each discipline is charged with conducting ongoing review of courses and programs to assure the content and delivery of programs meets or exceeds expectations. The *courses and outcomes* that form the building blocks of each program -- no matter the length, wherever offered and however delivered -- are reviewed at least once every five years by discipline faculty. The results are then reviewed and validated by the Instructional Policies Council (IPC). In addition, every *program and/or discipline* undergoes program review every six years by the Instructional Program Planning Committee (IPP). As part of this process, discipline faculty submit either a completed [academic](#)³⁸⁶ or [professional-technical](#)³⁸⁷ questionnaire to the IPP committee and attend a review meeting to answer questions. The committee then revisits its recommendations again at the middle of the six-year cycle. Both the IPC and IPP committees are comprised of faculty who ultimately are responsible to the Vice President of Instruction for oversight of all educational programs and courses.

³⁸³ OC List of Advisory Board Members,

<http://apps.olympic.edu/Accreditation/OCAdvisoryCommitteeMembers091113.pdf>

³⁸⁴ OC Catalog, 2013-14, Programs Section, pp. 49-91; Program Outcomes listed by discipline, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=49

³⁸⁵ OC website, Degrees and Certificates index page; select links that are program names (e.g., Accounting, Business) to see the outcomes for that program, <http://www.olympic.edu/Students/DegreesCertificates/>

³⁸⁶ Olympic College Program Review Questionnaire: Academic/Transfer Programs, 2012, <http://apps.olympic.edu/Accreditation/Academic%20Transfer%20Questionnaire%202012.pdf>

³⁸⁷ Olympic College Program Review Questionnaire: Professional/Technical Programs, 2012, <http://apps.olympic.edu/Accreditation/Prof%20Tech%20Questionnaire%202012.pdf>

Assigned course and program designations are consistent with the discipline content as determined by the U.S. Department of Education's [Classification of Instructional Programs](#)³⁸⁸ (CIP) Code. As with other Community and Technical Colleges in the state, Olympic adopted the [Common Course Numbering](#)³⁸⁹ (CCN) system for a significant number of courses to facilitate the efficiency of course transfers between Washington Community and Technical Colleges and State universities. Quarterly credit value is determined based on the [formula prescribed](#)³⁹⁰ by the State Board; the hours are determined by faculty content experts and are related to the contact time required to fulfill class, lab, and/or other instructional outcomes.

[2.C.2] Olympic College identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided to students in written and electronic form.

Program outcomes for professional-technical programs, certificates, and degrees are published on the [College website](#)³⁹¹ and in the [College Catalog](#).³⁹² They are also published and distributed in the *Professional-Technical Programs and Planning Guide*, known locally as the "[Red Book](#)".³⁹³ Transfer degrees define their degree-level outcomes by Olympic College's five Core Abilities that are published in the [College Catalog](#)³⁹⁴ and on the [website](#).³⁹⁵ The website also has links to the rubrics that elaborate on outcomes, performance indicators, and evaluation statements for each of the Core Abilities: [information literacy and technology](#),³⁹⁶ [global perspective](#),³⁹⁷ [communication](#),³⁹⁸ [thinking](#),³⁹⁹ and [lifelong learning](#).⁴⁰⁰ These essential Core Abilities are taught across programs and disciplines so that all Olympic College students can expect to work towards improving and applying these Core Abilities regardless of their program or area of concentration.

Course-level outcomes are provided on course outlines, course syllabi, and via a database.

³⁸⁸ State Board for Community and Technical Colleges, Professional-Technical programs website; see the last set of links at the bottom of page: <http://www.sbctc.ctc.edu/college/e-wkforceproftechprograms.aspx>

³⁸⁹ State Board for Community and Technical Colleges, Common Course Numbering website, http://sbctc.edu/college/e_commoncoursenumbering.aspx

³⁹⁰ SBCTC Policy Manual, Ch. 4, Appendix B: Credit Hours/Credit Equivalents by Type of Instruction, <http://www.sbctc.ctc.edu/general/policymanual/a-policymanual-ch4Append.aspx#appendb>

³⁹¹ OC website, Degrees and Certificates index page; select links that are program names (e.g., Accounting, Business) to see the outcomes for that program, <http://www.olympic.edu/Students/DegreesCertificates/>

³⁹² OC *Catalog*, 2013-14, Programs Section, pp. 49-91; Program Outcomes listed by discipline, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=49

³⁹³ Professional-Technical Programs and Planning Guide, 2012-13, <http://apps.olympic.edu/Accreditation/Prof-Tech-Red-Book%20Sept%2012-13%20Accred.pdf>

³⁹⁴ OC *Catalog*, Core Abilities Fulfillment of Core Abilities Graduation Requirement, pp. 43-44, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=43

³⁹⁵ OC website, Core Abilities rubrics, <http://www.olympic.edu/StaffFaculty/FacultyInformation/thecoreabilities.htm>

³⁹⁶ Information Literacy and Technology Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbInfoLitTech%20Rubric.pdf>

³⁹⁷ Global Perspective Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbGlobalPerspectiverubric.pdf>

³⁹⁸ Communication Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbCommunicationrubric.pdf>

³⁹⁹ Thinking Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbThinking%20rubric.pdf>

⁴⁰⁰ Lifelong Learning Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbLifelong%20learning%20rubric.pdf>

Course outlines are the College's defining document for course content. [Course-level outcomes](#)⁴⁰¹ are required for all courses and are an integral part of course outline forms. Course outlines undergo review and approval by the Instructional Policies Council, the standing curriculum committee whose membership is primarily faculty. All outlines are examined and submitted for re-approval every five years. Course outcomes are the same for all formats of classes wherever and however delivered: face-to-face, online, hybrid, or learning community. Course syllabi are expected to list course outcomes and are provided to all enrolled students. A sample [course outline](#)⁴⁰² and [course syllabus](#)⁴⁰³ for Nursing 154 are linked here for purposes of comparison. A new course outline form includes Core Abilities mapping directly in the outline; the outline for [Criminal Justice 100](#)⁴⁰⁴ is linked here as an example. A new database of all course outlines is now available to all users (including students) of [olympic.edu](#) domain computers. Off-campus access to this database is not yet available. However, the public may examine course outcomes by requesting course outlines from Division offices or Instructional Support Services for any course or by accessing the database using library computers.

Olympic uses a collaborative approach to the development of learning outcomes and Core Abilities. Three workgroups currently have responsibility for different pieces of the equation; the chairs of these three groups meet regularly to coordinate assessment of Core Abilities, curriculum, courses, and student learning. The groups and their roles in the outcomes process:

The Student Outcomes Assessment Committee (SOAC). Originally formed in the 1990's, SOAC continues to assist faculty in the development and refinement of student learning outcomes. One full-time faculty member co-chairs the SOAC along with the Director of Institutional Planning, Assessment, and Research. The SOAC invites applications from faculty for funding research projects studying specific aspects of learning outcomes, whether in one course or in all sections of a course (for examples, see chart in standard 2.C.10). Successful applicants perform the study and report on their findings to the College community.

Core Abilities Faculty Institutes. The Core Abilities Faculty Institutes were created by the faculty in summer 2008 to provide a method for in-depth review and continuous improvement of student achievement of the Core Abilities. The Institutes operate under the direction of two full-time faculty members, are held annually, and provide professional development for faculty members and verification of course mapping. Faculty submit samples of student work that they have determined address the Core Abilities. These assignments are assessed by teams of faculty using the Core Abilities Rubrics to score both the assignment and the resulting student work. Review results from the Institutes are then shared with faculty to provide feedback about the assignment's ability to meet Core Abilities student outcomes at the mapped level. Faculty then use the feedback to revise curriculum, if warranted, in support of students' achievement of the learning outcomes.

The Faculty Curriculum Team (FCT). The Faculty Curriculum Team was formed in fall 2009 with the charge of completing the general education Core Abilities mapping. The FCT has been meeting on a regular basis since winter 2010 and includes faculty members from Art, Chemistry, Economics, English, Library, Medical Assisting, Nursing, and Sociology. In addition, an Instructional Dean, an Executive Assistant, and an Educational Advisor serve on this committee that is co-chaired by a Library

⁴⁰¹ Sampling of Learning Outcomes and Assessment Methods sections taken from Course Outlines, <http://apps.olympic.edu/Accreditation/outcomes%20and%20assessment%20from%20course%20outlines%20a%20sampling.pdf>

⁴⁰² Olympic College Course Outline for ADN 154, <http://apps.olympic.edu/Accreditation/ADN%20NURSE154--Nursing%20Foundations%20%20B124.pdf>

⁴⁰³ Olympic College Course Syllabus for ADN 154, http://apps.olympic.edu/Accreditation/ADN_Syllabi_-_NURSE_154_Fall_2012.pdf

⁴⁰⁴ Criminal Justice course outline, [http://apps.olympic.edu/Accreditation/CJ100--Intro%20to%20Law%20Enforcement%20%20\[B234\].docx](http://apps.olympic.edu/Accreditation/CJ100--Intro%20to%20Law%20Enforcement%20%20[B234].docx)

Faculty member and the Vice President for Instruction. The FCT has completed Core Abilities mapping and the refinement of rubrics. The original charge for this group is now complete; future projects are under discussion.

In fall 2013 the membership of these workgroups will meet in retreat to plan the next steps with regard to Core Abilities and outcomes assessment. Now that the College has completed the establishment of all these systems and developed assessment procedures, it is anticipated that the responsibilities of these committees may be consolidated.

[2.C.3] All course credit, certificates, and degrees awarded by Olympic College are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education. These institution-wide policies apply uniformly, without regard for location or modality of delivery.

Courses, certificates, and degree programs are reviewed regularly for generally accepted learning outcomes, norms, or equivalencies. The number of credits and general course requirements for all certificates and degrees adhere to policies developed by the Washington [State Board for Community and Technical Colleges](#)⁴⁰⁵ (SBCTC) and the [Washington State Intercollege Relations Commission](#)⁴⁰⁶ which facilitates movement between Washington institutions for all students seeking to transfer. The College follows the [SBCTC policies and procedures](#)⁴⁰⁷ regarding individual course credit hours/credit equivalency. The Board of Trustees formally adopted this practice as [Policy 500-03](#).⁴⁰⁸ The SBCTC policies are completely congruent with the [NWCCU Policy on Credit Hour](#).⁴⁰⁹ All new courses are reviewed for compliance with this policy by the Instructional Policies Council [IPC] before they are accepted into the curriculum. All existing courses are scheduled for review once every five years by the IPC; compliance with this policy is part of that ongoing review.

Instructors award course credit based on student achievement of assessed learning outcomes identified on all course outlines. OC courses, student learning outcomes, grading policies, and certificates and degrees are recognized by the SBCTC and the Washington public four-year colleges and universities. This is demonstrated by the acceptance afforded Olympic's programs and courses in [Direct Transfer Agreements](#) (DTA),⁴¹⁰ [Major Related Programs](#),⁴¹¹ [formal partnerships](#)⁴¹² with Old Dominion University, Western Washington University, and Washington State University (all offer classes and maintain a physical presence and staff on our Bremerton and Poulsbo campuses), and the acceptance of several of our professional-technical degrees for transfer by [Evergreen State College](#).⁴¹³

[2.C.4] All Olympic College degree programs, wherever offered and however delivered, demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of

⁴⁰⁵ SBCTC Policy Manual, Ch. 4, Instructional Program and Course Development, http://www.sbctc.ctc.edu/general/policymanual/_a-policymanual-ch4Append.aspx

⁴⁰⁶ Washington ICRC Guidelines for Direct Transfer Associate Degrees, <http://www.washingtoncouncil.org/icrc.htm>

⁴⁰⁷ SBCTC Policy Manual, Ch. 4, Appendix B: Credit Hours/Credit Equivalents by Type of Instruction, http://www.sbctc.ctc.edu/general/policymanual/_a-policymanual-ch4Append.aspx#appendb

⁴⁰⁸ OC Policy 500-03, Credit Hour Policy, <http://www.olympic.edu/NR/rdonlyres/5FE51CFC-FA8F-484F-9340-43230EC8A6AB/0/50003CreditHoursPolicy.pdf>

⁴⁰⁹ NWCCU website, Policy on Credit Hour, <http://www.nwccu.org/Standards%20and%20Policies/Policy%20on%20Credit%20Hour%20November%202012.pdf>

⁴¹⁰ SBCTC Transfer Associate Degrees website, DTA, http://www.sbctc.ctc.edu/college/_e-transferdegrees.aspx

⁴¹¹ Ibid, bottom of webpage, http://www.sbctc.ctc.edu/college/_e-transferdegrees.aspx

⁴¹² OC website, University Partnerships, <http://www.olympic.edu/Campuses/AboutOC/UniversityPartnerships/>

⁴¹³ Evergreen State College Office of Admissions, transfer from Olympic College, July 2013, <http://www.evergreen.edu/admissions/communitycolleges/transferdegrees/Olympic.pdf>

learning. Olympic's certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by the Instructional Program Planning committee, the Instructional Policies Council, Instructional Administrators, the Vice President for Instruction, the Board of Trustees, and the Washington State Board for Community and Technical Colleges. All classes and programs, wherever or however delivered, are subject to the same quality review and standards. Degrees and certificates of 45 credits or more require a substantial core of general education that addresses program learning outcomes. Transfer degrees require courses that address all of the College's five [Core Abilities](#).⁴¹⁴ With representation from all instructional departments and divisions, Instructional Policies Council members regularly and systematically review courses for appropriate depth and rigor every five years. Instructional Program Planning does an extensive program review of every discipline on a six-year cycle, with a follow-up review of recommendations performed at the midpoint of the cycle. Program Review examines program structure, course selection, articulation, outcomes, and completion, among other topics.

The College offers transfer degrees that follow the structure recommended by the State's [Intercollege Relations Commission \(ICRC\)](#),⁴¹⁵ which facilitates articulation between Washington State colleges and universities and ensures appropriate breadth, depth, course sequencing, transferability, and synthesis of learning in the degrees of all Washington colleges. Associate Degrees in Applied Science, Applied Science-Transfer, and Technical Arts all require a minimum of 90 credits; at least 20 quarter credits in the degree must be earned at OC. Under the ICRC-endorsed [Direct Transfer Agreement](#)⁴¹⁶ (DTA) guidelines, Associate Degrees must provide general education fundamentals such as written and oral communication and quantitative skills, as well as exposure to distribution areas including natural science, social science, and the humanities. ICRC specifies minimum and maximum credit requirements in these areas, ensuring a balanced educational approach in all degrees.

As part of the design process, professional-technical courses and degree programs are developed in partnership with industry and business representatives who provide ongoing input via advisory committees. Each program's advisory committee meets regularly and contributes information on skills, standards, and employment needs to ensure the curriculum has appropriate breadth, depth, and sequencing of courses. Degree programs also incorporate published industry-based competencies (skills standards) that are used to assess the synthesis of student learning. Additionally, applied degrees and certificates of 45 credits or more must have a curriculum that fulfills the general education (related instruction) requirements in the areas of computation, communication, and human relations as mandated by the NWCCU.

Several Olympic College programs have met the standards for specialized accreditation, national licensure, national normed proficiency examinations, and certification programs. These accomplishments (included in Table 2.C.iii) further validate that Olympic's programs feature appropriate depth, breadth, sequencing of courses, and synthesis of learning.

Course and program sequences as well as admission and graduation requirements for every degree program are clearly defined. They are published in the College [Catalog](#)⁴¹⁷ and accessible through the College website for both [Associate Degrees](#)⁴¹⁸ and the Bachelor of Science in Nursing [degree](#).⁴¹⁹

⁴¹⁴ OC Core Abilities website, <http://www.olympic.edu/Students/DegreesCertificates/coreAbilities.htm>

⁴¹⁵ ICRC About us webpage, <http://www.washingtoncouncil.org/icrcaboutus.htm>

⁴¹⁶ SBCTC website, Transfer Associate Degrees, DTA Associate Degree Guidelines and DTA-based Major related programs, <http://www.sbctc.ctc.edu/college/e-transferdegrees.aspx>

⁴¹⁷ Olympic College *Catalog*, 2012-13, Degrees and Certificates section, pp. 47-91, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=47

⁴¹⁸ Degrees and Certificates website, <http://www.olympic.edu/Students/DegreesCertificates/>

⁴¹⁹ BSN website, <http://www.olympic.edu/Students/AcadDivDept/MESH/HealthOccupations/Nursing/BSN/>

Requirements are also available via degree [worksheets](#),⁴²⁰ [program brochures](#),⁴²¹ and other Olympic publications such as the [Red Book](#)⁴²² for professional-technical degrees and the [Blue Book](#)⁴²³ for transfer degrees.

Table 2.C.iii. Olympic College Degree Programs meeting external standards

Program	Agency	Standard
Bachelor of Science, Nursing	Commission on Collegiate Nursing Education ⁴²⁴	Specialized Accreditation
Associate Degree, Nursing and Licensed Practical Nursing	National League for Nursing Accrediting Commission, now Accreditation Commission for Education in Nursing ; ⁴²⁵ approved by the Washington State Nursing Care Quality Assurance Commission ⁴²⁶	Specialized Accreditation and Licensure
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP) ⁴²⁷	Specialized Accreditation
Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE) ⁴²⁸ of the American Physical Therapy Association	Specialized Accreditation
Child Development and Family Center [Childcare Program]	National Accreditation Commission for Early Care and Education Programs , ⁴²⁹ Candidate validation visit winter 2014	Candidate, Specialized Accreditation
Culinary Arts Institute	American Culinary Federation ⁴³⁰	Specialized Accred.
Polysomnography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) [see Medical Office Assistant above]	Specialized Accred. in collaboration with Highline Comm. College
Apprenticeship program ⁴³¹	Federal Apprentice Standards ⁴³²	Labor standards ⁴³³ for registration of Apprenticeship Programs

[2.C.5] Olympic College faculty, through well-defined structures and processes, exercise a major role in the design, approval, implementation, and revision of curriculum. Olympic College faculty

⁴²⁰ Degree worksheets, <http://www.olympic.edu/Students/Advising/Forms.htm>

⁴²¹ BSN Program brochure, <http://apps.olympic.edu/Accreditation/RN-BSN-Brochure-Winter-2012.pdf>

⁴²² Red Book of Professional-Technical Degrees, <http://apps.olympic.edu/Accreditation/Prof-Tech-Red-Book%20Sept%2012-13%20Accred.pdf>

⁴²³ Blue Book of Transfer Degrees, <http://apps.olympic.edu/Accreditation/Transfer-Bluebook-10-16-12.pdf>

⁴²⁴ Website, Commission on Collegiate Nursing Education, <http://www.aacn.nche.edu/ccne-accreditation>

⁴²⁵ Website, Accreditation Commission for Education in Nursing, <http://www.acenursing.org/>

⁴²⁶ Washington State Department of Health, Nursing Care Quality Assurance Commission website, <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx>

⁴²⁷ Website, Commission on Accreditation of Allied Health Education Programs, <http://www.caahep.org/>

⁴²⁸ Website, Commission on Accreditation in Physical Therapy Education, <http://www.capteonline.org/Programs/>

⁴²⁹ Website, Association for Early Learning Leaders, <http://earlylearningleaders.org/displaycommon.cfm?an=1&subarticlenbr=518>

⁴³⁰ Website, American Culinary Federation Accreditation, <http://www.acfchefs.org/ACF/Education/Accreditation/ACF/Education/Accreditation/>

⁴³¹ Website, Student Trainee Program (Apprentice) Puget Sound, <http://www.navsea.navy.mil/shipyards/puget/page/StudentTrainee.aspx>

⁴³² Website, US Department of Labor, Registered Apprenticeship Standards, <http://www.doleta.gov/OA/regulations.cfm>

⁴³³ Electronic Code of Federal Regulations, Title 29, Part 29, <http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=99c9a20e960f56be66f17ae91b52c888&rgn=div5&view=text&node=29:1.1.1.1.23&idno=29>

take an active role in selecting new faculty, and take individual and collective responsibility for the assessment of student learning outcomes and student achievement.

Curriculum. Olympic College faculty have primary responsibility for the development, revision, approval, and implementation of curriculum. The College curriculum is overseen by the Instructional Policies Council (IPC), a faculty and administrative group charged with determining that curriculum meets the standards of the College's academic community and the guidelines and standards of the State Board and accreditation. The Instructional Policies Council is advisory to the Vice President of Instruction.

Prior to courses being offered, all course outlines with their associated student learning outcomes are vetted through Olympic College's Course Approval Process; the Process begins with faculty submitting the course outline to the appropriate Division Dean for review. The Division Dean refers both new courses and courses undergoing significant changes for further review to the Division's IPC subcommittee. The Division IPC subcommittee is composed of the Dean and those division faculty members currently serving on the College-wide IPC. This subcommittee serves as a resource to the originating faculty member by providing feedback on the course's measurable outcomes and assessments and by ensuring that the course content does not duplicate that which is offered in other approved courses. Once the subcommittee is satisfied with the course outline, student learning outcomes, and assessments, the course is sent for broader review by the entire IPC membership.

The Instructional Policies Council is composed of faculty, staff, and administrative members. Faculty constitute the majority of the membership, with three representatives from each of the three large teaching divisions, and one representative each from the Library, Workforce Development, OC Poulsbo, OC Shelton, and Counseling. Deans and two student representatives round out the voting membership; seven non-voting staff serve the committee in an advisory capacity. The Council meets monthly during the school year to review and recommend approval of all actions related to the creation, design, and review of new courses and programs and courses undergoing five-year review. In addition, the IPC develops, reviews, and approves major instructional policies (e.g., course repeats and grade appeals) intended to govern curricular implementation and practice and has oversight of graduation requirements and articulation agreements. All degrees and certificates must have IPC approval to be published in the *Catalog* or other College materials.

Selection of New Faculty. Faculty members are actively involved in the hiring process for full-time and part-time faculty. The [Collective Bargaining Agreement](#)⁴³⁴ specifies faculty involvement in selection committees for new full-time faculty (and for instructional administrators) as well as other requirements. Full-time faculty members serve on the selection committees for part-time faculty members, screening candidates and interviewing finalists in consultation with the Division Dean.

Assessment of Learning Outcomes. Olympic College faculty take an active role in the assessment of student learning outcomes and student achievement. At the institutional level, assessment and achievement are measured through the lens of [Core Theme A](#),⁴³⁵ *Student Learning and Quality Teaching*, which includes indicators related to the curriculum and assessment of Core Abilities, and [Core Theme B](#),⁴³⁶ *Student Access and Support*, which includes local analysis of the state's Student Achievement Initiative (SAI) data to inform educational program changes. Faculty are heavily involved in all the

⁴³⁴ Collective Bargaining Agreement, Article V, Section 12, Faculty Hiring/Screening Procedure, <http://apps.olympic.edu/Accreditation/CBA-Faculty-Amended-good-thru-2013.pdf#page=9>

⁴³⁵ Olympic College Core Themes Chart, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁴³⁶ Olympic College Core Themes Chart, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf#page=2>

committees associated with the assessment of learning outcomes, including the Student Achievement Initiative, the Student Outcomes Assessment Committee, the Core Abilities Faculty Institutes, and the Faculty Curriculum Team.

For more information about learning outcomes, Core Abilities, their assessment, and faculty involvement, please see the discussions in 2.C.2 and 2.C.10.

[2.C.6] Library faculty work in conjunction with discipline faculty to ensure that the use of library and information resources is integrated into the learning process. Olympic College has identified Information Literacy and Technology as one of its Core Abilities for all degree-seeking students. Students fulfill this Core Ability by taking one of the [courses](#)⁴³⁷ that meet this requirement.

Librarians create and teach classes on research skills (most recently [Nursing 102](#)⁴³⁸ – PubMed and CINAHL database searching and [Library Research 180](#)⁴³⁹ – Research for the 21st Century) and are co-teachers of learning communities (for more details, please see Table 2.E.ii).

Librarians work with many of the discipline faculty to infuse Information Literacy skills into the curriculum. Library faculty teach information literacy to over 2,200 students from more than 100 classes annually in conjunction with discipline faculty; these sessions are evaluated by students using digital surveys, and sometimes clickers for formative evaluation. To reinforce the learning of these skills, [over 200](#)⁴⁴⁰ *LibGuides*⁴⁴¹ have been co-authored by librarians and discipline faculty to augment these instructional sessions and to provide detailed guidance for students completing research projects. *LibGuides* allow librarians to create their own webpages for [frequently asked questions](#),⁴⁴² support faculty with [teaching topics](#),⁴⁴³ provide research guidance for an [entire class](#),⁴⁴⁴ introduce a [resource or database](#)⁴⁴⁵ with interactive instructions, or zero in on a specific [assignment](#)⁴⁴⁶ to outline the required research.

Olympic provides opportunities for library faculty to work with discipline faculty on the Instructional Policy Committee, the Faculty Curriculum Team for Core Abilities, Instructional Program Planning, Faculty Institutes, Student Outcomes Assessment, eLearning, and other major committees affecting students and learning. Each librarian has responsibility for purchasing materials in selected areas of the curriculum, and works with the discipline faculty to acquire appropriate supplementary materials for all classes. Library faculty and staff work in partnership with discipline faculty to provide electronic and hardcopy reserve materials for use in classes and to provide e-books, interlibrary loans, and 24/7/365 access to research support for all students, staff, and faculty from any computer.

[2.C.7] Olympic College faculty grant credit for prior experiential learning only to enrolled

⁴³⁷ Olympic College *Catalog*, Fulfillment of Core Abilities Graduation Requirement, p. 44, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=44

⁴³⁸ Olympic College *Catalog*, Course Descriptions, p. 123, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=123

⁴³⁹ Olympic College *Catalog*, Course Descriptions, p. 118, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=118

⁴⁴⁰ Subject list of Libguides for OC: <http://libguides.olympic.edu/browse.php?o=s>

⁴⁴¹ A commercial software program that simplifies the creation of webpages for librarians, *LibGuides* are webpages created collaboratively that feature standard formatting and high levels of interactive, mobile-friendly capability.

⁴⁴² Textbooks: <http://libguides.olympic.edu/textbooks>

⁴⁴³ Rubrics: <http://libguides.olympic.edu/rubrics>

⁴⁴⁴ Photography, Professor Usher: http://libguides.olympic.edu/DMA137_Usher

⁴⁴⁵ Nursing Video database: <http://libguides.olympic.edu/nursingvideo>

⁴⁴⁶ Medical Assisting 110: <http://libguides.olympic.edu/MEDA110>

undergraduate students in accordance with the Award of Credit [Policy](#)⁴⁴⁷ established by the Instructional Policies Council. The policy was updated and re-ratified in February 2013. Procedures for the acquisition of credit are published in the [Catalog](#).⁴⁴⁸

If an assessment procedure has not been established for a given course, faculty determine how to assess prior learning and award credit. Awarded credit must be linked to established learning outcomes for specific courses in an OC program of study, and must align with instructional standards for these courses. OC faculty serve as content specialists, assessing prior learning associated with courses in their disciplines and determining appropriate award of credit. Credit is only granted upon faculty recommendation. Credit granted for experiential learning does not duplicate other credit awarded and is noted on student transcripts. No more than 25% of credits may be obtained by these means. The College makes no assurances regarding the number of credits to be awarded prior to the review process.

[2.C.8] Olympic College maintains clear, published policies and consistent procedures for accepting credit that ensure high academic quality, relevance to the students' programs, and integrity of the College's degrees. These policies are published in the College [Catalog](#)⁴⁴⁹ and are found on the College [website](#).⁴⁵⁰ The College accepts credit transferred from regionally-accredited institutions recognized by the Department of Education. Any credit granted must be comparable in amount and content to the College's credit offerings. In so doing, the College follows its own [policy](#)⁴⁵¹ ratified by the Instructional Policies Council and commonly accepted state and national guidelines for the award of credit, e.g., [Advanced Placement](#),⁴⁵² [Armed Forces credit](#),⁴⁵³ College-Level Examination Program ([CLEP](#)),⁴⁵⁴ Defense Activity for Non-Traditional Education Support Subject Standardized Tests ([DANTES SST](#)),⁴⁵⁵ [International Baccalaureate](#),⁴⁵⁶ [Service Members Opportunity College](#),⁴⁵⁷ and [Tech Prep](#)⁴⁵⁸ credit. Students must demonstrate all course outcomes to faculty to receive credit. Some courses use this procedure more often than others; for example, [PNURS 105](#),⁴⁵⁹ Lab I, Application, uses credit by examination for certified nursing assistants, EMTs, paramedics, and hospital corpsmen.

Olympic College transfer policies are based on statewide agreements such as the Intercollege Relations Commission ([ICRC](#))⁴⁶⁰ and the State Board for Community and Technical Colleges written

⁴⁴⁷ Olympic College Award of Credit Policy, February 2013,

<http://apps.olympic.edu/Accreditation/Policy%20on%20Award%20of%20Credit.pdf>

⁴⁴⁸ Olympic College *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=16

⁴⁴⁹ Award of Credit section, pp. 15-18 in 2013-14 *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=15

⁴⁵⁰ Olympic College Transfer Credits and Award of Credit, <http://www.olympic.edu/Students/Records/AwardofCredit.htm>

⁴⁵¹ Olympic College Instructional Policies Council Award of Credit for Learning Outside of OC policy, <http://apps.olympic.edu/Accreditation/Policy%20on%20Award%20of%20Credit.pdf>

⁴⁵² College Board, Advanced Placement website, <http://www.olympic.edu/Students/Records/AP.htm>

⁴⁵³ Armed Forces Credit, p. 16 in 13/14 *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=16

⁴⁵⁴ Olympic College CLEP Acceptance Policy and Exam Scores website, <http://www.olympic.edu/Students/Records/CLEPEXAMSCORES.htm>

⁴⁵⁵ Olympic College Military Education Support website, Credit by Examination, DANTES Subject Standardized Tests, <http://www.olympic.edu/Students/MilitaryEd/Credit+for++Military+Experience+and+prior+learning.htm>

⁴⁵⁶ Olympic College International Baccalaureate website, <http://www.olympic.edu/Students/Records/IB.htm>

⁴⁵⁷ Olympic College website, SOC Agreements, <http://www.olympic.edu/Students/MilitaryEd/SOC+Agreements.htm>

⁴⁵⁸ West Sound Education Consortium webpage, <http://www.olympic.edu/Students/WFDBS/WFD/TechPrep/>

⁴⁵⁹ PNURS 105 course listing, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=130

⁴⁶⁰ Washington Council Intercollege Relations Commission, <http://www.washingtoncouncil.org/icrc.htm>

guidelines for the Direct Transfer Agreement (DTA),⁴⁶¹ both of which ensure that transfer degrees fulfill the general education requirements of participating baccalaureate colleges and universities in Washington State. Olympic also subscribes to Washington’s State Board for Community and Technical Colleges’ [SBCTC] [Inter-College Reciprocity Policy](#).⁴⁶² These policies provide [reciprocity](#)⁴⁶³ for specific courses and distribution areas and are intended to ease student transfer among Washington State community and technical colleges. In addition, OC has endorsed the SBCTC’s [common course numbering](#)⁴⁶⁴ system, further facilitating ease of transfer among Washington colleges by adopting identical course numbers for several DTA and professional-technical courses. Common course numbering is described for students in the College [Catalog](#).⁴⁶⁵

Transcript evaluators in the Registrar’s Office conduct complete credit evaluations, consult with faculty in subject areas where required, and notify students of the transfer of credit awarded. To ensure consistent evaluations, credit is evaluated on a course-by-course basis, with the results recorded in a course equivalency database. Evaluators verify the accreditation status of the institution via regional accreditation websites and use the [College Source Online](#)⁴⁶⁶ database to access over 70,000 digital college catalogs. Following all applicable policies, they enter classes into a database which is part of the statewide Student Management System. The system then automatically records the results in the student’s Degree Audit plan. Credit by [examination and vertical challenge procedures](#)⁴⁶⁷ involve discipline faculty and the Division Dean extensively in the evaluation, testing, and award of credit. [Articulation agreements](#)⁴⁶⁸ exist between OC programs and selected institutions, providing potential students ease of credit transfer into OC and out to receiving institutions. OC’s [Red Book](#)⁴⁶⁹ provides articulation information for professional-technical programs in the sidebar.

100% of OC’s Practical Nurses passed the national NCLEX- PN examination in 2012.

Undergraduate Programs

[2.C.9] The general education component of undergraduate programs offered at Olympic College demonstrates an integrated course of study that helps students develop a breadth and depth of knowledge and critical thinking skills that can enhance their lives personally and professionally and lead to more rewarding careers.

Baccalaureate level programs. Olympic College currently offers one baccalaureate degree, the Bachelor of Science in Nursing, which includes a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and

⁴⁶¹ State Board for Community and Technical Colleges, Direct Transfer Agreement website, <http://www.sbctc.ctc.edu/college/e-transferdegrees.aspx>

⁴⁶² State Board for Community and Technical Colleges, Reciprocity Policy, http://www.sbctc.ctc.edu/college/education/reciprocity_policy_revised2011.pdf

⁴⁶³ OC Transfer Planning website, Reciprocity paragraph, <http://www.olympic.edu/Students/DegreesCertificates/transferPlanning.htm>

⁴⁶⁴ State Board for Community and Technical Colleges, Common Course Numbering website, http://www.sbctc.ctc.edu/college/e_commoncoursenumbers.aspx

⁴⁶⁵ Common Course Numbering p. 15 in 13/14 *Catalog*, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=15

⁴⁶⁶ College Source Online database, <http://www.collegesource.org/>

⁴⁶⁷ OC Transfer Credits and Award of Credit website, <http://www.olympic.edu/Students/Records/AwardofCredit.htm>

⁴⁶⁸ OC, Transfer Equivalency Guides website, <http://www.olympic.edu/Students/GettingStarted/TransferAdv/equivGuide.htm>

⁴⁶⁹ Professional Technical programs, Red Book: <http://apps.olympic.edu/Accreditation/Prof-Tech-Red-Book%20Sept%2012-13%20Accred.pdf>

natural sciences, and social sciences. RN to BSN students are required to complete 10 credits of a foreign language, 5 credits of advanced mathematics plus an additional 5 credits in statistics, 15 credits in writing intensive coursework, 15 credits in humanities, 15 credits in social sciences, and 28 credits in natural sciences in addition to the 300- and 400- level baccalaureate degree nursing courses.

Transfer Associate level programs. Transfer associate degree programs also include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. For transfer degrees, all of which follow the requirements for the [Direct Transfer Agreement](#)⁴⁷⁰ (DTA) set forth by the State Board for Community and Technical Colleges, the general education requirements conform to Intercollege Relations Commission (ICRC) guidelines published in the [ICRC Handbook](#).⁴⁷¹ Following these guidelines assures that the transfer degree will satisfy lower division general education requirements at most Washington colleges and universities. Transfer general education requirements include quantitative reasoning (5 credits), communication (10 credits), humanities (15 credits), natural sciences (15 credits) and social sciences (15 credits). Foreign language is not required for Associate Degrees at Olympic College, but some baccalaureate institutions do require a foreign language; therefore, once students indicate they plan to transfer to an institution with this requirement, they are advised to take a foreign language as part of their humanities distribution credits.

In addition to completing general education requirements for specific degrees and in keeping with our institutional Mission and Vision, Olympic College has developed a set of Core Abilities that each student develops before graduation (for further details on Core Abilities, see section 2.C.10). The five Core Abilities are: Communication, Thinking, Information Literacy and Technology, Lifelong Learning, and Global Perspective. These Core Abilities address the broad-based general education requirements that will prepare a student to pursue his or her chosen profession or field of study and develop themselves as individuals and citizens. These essential Core Abilities are taught across programs and disciplines so that each Olympic College student can expect to work towards improving and applying these core abilities regardless of their program or area of concentration. As of fall quarter 2012, students pursuing the Associate of Arts or the Associate of Science transfer degrees must complete coursework that addresses these Core Abilities as a graduation requirement.

Professional-technical degrees and certificate programs. In compliance with Washington State Board for Community and Technical Colleges (SBCTC) [requirements](#),⁴⁷² which cite this standard, all OC applied undergraduate degree and certificate programs of 45 quarter credits or more contain a recognizable core of related instruction or general education with identified outcomes in the areas of:

- a. Communication – a minimum of five credits in a writing-intensive course and/or communication studies or equivalent embedded instruction;
- b. Computation – a minimum of five credits in a quantitative course or equivalent embedded instruction; and
- c. Human Relations – typically three to five credits in a course that specifically addresses human relations in the workplace.

General education requirements align with and support specific program goals or intended outcomes for each applied degree or certificate of 45 quarter credits or more. Core Abilities outcomes are also being integrated into these degrees as well.

⁴⁷⁰ SBCTC Transfer Associate Degrees, Direct Transfer Agreement (DTA) website, <http://www.sbctc.ctc.edu/college/e-transferdegrees.aspx>

⁴⁷¹ The Intercollege Relations Commission, ICRC Handbook, updated through summer, 2012, [http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20%20Updated%20Summer%202012%20\(2\).pdf](http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20%20Updated%20Summer%202012%20(2).pdf)

⁴⁷² SBCTC Professional-Technical Program Approval Process, revised July 2013, <http://www.sbctc.ctc.edu/college/workforce/2012ProgramApprovalProcessGuidelines.pdf>

[2.C.10] Olympic College’s General Education components of its baccalaureate degree program (Bachelor of Science in Nursing, BSN) and its transfer associate degree programs have identifiable and assessable learning outcomes. These outcomes are congruent with both the College’s Mission and the program learning outcomes. General Education [requirements](#)⁴⁷³ in the BSN include quantitative reasoning and distribution in humanities, natural sciences, and social sciences. The BSN general education requirements can be met at the associate or baccalaureate level. The outcomes for each course are identified in the [course outline](#)⁴⁷⁴ and [syllabus](#).⁴⁷⁵ Course outcomes are linked directly to program learning outcomes. Student learning outcomes are assessed using direct and indirect measures. One example of a direct measure is the use of student portfolios which document achievement of program expected outcomes. Indirect measures include learning outcomes assessments done by students at the completion of each course in the BSN program. Self-assessment of achievement of program and student outcomes is done at the mid-point of the program, the end of program, and one year post-program completion. Post-program assessment is also performed by employers.

All transfer associate degree programs (A.A. /A.S.) contain [General Education](#)⁴⁷⁶ components which require students to select courses from communication, quantitative/symbolic reasoning, distribution courses in natural sciences, social sciences, humanities, and Core Abilities designated courses. The degree outcomes for the transfer associate degrees are the five Core Abilities -- Communication, Thinking, Information Literacy and Technology, Global Perspective, and Lifelong Learning. Achievement of the Core Abilities is assessed through Faculty Institutes and outcomes projects done by faculty. To measure achievement, course assignments and samples of student work are evaluated at the Faculty Institutes using commonly shared rubrics for each of the Core Ability areas: [information literacy and technology](#);⁴⁷⁷ [global perspective](#);⁴⁷⁸ [communication](#);⁴⁷⁹ [thinking](#);⁴⁸⁰ and [lifelong learning](#).⁴⁸¹ The purpose of the evaluation is to verify that course assignments are facilitating development of Core Abilities and that student work is showing evidence of student achievement of the Core Abilities. Institute results are shared with faculty to facilitate revision of curriculum or course assignments.

The Student Learning Outcomes Assessment Committee fosters inquiry into student achievement of both course and program outcomes by sponsoring faculty research and experimentation with outcomes assessment topics. Course and program assessments also result from a variety of initiatives such as sabbaticals, internal grants, and the like; a sampling of this course outcomes assessment work is provided in Table 2.C.iv.

⁴⁷³ Olympic College 2013-14 *Catalog*, BSN program, page 76, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=76

⁴⁷⁴ OC Course Outline, Baccalaureate Nursing 410, Contemporary Ethics in Nursing, <http://apps.olympic.edu/Accreditation/BNURS%20410%20course%20outline.pdf>

⁴⁷⁵ Alecia Cosgrove, Syllabus, Contemporary Ethical Perspectives in Nursing, BNURS 410, fall, 2012, <http://apps.olympic.edu/Accreditation/BNURS%20410%20Fall%202012%20syllabus.pdf>

⁴⁷⁶ Olympic College 2013-14 *Catalog*, Fulfillment of Core Abilities Graduation Requirement and Associate Degree Distribution Requirements, pp. 44-45, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=44

⁴⁷⁷ Information Literacy and Technology Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbInfoLitTech%20Rubric.pdf>

⁴⁷⁸ Global Perspective Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbGlobalPerspectiverubric.pdf>

⁴⁷⁹ Communication Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbCommunicationrubric.pdf>

⁴⁸⁰ Thinking Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbThinking%20rubric.pdf>

⁴⁸¹ Lifelong Learning Rubric; Outcomes, Performance Indicators, Evaluation Statements, <http://apps.olympic.edu/Accreditation/CoreAbLifelong%20learning%20rubric.pdf>

Table 2.C.iv. Samples of Outcomes Assessment Projects

Discipline/ Topic	Project Source	Project Summary / Findings /Changes
Mathematics ⁴⁸² Writing and use of Technology Core Abilities	One quarter Sabbatical	Integration of writing elements and technology to improve student report writing & mathematical modeling course
Information Literacy ⁴⁸³ Core Ability	Outcomes Project	Formative Assessment of student understanding; alterations in information delivery methods
Sociology ⁴⁸⁴ and Global Core Ability	Outcomes Project	Achievement of Course Assignments on Global Core Abilities Rubric for 3 sociology courses
History / English ⁴⁸⁵ Global Core Ability	Outcomes project	Integration of oral history technique into English & History to teach global perspective Core Ability
Developmental English ⁴⁸⁶ ReadingPlus	Outcomes project	Use of Reading program and success in achieving 8 th grade reading levels
Tegrity use in Chemistry ⁴⁸⁷ classes	Outcomes project	Outcome improvement when students have access to problem solving & lecture recordings in General Chemistry
IMATH ⁴⁸⁸ integrated approach to math completion	High Impact Student Success Proj.	Improve # of students completing developmental math and speed of completion
Biology ⁴⁸⁹ 201, lab exercise	Outcomes project	Outcomes, classroom activity on “Central Dogma”
Calculus ⁴⁹⁰ program outcomes	Assessment report	Improve projects, clarify outcomes in calculus classes

All of the general education courses have specific student learning outcomes and the assessments used to evaluate those student outcomes on the course outline. Many of these student learning outcomes identified on the course outline also address Core Abilities knowledge areas. The Core Abilities Course Outline Database is the formal record of where Core Abilities are addressed throughout the curriculum. This database is maintained by the Instructional Support Services office and is published for student

⁴⁸² Sabbatical Report, Karen Hulsebosch, April 19, 2012,

<http://apps.olympic.edu/Accreditation/Outcomes%20Math%20KH%20Sabbat%20.pdf>

⁴⁸³ The Use of Clickers to Assess Information Literacy Standards in Library Instruction Sessions, Dianne Moore et al., <http://apps.olympic.edu/Accreditation/Clicker%20Study%202012.pdf>

⁴⁸⁴ Jess Thompson, Individual Faculty Course Level Assessment Project Report, 2012,

<http://apps.olympic.edu/Accreditation/Sociology%20-%20OAC%20Project%20Report%2011-12.pdf>

⁴⁸⁵ Sterne McMullen, Professional Enrichment Summary Report, 2012-13,

<http://apps.olympic.edu/Accreditation/sterne%20McMullen%20oral%20history%20in%20english%20hist%20as%20global%20core%20ab6%203%2013.pdf>

⁴⁸⁶ Craig Goodman, ReadingPlus Outcomes Assessment report, 2011-2012,

<http://apps.olympic.edu/Accreditation/Outcomes%20Goodman%20ReadingPlus%20%20Assessment.pdf>

⁴⁸⁷ Cameon Geyer, Provide Tegrity Recordings to Improve Problem-Solving Skills of General Chemistry Students, June 2012, <http://apps.olympic.edu/Accreditation/Outcomes%20Cameon%20Geyer%20June%202012.pdf>

⁴⁸⁸ 2012-13 High Impact Student Success Project Application, IMATH Integrated Intermediate Algebra and College-level Mathematics, <http://apps.olympic.edu/Accreditation/Outcomes%20I-MATH%20stu%20achieve%20high%20impact%20req.pdf>

⁴⁸⁹ Angela Elauria, A simple laboratory exercise to simulate protein synthesis,

<http://apps.olympic.edu/Accreditation/Outcomes%20Biology%20201.pdf>

⁴⁹⁰ M. Haines, J. Heinze, J. Howell, K. Hulsebosch, Calculus Project Outcomes Report, 2010,

[http://apps.olympic.edu/Accreditation/Outcomes%20Calculus%20Project%20Report%20May%202010%20\(2\).pdf](http://apps.olympic.edu/Accreditation/Outcomes%20Calculus%20Project%20Report%20May%202010%20(2).pdf)

reference on the OC [website](#).⁴⁹¹ Degree Planning software on the database guides degree-seeking students in how to fulfill Core Abilities.

For more information about learning outcomes, their relationship to Core Abilities, and how they are applied to Olympic's degrees, please see standard 2.C.2.

[2.C.11] All Olympic College applied degrees and certificate programs comprised of 45 or more credits contain related instruction components with identifiable and assessable student learning outcomes that align with and support program goals. Program outcome statements describe, within a broad context, skills that a student should be able to apply in a particular industry or career area. Students acquire the program outcomes, related skills, and knowledge by completing all courses required for a degree or certificate in a particular program. Each course also contains outcome statements that describe skills a student will be able to apply following completion of the course. The course outcomes are acquired as a student completes assignments that assess attainment of course objectives. All outcomes are addressed in the course outlines and in course syllabi.

Related instruction courses are taught by OC faculty qualified to teach in appropriate disciplines or fields. Related instruction is required in communication, computation, and human relations. The inclusion of these elements is monitored by the Instructional Policy Council. This curriculum body provides ongoing review and approval of all new or altered applied degrees, programs, and courses. IPC review ensures that the related instruction components of applied degree and certificate programs have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. IPC membership consists of pan-institutional representation including faculty from each division and Workforce personnel.

Graduate Programs

Standards 2.C.12 through 2.C.15 do not apply, as Olympic does not have any graduate programs.

Continuing Education and Non-Credit Programs

[2.C.16] All of Olympic College's Continuing Education programs support the Mission and its Core Themes of Student Learning & Quality Teaching. Further, they advance [Community Enrichment & Responsiveness](#).⁴⁹² Core Theme D's objective 3 of fulfilling and enhancing Olympic College's role as a cultural resource.

[Customized Corporate Training](#)⁴⁹³ and [Continuing Education](#)⁴⁹⁴ are dynamic and innovative components of the College. They offer a wide range of courses and workshops pertaining to professional development, personal enrichment, leisure activities, and cultural events. The department reports to the Dean of Workforce Development and Basic Studies. The Campus Directors for each of the branch campuses serve as liaisons with business and community members, relaying suggestions and affirming the relevance of the classes and programs. These offerings also serve as an outreach strategy for the College and occasionally as an incubator for new classes and programs.

⁴⁹¹ OC Core Abilities website, <http://www.olympic.edu/Students/DegreesCertificates/coreAbilities.htm>

⁴⁹² OC Core Themes Chart, Core Theme D, Community Enrichment and Responsiveness, Obj. 3,

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf#page=5>

⁴⁹³ OC Customized Training webpage, <http://www.olympic.edu/Students/Learning/CustomizedTraining/>

⁴⁹⁴ OC Continuing Education webpage, <http://www.olympic.edu/ContinuingEducation/>

[2.C.17] Olympic College maintains direct and sole responsibility for the academic quality of its corporate and Continuing Education programs and courses, which are fully integrated into the College’s academic governance structure. Courses offered for academic credit are assessed and approved with appropriate faculty involvement.

Credit-bearing Continuing Education courses are submitted for review and approval through the College’s regular course approval process. OC’s Instructional Policy Council, a faculty-dominated committee in charge of curriculum, reviews for-credit Continuing Education courses using the same criteria and standards used for courses in the academic curriculum. Continuing Education course proposals and syllabi include the same expectations of student learning outcome assessments as regular college courses.

For non-credit courses or workshops, Olympic College has a separate but equally rigorous process for selecting new course and workshop offerings. Content, objectives, teaching methods, assessments, and demand are identified on a [course proposal form](#)⁴⁹⁵ prior to the course being offered. These courses are reviewed by representatives within Workforce Development and Basic Studies, the department which houses Continuing Education. In addition, the Instructional Program Planning Committee, which includes faculty representation, has reviewed a list of proposed programs and courses developed as part of a planning effort for Continuing Education. New Continuing Education teaching opportunities are first shared with Olympic College faculty in related disciplines. Continuing Education carefully reviews the technical background of potential instructors as well as their teaching experience. Student evaluations are administered for all courses and workshops and the results are reviewed quarterly by supervisors.

Some of Olympic College’s Continuing Education offerings are offered in partnership with other organizations such as [ed2go](#),⁴⁹⁶ a provider of quality online classes. Another example is our partnership with [Blue Sky Outfitters](#)⁴⁹⁷ who provide experienced guides for rafting excursions on local rivers. Continuing Education is very selective. Prior to entering into any agreement, due diligence is performed to ensure students will receive a quality experience.

OC’s faculty includes two Fulbright Scholars, Dr. Arlene Plevin and Dr. Nat Hong

[2.C.18] Olympic College adheres to accepted higher education norms in the granting of college credit for Continuing Education courses. The application of credit or CEUs is consistent College-wide. Continuing Education credit is appropriate to course objectives and is determined by the achievement of student learning outcomes. Student records and supporting documentation are maintained by the College.

Olympic College adheres to the [American Council on Education’s guidelines](#)⁴⁹⁸ for the granting of continuing education units (CEUs). For its Washington State teacher certification program, Continuing Education adheres to guidelines for the [granting of CEUs](#)⁴⁹⁹ published by the Office of Superintendent of Public Instruction. Olympic College’s procedures and criteria for granting CEU’s are consistent across the institution and with the College’s Mission, Vision, and Values. The award of teacher clock hours has also been formally approved by the Olympic Educational School District (OESD) 114 in an agreement

⁴⁹⁵ Olympic College Continuing Education Course Proposal Form, <http://apps.olympic.edu/Accreditation/Blank%20CE%20Course%20Proposal%20Form.pdf>

⁴⁹⁶ Ed2go website, <http://www.ed2go.com/>

⁴⁹⁷ Blue Sky Outfitters, river rafting company, <http://www.blueskyoutfitters.com/>

⁴⁹⁸ American Council on Education, the National Guide to College Credit for Workforce training, <http://www2.acenet.edu/credit/?fuseaction=browse.main>

⁴⁹⁹ Washington Administrative Code, Chapter 181-85, Professional Certification, Continuing Education Requirement, <http://apps.leg.wa.gov/wac/default.aspx?cite=181-85>

that specifies equivalency, the nature of required materials, and the documentation of knowledge attainment.

[2.C.19] Records identifying the title and content of non-credit courses and workshops are recorded with all other College curriculum and maintained by the Instructional Support Services department. In spring 2013 the Continuing Education department implemented an online registration process that will keep this information directly in its own database. Enrollment records are created and maintained in the Student Management System (SMS), which is consistent with other courses offered at the College. Because of a formal agreement between the College and the Olympic Educational Service District (OESD), there is one exception to this practice: participation records and supporting documentation for earned CEUs by OESD employees are maintained by the School District.

2.D. Student Support Resources

[2.D.1] Olympic College provides many programs and resources to enhance learning and increase the success of students. Students can take advantage of these services to help with access to the College, with support and guidance such as education, career, and transfer planning, and with academic needs for tutoring and other educational support.

Student Access

Educational Opportunity Center. The [Educational Opportunity Center](#)⁵⁰⁰ is a TRIO grant program funded by the U.S. Department of Education for the purpose of assisting individuals in meeting their educational goals by providing services to guide them through the steps of earning their GED, applying for financial aid, and completing college applications.

International Student Programs. A variety of student services are provided by the [International Student Programs](#)⁵⁰¹ office for students from other countries. These services include admissions, homestay or [Resident Hall](#)⁵⁰² housing, information about student visas and regulations, orientations, student activities, and academic progress follow-up.

Running Start and High School Outreach. [Running Start](#)⁵⁰³ is an opportunity for high school juniors and seniors to enroll tuition-free in college-level classes at community colleges in Washington State. Outreach activities to the high schools include school visits, college fairs, and information sessions with students, parents, and counselors about educational opportunities and admission procedures at Olympic College.

Tech Prep Dual Credit. The [Tech Prep Dual Credit](#)⁵⁰⁴ office at Olympic College offers information for high school students who want to start professional-technical training programs while still in high school. High school students in select programs may earn both high school and college credit at the same time by earning a “B” or better grade in articulated [high school courses](#).⁵⁰⁵

Student Support

Access Services for Students with Disabilities. It is the [policy](#)⁵⁰⁶ of Olympic College to ensure qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of college programs and activities. Students may work with [Access Services](#)⁵⁰⁷ to discuss appropriate accommodations and facilitate individual educational opportunities.

⁵⁰⁰ Olympic College, Educational Opportunity Center webpage, <http://www.olympic.edu/Students/StudentServices/EOC/>

⁵⁰¹ Olympic College, International Student Program webpage, <http://www.olympic.edu/students/InternationalStudents/>

⁵⁰² Olympic College, Housing webpage, <http://www.olympic.edu/Students/InternationalStudents/housing.htm>

⁵⁰³ Olympic College, Running Start webpage, <http://www.olympic.edu/Students/StudentServices/RunningStart/>

⁵⁰⁴ Olympic College, Tech Prep Dual Credit webpage, <http://www.olympic.edu/Students/WFDBS/WFD/TechPrep/>

⁵⁰⁵ Washington Tech Prep, <http://sers.techprepwa.org/searchArticulations.aspx>

⁵⁰⁶ Olympic College Policy, Policy for Serving Students with Disabilities, <http://www.olympic.edu/NR/rdonlyres/43FD3CCE-2BD7-4C43-9941-5B5484FC8065/0/30002ServingStudentswithDisabilitiesPolicy.pdf>

⁵⁰⁷ Olympic College, Access Services webpage, <http://www.olympic.edu/Students/StudentServices/AccessServices/>

Advising Services. A comprehensive advising program supports students learning needs. For full information, please see Standard 2.D.10.

Career Center. The [Career Center](#)⁵⁰⁸ provides an online student job and internship board, employment planning, job search resources, career assessment, labor market information, employer forums, internship fairs, and more.

Cooperative Education and Internships. [Cooperative education and internships](#)⁵⁰⁹ provide students with work-integrated learning opportunities at community sites. These opportunities are supervised learning experiences in an employment setting that relates to the students' educational and career goals.

Counseling Services. [Counselors](#)⁵¹⁰ provide a variety of services designed to help students address issues that can impact college success. Services include assistance with career planning and decision-making, help with academic issues and concerns, and personal counseling.

MESA. Supported by a grant from the National Science Foundation, Olympic College hosts the Mathematics, Engineering, and Science Achievement ([MESA](#)⁵¹¹) Program. The Program is part of a broader consortium of community colleges led by the University of Washington with the intent of increasing the number of underrepresented and underserved students transferring to four-year institutions in pursuit of science, technology, engineering, or mathematics ([STEM](#)⁵¹²) related degrees. The Olympic College MESA Program offers a dedicated student center and a broad range of student services including academic support through tutoring and small group study sessions, skill-building workshops related to OC resources, learning strategies, scholarship opportunities and employment, on-campus speakers, off-campus field trips, and internship opportunities.

Multicultural Services Center. The [Multicultural Services Center](#)⁵¹³ focuses on supporting the retention and academic success of diverse student populations by advocating for a learning environment that is inclusive and providing services such as tutoring and peer mentoring to assist students in meeting their academic and personal goals.

Student Programs. [Student Services](#)⁵¹⁴ has many extracurricular opportunities for students to build employment and leadership skills, broaden their cultural perspectives, and cultivate new friendships. Students can be part of [student government](#),⁵¹⁵ [student clubs](#),⁵¹⁶ [athletics](#),⁵¹⁷ recreational activities, performing arts, or career- and academic-based programs.

⁵⁰⁸ Olympic College, Career Center webpage, <http://www.olympic.edu/Students/StudentServices/CareerCenter>

⁵⁰⁹ Olympic College, Cooperative Education and Internship Program webpage, <http://www.olympic.edu/Students/StudentServices/Internship/>

⁵¹⁰ Olympic College, Counseling Services webpage, <http://www.olympic.edu/Students/StudentServices/CounselingServices/>

⁵¹¹ Olympic College, Mathematics, Engineering, Science Achievement webpage, <http://www.olympic.edu/Students/AcadDivDept/MESH/MESA/>

⁵¹² STEM Education Coalition webpage, <http://www.stemedcoalition.org/>

⁵¹³ Olympic College, Multicultural Services Center webpage, <http://www.olympic.edu/Students/StudentServices/MulticulturalServices/>

⁵¹⁴ Olympic College, Student Services, <http://www.olympic.edu/Students/StudentServices/>

⁵¹⁵ Olympic College, Associated Students of Olympic College webpage, <http://www.olympic.edu/Students/StudentServices/ASOC/>

⁵¹⁶ Olympic College, Clubs and Organizations webpage, <http://www.olympic.edu/Students/StudentServices/Clubs/>

⁵¹⁷ Olympic College, Athletics webpage, <http://www.olympic.edu/Students/StudentServices/Athletics/>

Students in Need Group. The Students in Need Group ([SING](#)⁵¹⁸) provides information and referral services to help students overcome barriers to their educational success, such as financial hardships, hunger, and emergencies. The program finds help for students by working in conjunction with OC programs and community agencies.

Veteran and Military Support Center. The [Veteran and Military Support Center](#)⁵¹⁹ offers a computer lab, lounge, and fellowship for students who are veterans, active duty military, or family members. Students who are also veterans provide staffing for the Center and help students transition from military to college life. They offer referrals to community and College resources, career and resume workshops, assistance with applications for financial aid, and other support services.

Academic Support

MESH Study Center. A math, engineering, and physics peer-tutoring [drop-in lab](#).⁵²⁰ Students can get help with on-ground or online math courses, [borrow textbooks](#)⁵²¹ and calculators, and use computing tools to assist with math or physics applications.

Science Study Center. A chemistry and biology peer-tutoring [drop-in lab](#).⁵²² Students can get assistance with any biology or chemistry course, including lab work. Students have access to computers for online work, and science learning tools such as molecular models and periodic tables.

Writing Center. The Writing Center offers one-on-one [writing assistance](#).⁵²³ Students can make appointments with writing tutors for assistance with reading speed and comprehension, writing basics, and details of academic writing. Students can also get online assistance through the Writing Center drop box.

Computer Information Systems Tutoring Lab. Computer tutoring in a [drop-in lab](#)⁵²⁴ environment. Students can receive assistance for any computer-focused courses, from basic computing through programming. Additionally, tutors provide education in the basics of computer use to improve computer literacy.

Adaptive Lab. The [Adaptive Lab](#)⁵²⁵ provides access to computer programs and technologies that make coursework more accessible to students with disabilities such as voice-recognition software, Braille keyboards, text enhancers, etc. This lab is also open to all students so that anyone can become comfortable with these technologies.

⁵¹⁸ Olympic College, Students In Need Group webpage, <http://www.olympic.edu/Students/StudentServices/SING/>

⁵¹⁹ Olympic College, Veteran and Military Support Center webpage, <http://www.olympic.edu/Students/StudentServices/Veteran+Center/VeteranCenter.htm>

⁵²⁰ Olympic College, Math/Physics Study Center webpage, <http://www.olympic.edu/Students/StudentServices/Tutoring/Tutoring+Guidelines+for+the+Math+and+Physics+Study+Center.htm>

⁵²¹ MESH Science Lending Library, <https://www.olympic.edu/Students/AcadDivDept/MESH/Lending+Library.htm>

⁵²² Olympic College, Tutorial Services webpage, Sciences, <http://www.olympic.edu/Students/StudentServices/Tutoring/#sciences>

⁵²³ Olympic College, Writing Center webpage, <http://www.olympic.edu/Students/StudentServices/Tutoring/WritingCenter/>

⁵²⁴ Olympic College, Tutorial Services webpage, CIS, <http://www.olympic.edu/Students/StudentServices/Tutoring/#cis>

⁵²⁵ Olympic College, Adaptive Technology Lab webpage, <http://www.olympic.edu/Students/StudentServices/AccessServices/Adaptive+Technology+Lab.htm>

Business Technology Lab. A [computer lab](#)⁵²⁶ geared toward improving students' computer literacy. Tutors assist with business technology coursework and basic computing skills.

Drop-In Study Groups. Small-group [tutoring sessions](#)⁵²⁷ are offered in Spanish, German, Japanese, ASL, History, Accounting, Medical Terminology, Statistics and CAD. These sessions are offered as needed throughout the year and are designed to be peer-tutoring groups. The groups focus on assisting students with understanding course material and completing coursework.

eTutoring. Olympic College is part of the Northwest [eTutoring](#)⁵²⁸ Consortium. This is a consortium of schools (both community colleges and universities) that provides distance tutoring opportunities. Students can receive free real-time tutoring through online chat sessions with tutors for numerous subjects, including math, physics, chemistry, biology, accounting, Spanish, and web development. Students also have access to an e-Writing Lab. This lab allows students to upload papers directly to the tutoring site. Tutors can then download and review these papers, returning comments and critiques to students within 48 hours.

In addition to the programs and services described above, Olympic College also provides a variety of other services that support student learning needs. These services are described elsewhere in this document; examples include the Library, e-Learning support, and student computer labs.

[2.D.2] Olympic provides for the safety and security of its students (and its personnel) at all College locations. The [Safety and Security](#)⁵²⁹ Department provides services district-wide and is staffed twenty-four hours a day, seven days a week. Services include workshops on personal safety, class presentations, safety escort services from class to parking areas, emergency message delivery, victim assistance and referral, processing “unsafe condition” referrals, and crime prevention consultation. Reporting to the Vice President of Administrative Services, the Department also works very closely with Facilities Services and Student Services, including the College’s behavioral intervention team, which is an important component of our threat assessment process.

There are two committees overseeing safety and security at OC. The [Safety Committee](#)⁵³⁰ is a standing committee composed of members from all constituencies; the Committee reviews issues of physical safety at the College. The Emergency Preparedness Task Force takes a comprehensive and strategic approach to College safety and planning for emergencies. The Task Force works to address emergency scenarios, communication equipment and procedures, video monitoring, relationships with local law enforcement agencies, and other related areas. Tabletop emergency scenarios have been held several times providing valuable insight into strengths and weaknesses in our security systems.

OC employs security officers who are responsible for the oversight of OC, local city, state, and federal rules, regulations, and policies relating to parking, criminal offenses, emergencies, and security issues. Suspected criminal offenses at OC facilities are referred to the police department in that community. Required disclosures are available on the Safety and Security [website](#)⁵³¹ and in the *The*

⁵²⁶ Olympic College, Tutorial Services webpage, Business & Office Technology,

<http://www.olympic.edu/Students/StudentServices/Tutoring/#BusOffTech>

⁵²⁷ Olympic College, Tutorial Services webpage, <http://www.olympic.edu/Students/StudentServices/Tutoring/>

⁵²⁸ E-Tutoring webpage, <https://www.etutoring.org/login.cfm?institutionid=364&returnPage>

⁵²⁹ Olympic College, Safety and Security webpage, <http://www.olympic.edu/CampusResources/Security/>

⁵³⁰ Olympic College, Safety Committee Charter, <http://www.olympic.edu/NR/rdonlyres/2C128628-CB7C-42E3-9C59-0370A0EFE8D0/0/SafetyCommitteeCharter2011.pdf>

⁵³¹ Olympic College, Security webpage, <http://www.olympic.edu/CampusResources/Security/>

[View](#),⁵³² the quarterly schedule, in compliance with the Student Right To Know and Campus Security Act of 1990; Higher Education Opportunity Act of 2008; and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

[2.D.3] Consistent with its Mission, Core Themes, and characteristics, Olympic College recruits and admits students with the potential to benefit from its educational offerings. The College orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Recruitment. Olympic College, an “open door” institution, relies predominately on outreach and advertising efforts to inform potential students about opportunities available at the College. Admissions staff members maintain an annual outreach calendar that includes visits with Kitsap and Mason County high schools, educational fairs, open houses, community events, and local activities. Information is also provided through the outreach activities of the WorkForce Development Division, Running Start, and international student recruitment.

Advertising is conducted throughout the year in national and international publications, local media and newspapers, articles, website explanations of events at the College, highway billboards, the locally distributed quarterly schedule, *The View*, and Constant Contact messaging. Specialized advertisements and press releases are sent to local publications with the objective of giving the public information about programs and dates. Strategy sessions take place annually to identify outreach activities for the year. Every effort is made to ensure that all information disseminated is accurate.

Admissions. As one of the 34 Washington State community and technical colleges, Olympic College’s admission standards are guided by [RCW 28B.50.020](#),⁵³³ which requires the College to be an “open door” two year institution, separate from both the common school system and other institutions of higher learning. In accordance with these guidelines, to be eligible for general admission to the college, applicants must meet one of the following requirements: be 18 years of age or older; have completed High school or GED graduation; or, obtain a written release from the high school district

Potential students can apply for [admissions](#)⁵³⁴ and [register](#)⁵³⁵ for classes, either in-person or through the College website, as long as they meet class prerequisites. Information regarding admissions policies is provided in the Olympic College [Catalog](#),⁵³⁶ the quarterly schedule, *The View*⁵³⁷ and on the College [website](#).⁵³⁸

Placement Testing. Placement Testing is required for all students who intend to enroll in English and mathematics courses or courses that require English and mathematics prerequisites. The Accuplacer, which is the placement assessment used at Olympic College, provides an assessment of reading comprehension, writing, and math skills. Advisors use student Accuplacer scores to assist students with

⁵³² Olympic College, *The View* Fall 2013, p. 36, <http://www.olympic.edu/NR/ronlyres/AFFCE7CC-D536-4858-AA1E-A27782E6AB98/0/Fall2013View.pdf#page=19>

⁵³³ Revised Code of Washington, <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50.020>

⁵³⁴ Olympic College, Admissions webpage, <http://www.olympic.edu/Students/GettingStarted/Admissions/>

⁵³⁵ Olympic College, How To Register webpage, <http://www.olympic.edu/Students/Registration/how2Reg.htm>

⁵³⁶ Olympic College *Catalog*, Enrollment Information, Admissions, pp. 7-8, http://www.olympic.edu/NR/ronlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=7

⁵³⁷ Olympic College, *The View* for Fall 2013, <http://www.olympic.edu/NR/ronlyres/AFFCE7CC-D536-4858-AA1E-A27782E6AB98/0/Fall2013View.pdf#page=3>

⁵³⁸ Olympic College, Admissions webpage, <http://www.olympic.edu/Students/GettingStarted/Admissions/>

appropriate course selection decisions. Information about the Accuplacer can be found [online](#)⁵³⁹ or in the [Catalog](#).⁵⁴⁰

Student Orientation. Most new students to Olympic College begin the advising process by completing a zero-credit, face-to-face or online Student Orientation to Advising and Registration (SOAR⁵⁴¹) session. Students in specialized programs such as Running Start, international students, and apprenticeships, participate in separate individual and/or group orientations specifically developed for their programs. Topics addressed in the SOAR session include: associate degree and certificate programs at Olympic College; course sequencing, class loads, time commitments and degree completion timelines; sources of advising support including advising tools such as [Degree Audit](#)⁵⁴² and the [Online Scheduler](#),⁵⁴³ process and timeline for registering for classes in future quarters; sources of academic assistance and campus resources; and the education plan requirement and development tools. Upon completing the SOAR session, students meet one-on-one with an educational advisor.

Advising. A comprehensive advising system is available to help both students and potential students with timely, useful, and accurate advising about all relevant academic requirements. For full information about the advising program, please see Standard 2.D.10.

Education Plans. All students new to Olympic College as of July 1, 2011, are required to obtain advisor approval of their [education plan](#)⁵⁴⁴ before they can register for their 46th credit. The education plan development and approval process ensures that students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

[2.D.4] If a decision is made to change a program significantly or to eliminate a College program, the College makes arrangements for students enrolled in that program to complete their degree or certificate in a timely manner. A coordinated effort is made to establish pathways for currently-enrolled students to complete their programs in a timely way and with a minimum of disruption. The Division Dean responsible for the program works in partnership with advisors, counselors, and faculty to ensure that classes are available and that every student has a personalized plan that focuses on their success.

The College follows a formal [policy](#)⁵⁴⁵ adopted by the Instructional Policies Council in February 2010. The procedure for dealing with the cancellation of a program is comprehensive. All students in the cancelled program are contacted with information about advising sessions and the name of an advisor identified to assist each student in completing an individual educational plan. A course schedule is devised that clearly supports program completion of current students. Communication about the program teach-out, timeframes, and contacts for affected students happens with faculty, staff, current and prospective students, advisory committees, and the local community.

⁵³⁹ Olympic College, Accuplacer Assessment webpage, <http://www.olympic.edu/Students/Advising/Testing+Center/>

⁵⁴⁰ Olympic College *Catalog*, Assessment, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=9

⁵⁴¹ Olympic College, Student Orientation to Advising and Registration (SOAR) webpage, <http://www.olympic.edu/Students/Advising/new.htm>

⁵⁴² Olympic College, Degree Audit webpage, <http://www.olympic.edu/Students/Registration/OASIS/DegreeAudit.htm>

⁵⁴³ Olympic College, Class Schedule Planner webpage, <https://apps.olympic.edu/classschedule/Default.aspx>

⁵⁴⁴ Olympic College, Education Plan – Frequently Asked Questions webpage, <http://www.olympic.edu/Students/Advising/EdPlanFAQ.htm>

⁵⁴⁵ Instructional Policy on Course and Program Review, <http://apps.olympic.edu/Accreditation/Program-Review-and-program-closure-policies-IPC.pdf>

Olympic has a dynamic program inventory that is assessed strategically for strengths and weaknesses. Instructional Program Planning questionnaires for [professional-technical](#)⁵⁴⁶ and [academic](#)⁵⁴⁷ programs include many of the factors considered when making these decisions. The College uses a comprehensive data review and analysis process to prioritize academic programs. As a result of a recent review, the College made some strategic decisions to close two programs due to multiple factors, only one of which was budget cuts: Automotive Technology and Digital Media. Four other programs⁵⁴⁸ that had not been viable for some time were also cancelled in a housekeeping measure, but not because of budget cuts. At the same time these programs were cancelled, other programs were added to the inventory that were considered to have greater long-term viability, such as Composites.

Each cancelled program continued for at least a full year beyond the closure decision to provide adequate time for all enrolled students to complete their degree plan. For those students who could not finish their program using the teach-out schedule, faculty accommodated their course needs by accepting overloads or teaching some courses as independent study.

In the event of significant changes in program requirements, the College offers a choice to current students to minimize the impact. Students may select to complete their programs under the requirements in effect when they enrolled in the program or to complete their programs under the new program requirements.

[2.D.5] The College publishes current and accurate information related to all the items spelled out in this standard. All of the items are provided in the *Catalog* and many of them are provided on the College website. In addition, several of the items are also provided in several other forms. Specific examples are provided with links in Table 2.D.i.

Table 2.D.i. Information sources available to all.

	Information Required	Catalog page(s) ⁵⁴⁹	OC Website ⁵⁵⁰	Other ⁵⁵¹
a	Mission, Vision, Values	2-3 ; outside back cover	Mission, Vision, Values	Table tents, posters, a variety of program brochures, etc.
a	Core Themes	3	Accreditation	
b	Entrance requirements and procedures	7	Admissions	“ Redbook ” pp.31-33 The View pp. 4-5
c	Grading policy	17	Grade Translations	Syllabi for classes
d	Academic Programs	31-91	Degrees and Certificates ;	“ Bluebook ” pp. 8-38; “ Redbook ” pp.10-30
d	Courses	92-133	Annual Schedule	The View pp. 10-35
d	Degree and program	31-91	Degrees and Certificates ⁵⁵²	Brochures

⁵⁴⁶ Program Review Questionnaire for Professional-Technical Programs, <http://apps.olympic.edu/Accreditation/Prof%20Tech%20Questionnaire%202012.pdf>

⁵⁴⁷ Program Review Questionnaire: Academic / Transfer Programs, <http://apps.olympic.edu/Accreditation/Academic%20Transfer%20Questionnaire%202012.pdf>

⁵⁴⁸ Fire Science and Fire Science Administration, Construction Management, and a contracted program, Emergency Medical Technician were taught out some time ago or had no enrollment the housekeeping occurred.

⁵⁴⁹ All links in this column are to the electronically-published *Catalog*; electronic version does not include covers. Otherwise, all pages are the same in the printed version.

⁵⁵⁰ Found on OC website at the hyperlink.

⁵⁵¹ Electronic or paper brochures, posters, etc.

	completion requirements			
d	Expected learning outcomes	43 and 49-91	Degrees and Certificates; Core Abilities	“ Redbook ” pp.10-30
d	Required course sequences	47-91	Education planning worksheets My Academic Plan template	Degree Audit Templates
d	Projected timelines to completion	41 Usual time to complete	Pathways to Educational Goals	
e	Names, titles, degrees, and institutions for admin. and full-time faculty	134-137		
f	Rules, regulations for conduct, rights, and responsibilities	Examples 9 , 18-19 ⁵⁵³	All in Student Handbook & Student Conduct Code	<i>Student Handbook</i> , paper version
g	Tuition, fees, and other program costs	13-14 plus other programs (e.g. Nursing)	Tuition and fees	The View pp. 5-6
h	Refund policies and procedures for students who withdraw from enrollment	13-14 [bottom of page 13]	Refunds	The View p. 5
i	Financial Aid opportunities and requirements	8-9 [bottom of page 8]	Financial Aid	“ Bluebook ” pp.42-43; “ Redbook ” pp.36-37; The View p. 4
j	Academic calendar	Inside back cover of print <i>Catalog</i>	Academic Calendar	Quarterly Schedule found in The View p.2

Please note: if the links in Table 2.D.i above do not work, right click on the link and select ‘edit hyperlink’. The box that appears will have an address bar at the bottom; copy the address for the link, and paste it into your browser.

[2.D.6] Olympic’s publications that describe educational programs have accurate information on the state and national eligibility requirements for licensure or entry into occupations for which the College offers education. Any unique requirements for employment or advancement in the occupation are also included. Program information flyers contain this information; one example is the [brochure](#)⁵⁵⁴ describing the Nursing Bachelor’s in Science program that lists licensure requirements. The College websites that describe degrees and programs contain information on these topics; the index page for [Degrees and Certificates](#)⁵⁵⁵ lists programs; when you navigate from there to the individual program webpage, e.g., [Cosmetology](#)⁵⁵⁶ or [Physical Therapist Assistant](#),⁵⁵⁷ you will see listings for “Requirements for Licensure and Employment” at the bottom of the pages. All sources of information are regularly reviewed by departments or disciplines.

⁵⁵² Click on individual programs for completion requirements

⁵⁵³ Some information in *Catalog* in various locations

⁵⁵⁴ Bachelor of Science Nursing, RN to BSN; <http://apps.olympic.edu/Accreditation/RN-BSN-Brochure-Winter-2012.pdf>

⁵⁵⁵ Degrees and Certificates webpage, <http://www.olympic.edu/Students/DegreesCertificates/>

⁵⁵⁶ Cosmetology program webpage, <http://www.olympic.edu/Students/DegreesCertificates/Cosmetology/>

⁵⁵⁷ Physical Therapist Assistant webpage, <http://www.olympic.edu/Students/DegreesCertificates/PhysicalTherapistAssistant/>

[2.D.7] Olympic College follows applicable federal and state policies regarding the secure retention, retrieval, and backup of student records which are maintained in a variety of formats; paper, electronic, computer-based and imaged, microfiche, and microfilm.

The Washington State mandated Records [Retention Schedule](#)⁵⁵⁸ is followed strictly and regular review of records storage procedures takes place several times each year when employees are trained in correct procedures. The policies on retention of student records are followed throughout College departments and divisions. Paper records are filed, stored, and removed as prescribed in the Retention Schedule in secure records vaults. Destruction dates and confidential disposal procedures are followed.

Records are maintained in the student management ([SMS](#)⁵⁵⁹) and financial aid ([FAS](#)⁵⁶⁰) systems used by all 34 Washington State public community and technical colleges. System maintenance and back-up is maintained by the State Board of Community and Technical Colleges Information Technology ([SBCTC-IT](#)⁵⁶¹) division. All records access is password protected. For backup and emergency preparation, the College stores microfiche student documents in safety deposit boxes at a bank, and stores student documents electronically in *Singularity*, an electronic document imaging and storage system.

The College protects the release of student records in compliance with the Family Education Rights and Privacy Act ([FERPA](#)⁵⁶²) and the corresponding Board of Trustees Policy, published in the annual [Catalog](#)⁵⁶³ and on the College [website](#).⁵⁶⁴ Release of student information follows FERPA guidelines. All staff, including administrators, faculty, work-study and regular student employees sign confidentiality statements and must complete FERPA [training](#)⁵⁶⁵ before access to SMS is given.

[2.D.8] Olympic College provides an effective and accountable financial aid program that is consistent with Olympic’s mission, student needs, and institutional resources. It primarily addresses [Core Theme B, Student Access and Support, Objective 3c](#).⁵⁶⁶

Olympic is approved to participate in federal and state financial aid programs. Approval is reaffirmed annually (state) and/or as required (federal) to maintain accountability. Requirements to maintain eligibility include but are not limited to: quarterly and annual reports, audits, and renewing participation agreements. The College is eligible to make funding available to students through the following channels: federal, state, private, and institutional grants; federal and private student loans; institutional and private scholarships; and other agency support.

Information about financial aid and scholarships is made available to students in many different ways, including, but not limited to:

- The College Financial Aid [website](#);⁵⁶⁷
- [OC Financial Aid Portal](#)⁵⁶⁸ (student access to application status),

⁵⁵⁸ General Retention Schedule; http://www.sbctc.ctc.edu/docs/general_retention_schedule.pdf

⁵⁵⁹ SBCTC, Student Management System Overview; <http://www.sbctc.ctc.edu/college/it/smsoverview.pdf>

⁵⁶⁰ SBCTC, Financial Aid System webpage; <http://www.sbctc.ctc.edu/college/i-FAS.aspx>

⁵⁶¹ SBCTC, Information Technology Division webpage, http://www.sbctc.ctc.edu/college/i_index.aspx

⁵⁶² US Department of Education, FERPA; <http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

⁵⁶³ OC *Catalog*, Confidentiality of Student Records, pp. 19-20; http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=19

⁵⁶⁴ OC Policy Manual; <http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

⁵⁶⁵ OC website, FERPA training; <http://www.olympic.edu/StaffFaculty/Policies/Ferpatest/>

⁵⁶⁶ OC Core Themes,

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf#page=3>

⁵⁶⁷ OC website, Financial Aid Office; <http://www.olympic.edu/Students/GettingStarted/FinancialAid>

- College pamphlets and [brochures](#):⁵⁶⁹ Financial Aid Checklist, Satisfactory Academic Progress, Financial Aid Overview & Guidelines, College Preparation Checklist (federal student aid), etc.,
- Scholarships are posted on the Office of Student Financial Aid [website](#)⁵⁷⁰ and in the Financial Aid lobby,
- Financial Aid workshops (outreach) located at Olympic campuses and area high schools,
- The [Educational Opportunity Center](#)⁵⁷¹ (EOC) also provides Financial Aid information and outreach to prospective students as part of the admissions process.

The Financial Aid Office is located in the Humanities and Student Services building at the Bremerton campus. The Office supports Poulsbo and Shelton students through outreach events and from the financial aid call center. The office staff provide students (in person or by phone) with relevant information and answer questions pertaining to applying for financial aid including eligibility, deadlines, application status, etc. On-site computers enhance students' ability to complete the FAFSA, obtain information from required websites, and log into the Financial Aid Portal.

[2.D.9] Students receiving financial assistance at Olympic College are informed of any repayment obligations. Students who borrow federal student loans are required by the Department of Education to complete online entrance and exit counseling intended to inform borrowers of their repayment obligations and other information about the loan program. Students applying for student loans at Olympic follow a three-step process:

1. Complete entrance counseling (online). Students learn about terminology, interest rates, what the funds may be used for, estimated payment amounts, and repayment obligations.
2. Complete Master Promissory Note (online). Student learns estimated payments and interest rates, and signs understanding that they are borrowing a loan, that the loan must be repaid in full no matter what, and that the funds are to be used solely for tuition, fees, and education related expenses. At the time of first disbursement, the student receives a full disclosure containing explicit details about the loan, contact information about the agency servicing the loan, and information about repayment obligations.
3. Complete Exit Counseling. Students are required to complete an online exam that verifies the borrower's knowledge of payment options, interest rates, repayment obligations, deferment and forbearance options, what agency is servicing the loan, and who to contact with questions.

Links to all three forms are available on the [Financial Aid loan page](#).⁵⁷² To refresh and enhance the student's understanding of the repayment obligations, the College Financial Aid office requires students to complete all three steps each time they apply. Applicable websites (resources) for student borrowers are available on the OC website, including [studentloans.gov](#)⁵⁷³ (to complete entrance, exit counseling, eMPN) and [nsls.ed.gov](#)⁵⁷⁴ (student access to their loans including loan balances and contact information for school, loan servicing agent, ombudsman, etc.)

⁵⁶⁸ Student Financial Aid Portal; <http://www.fas.ctc.edu/portal1/?col=030>

⁵⁶⁹ OC website for Financial Aid; all the links are to brochures that are also available in paper, <http://www.olympic.edu/Students/GettingStarted/FinancialAid/Application+and+Award+Information.htm>

⁵⁷⁰ Office of Student Financial Aid Office website; <http://www.olympic.edu/Students/GettingStarted/FinancialAid/schol.htm>

⁵⁷¹ OC Educational Opportunity Center website, <http://www.olympic.edu/Students/StudentServices/EOC/>

⁵⁷² OC Office of Student Financial Aid website, <http://www.olympic.edu/Students/GettingStarted/FinancialAid/Loans.htm>

⁵⁷³ US Department of Education, Student Loans; <https://studentloans.gov/myDirectLoan/index.action>

⁵⁷⁴ National Student Loan Data System webpage, http://www.nsls.ed.gov/nsls_SA/

Olympic College regularly monitors its student loan programs and loan default rate as required by federal regulation. Delinquency is monitored monthly via reports issued by the National Student Loan Data System (NSLDS). The same system publishes individual [Official Cohort Default Rates](#)⁵⁷⁵ annually. The reports identify delinquent borrowers. Representatives from OC Financial Aid Office contact delinquent borrowers to help them get in touch with the agency servicing their loan and to discuss payment relief options. A school risks losing Title IV eligibility for default rates 25% or greater for three consecutive years, or after one year with a rate of 40% or greater. In the last 20 years that data that has been kept, Olympic has never been at risk of losing eligibility; its 2011 two-year default rate was 9.1%

[2.D.10] Program. Olympic College designs, maintains, and evaluates a systematic and effective program of academic advising that supports students from entry point through graduation and helps students to make appropriate decisions regarding their academic choices and career paths. Most new students begin the advising process by completing a zero-credit, face-to-face or online Student Orientation to Advising and Registration ([SOAR](#)⁵⁷⁶). Students in specialized programs such as Running Start, International Students, and apprenticeships participate in separate individual and/or group orientations specifically developed for their programs. Upon completing the one-hour SOAR session, students are assessed for the following outcomes:

- Identify associate degree and certificate programs at Olympic College
- Demonstrate knowledge of course sequencing
- Demonstrate understanding of class loads, time commitments and degree timeline
- Locate sources of advising support including advising tools such as Degree Audit, the Online Scheduler, and the My Academic Plan program.
- Identify process and timeline for registering for classes in future quarters
- Locate sources of academic assistance and campus resources
- Understand how to develop an educational plan

Following the SOAR session, students meet with an educational program advisor to discuss their educational goals, begin their educational plans, identify faculty advisors, select appropriate courses, and register for their first quarter at OC. Students who are undecided about their educational goals are referred to a counselor for career guidance, personal counseling, or to explore educational options. Students who have clear goals and need the assistance of a faculty or program advisor are referred to that advisor for further assistance.

Faculty advisors review and approve student education plans, discuss the students' ongoing progress on their educational plans, and review applications for graduation and/or certificate completion. Referrals of students to Faculty Advisors are tracked and monitored using the My Academic Plan program (MAP). This program publishes the list of faculty advisors for specific programs, disciplines, and fields of study; manages the assignment of advisees to faculty advisors; supports communication between advisor and advisee; and tracks student progress on education plan development and approval. A list of faculty advisors is published in the [Catalog](#)⁵⁷⁷ and on the [OC Advising webpage](#),⁵⁷⁸ as well as in the advising relationship management program.

⁵⁷⁵ OC FY 2010 Official Cohort Default Rate Notification Letter;
<http://apps.olympic.edu/Accreditation/OC%20cohort%20default%20rates%202010%20Official2011.pdf>

⁵⁷⁶ OC website, Student Orientation to Advising & Registration;
<http://www.olympic.edu/Students/Advising/new.htm>

⁵⁷⁷ OC *Catalog*, Advisors are listed by program in the Transfer Planning section that begins on page 31,
http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=31 and in the Degrees and Certificates section that begins on page 49.

⁵⁷⁸ OC Faculty Advisor List, <http://www.olympic.edu/Students/Advising/advisorlist.htm>

New students are required to meet with an advisor before registering until they have successfully completed their first 15 credits at Olympic College. Students who have completed 45 credits will be blocked from registering for the next quarter until their education plan has been approved by an advisor. Should students attempt to register online or in person without an approved education plan, they will be informed that their registration has been blocked and they need to see their advisor.

Students who have successfully completed and received approval of their education plans may self-advise, but they are strongly encouraged to continue to seek the assistance of an advisor or counselor until they have completed their educational goals. Students applying for certificates or degrees in professional-technical programs are required to obtain their faculty advisor's signature on their graduation application form.

Personnel. Personnel responsible for advising students are adequately prepared and knowledgeable of the curriculum and program and graduation requirements for Olympic College. Advising services are provided by Educational Program Advisors, Counselors, and Faculty Advisors. The Educational Program Advisors include a core advising staff of three full-time advisors who advise across disciplines and have an assigned area or specialty such as transfer, professional-technical, or distance learning. Eight part-time advisors augment the core advising staff to support the advising needs of students throughout the district during peak advising times. All advisors have master's degrees in educational counseling or related fields of study and have been cross-trained to handle general entry advising for most programs. In addition, four full-time program-specific educational advisors advise students in Nursing, Worker Retraining, and Workfirst programs, and a part-time advisor advises students entering Science, Engineering, and Mathematics programs. Additional full- and part-time staff members advise Running Start, international, apprenticeship, military students, and students in grant-funded programs such as Air Washington. During registration faculty counselors are also available for new student advising as their counseling schedule permits.

All educational program advisors meet at least monthly for training and program update sessions. Educational program and faculty advisors come together for joint meetings and training sessions at least twice a year to share information and updates, and review advising practices for consistency across programs and locations.

Publication. [Advising requirements](#)⁵⁷⁹ are published in Olympic College's *Catalog*⁵⁸⁰ and in the quarterly schedule, the [View](#),⁵⁸¹ and [complete information](#)⁵⁸² about OC's advising system is found on the website. Students also learn about these requirements and resources in the Student Orientation to Advising and Registration session.

[2.D.11] All co-curricular activities are consistent with the Mission and Core Themes of the College and governed appropriately. Co-curricular activities and programs at Olympic College are funded with student fees and supported by the [Multicultural and Student Programs \(MSP\) Department](#)⁵⁸³

⁵⁷⁹ OC Advising Requirements, <http://www.olympic.edu/Students/Advising/contStud.htm>

⁵⁸⁰ OC *Catalog* Advising, primary entry found beginning on page 9, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=9

⁵⁸¹ OC Quarterly schedule, *The View*, p. 4, <http://www.olympic.edu/NR/rdonlyres/AFFCE7CC-D536-4858-AA1E-A27782E6AB98/0/Fall2013View.pdf#page=3>

⁵⁸² OC Advising website, <http://www.olympic.edu/Students/Advising/index.htm>

⁵⁸³ OC Multicultural and Student Programs website, <http://www.olympic.edu/Students/StudentServices/StudentPrograms/>

in collaboration with students, faculty, staff, and the local community. The MSP strives to support and encourage students' academic success, leadership development, social justice awareness and skills, and the creation of an environment that fosters a spirit of inclusiveness. Co-curricular activities include [student government](#),⁵⁸⁴ [student clubs](#),⁵⁸⁵ and student programs, activities, and recreation.

Student government membership and functions are documented in the [Constitution and By-Laws](#)⁵⁸⁶ of the Associated Students of Olympic College (ASOC). All [ASOC officers](#),⁵⁸⁷ except for the Vice President (VP) of Finance, are elected by the campus student body each spring. The position of the VP of Finance is appointed by the ASOC Executive Council. The advisor for the ASOC provides orientations and quarterly training sessions for the officers.

OC offers a variety of student clubs as well as programs based on the academic and extracurricular interests of students. To conduct business on campus, hold meetings, and present campus events and activities, a student club or program must obtain official recognition from the ASOC by becoming chartered. Each club or program is required to have an advisor who is an OC staff or faculty member. During the 2012-13 academic year, over 30 clubs were recognized and funded through ASOC in addition to sixteen co-curricular programs.

Student programs, activities, and recreation events range from speakers, music, and drama programs to New Student Open Houses and Annual Student Awards Celebrations. Most student programs and activities are coordinated by Student Organizers. These student employees support the two full-time staff members of the Multicultural and Student Programs Center in developing broad-based programs and activities developed to enhance the students' cultural, intellectual, social, recreational, wellness, and community leadership skills. Recreational student activities are coordinated by the [Recreation Department](#)⁵⁸⁸ for the purpose of providing diverse and fulfilling recreational activities that encourage the development of each individual and help create personal connections between students.

The Olympian, Olympic College's student newspaper, won first place in the 2013 College Media Association's Pinnacle Awards.

[2.D.12] Olympic College operates auxiliary services that support the College's Mission, contribute to OC's intellectual climate, and enhance the environment for student learning. Students and College personnel have opportunities to provide suggestions on the operation of these services. At OC there are three services which fall under the rubric of auxiliary services: Child Care, Food Service, and the OC Bookstore.

Child Care. Child Care is located in the Sophia Bremer Child Development Center ([SBCDC](#)).⁵⁸⁹ Child Care supports the Early Childhood Education program at Olympic College. The SBCDC offers Early Childhood Education students an opportunity to unobtrusively observe a program that combines

⁵⁸⁴ ASOC website, <http://www.olympic.edu/Students/StudentServices/ASOC/index.htm>

⁵⁸⁵ OC Student Services Student Clubs website, <http://www.olympic.edu/Students/StudentServices/Clubs/>

⁵⁸⁶ ASOC Constitution and By-Laws, <http://apps.olympic.edu/Accreditation/ASOC%20Constitution%20Revised%202011.pdf>

⁵⁸⁷ Olympic College, Associated Students of Olympic College leadership webpage, <http://www.olympic.edu/Students/StudentServices/ASOC/Core+Leadership+Team.htm>

⁵⁸⁸ OC Student Services, Recreation website, <http://www.olympic.edu/Students/StudentServices/StudentPrograms/intramurals.htm>

⁵⁸⁹ OC Sophia Bremer Child Development Center website, <http://www.olympic.edu/Students/StudentServices/ChildCare/childDev.htm>

child day care and early education services. The SBCDC also offers Early Head Start and Head Start, as well as Child Care and Early Learning program models for students' observation and participation.

The programs are regularly modified in response to informal exchanges with students, parents, administrators and faculty from other disciplines. The SBCDC regularly works with other academic departments of the College to augment classroom learning. For example, Nursing Program students have used the SBCDC to enhance their students' academic experience through work-based learning.

In addition to providing direct educational experience, the existence of child care services on campus greatly contributes to quality of life for those College community members who are parents of young children. The retention and completion of student-parents is enhanced by this service, and it also serves as a significant benefit to College employees.

Food Service. Food Service has a multifaceted and important role at the College. It supports the College Mission through its integrated partnership with the Culinary Arts Program and it provides a wide array of food and beverages to the College community. The cafeteria serves convenient, reasonably-priced breakfast and lunch meals five days a week. The Espresso Bar serves popular coffee drinks and snacks. Providing customized cuisine for a variety of campus events, the catering branch of Food Service brings food and refreshments to functions located throughout the campus. As part of the Culinary Arts program, students add to the cafeteria menu by preparing a salad bar and daily lunch specials. They also plan, prepare and serve elegant lunches and host special events in the Fireside Bistro, a formal dining facility located next to the cafeteria.

As a retail outlet, Food Service receives tangible feedback on its products and services that constantly influences various aspects of the operation. In addition, the educational portion of the program regularly reviews its programs through feedback by students and prospective students. The recent addition of a Retail/Wholesale Baking [certificate](#)⁵⁹⁰ is a result of input to the Culinary Arts Program.

OC Bookstore. The Olympic College [Bookstore](#)⁵⁹¹ supports student achievement by providing textbooks, reference and auxiliary books, and a wide array of school supplies in easily accessible locations on all three campuses. Bookstore products and services are available on each campus and via the web. The Bookstore also offers many convenience items, ranging from backpacks to grab-and-go foods allowing students to stay on campus.

The Bookstore is constantly innovating to reduce the financial burden on students. An excellent example occurred in the 2011 – 2012 academic year when a new program to rent the entire textbook inventory was instituted. The new program has been a very popular way for students to pay for their books. Input from students, staff, and administrators drives much of the change in the Bookstore. The recent addition of a unit to sell technology is one result from this input. Faculty and Bookstore staff collaborate continuously regarding which books, supplies and products are made available to students and the College community.

[2.D.13] Olympic College provides athletic programs and other co-curricular programs that are consistent with the institution's Mission and are conducted with appropriate oversight. Specifically, these programs contribute to the health and vitality of our community and allow students to develop life-long fitness skills.

⁵⁹⁰ Olympic College, Culinary Arts Certificates of Recognition webpage, <http://www.olympic.edu/Students/DegreesCertificates/CulinaryArts/culinary-CRs.htm>

⁵⁹¹ OC Bookstore website, <http://ocbookstore.com/home.aspx>

OC athletic programs are conducted with appropriate institutional oversight. The Athletic Director reports directly to the Vice President of Student Support and Achievement. Faculty advisors for other co-curricular programs such as the student newspaper and various musical groups report to the appropriate instructional dean. In addition, the Athletic Department is managed in compliance with requirements set forth by the [State Board](#),⁵⁹² [Olympic College](#),⁵⁹³ and the [Northwest Athletic Association of Community Colleges](#).⁵⁹⁴ Coaches also serve as instructors for [General Studies 105](#)⁵⁹⁵ courses which help students improve academic skills, recognize the importance of diversity, and define educational and career goals.

All athletes and students participating in co-curricular and athletic programs must adhere to the same admission requirements and procedures, academic standards, degree requirements, and financial aid requirements and regulations as other students. The Athletic Department emphasizes cooperation and active citizenship in its student athletes to help strengthen the bond between the College and its community. In their orientation to the College, athletes are exposed to the College's expectation that their role as a student takes precedence over their role as an athlete. Coaches and academic advisors work closely with student athletes to promote their satisfactory academic progress. Coaches encourage student athletes to participate in study halls and assess athletes' academic progress at multiple times throughout the quarter.

[2.D.14] Olympic College faculty use a variety of effective student identification processes to ensure that the enrolled distant student is the same person whose achievements are being evaluated and credentialed. These processes ensure privacy for students enrolled in distance learning courses. At this time no additional costs are associated with the College's online identification processes.

Upon admission, all students are assigned student identification numbers [SID] and computer accounts to access the College's services. These accounts require secure passwords that must have at least eight characters including both upper case and lower case letters and a number or special character. Students signing in to the Canvas learning management system, which supports OC's online and hybrid courses, must use their SID and their last name the first time they sign in, and then they are prompted to change their password for Canvas, so that access to their work is private.

Faculty use a variety of techniques to verify the identity of students enrolled in order to assure that evaluation and credentialing are valid. Proctored examinations with photo ID are offered by OC's testing center for both written and online tests. Some faculty use Tegrity identity verification and test monitoring for their distance students. This service provides live identification checking and audio and video monitoring of students via webcams while they take their tests. Other online faculty compare a variety of written assignments [autobiographies, e-mail, chat, threaded discussions, short answer or essays] as a means to develop a sense of each student's voice before any major written work is assigned.

⁵⁹² State Board for Community and Technical Colleges, <http://www.sbctc.edu/college/s-athletics.aspx>

⁵⁹³ OC Student Athlete Handbook 2012-13, <http://www.olympic.edu/NR/rdonlyres/50DDE8A0-4FD6-4411-9B68-A736F035B7A1/0/StudentAthleteHandbook20122013FINAL.pdf?page=7>

⁵⁹⁴ Northwest Athletic Association Codebook, http://www.nwaacc.org/nwaacc_documents/2012-13-CODEBOOK.pdf

⁵⁹⁵ OC *Catalog*, Course Descriptions, p. 114, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf?page=114

2.E. Library and Information Resources

[2.E.1] OC's libraries provide access to current information resources of appropriate breadth and depth to support the College's Mission, Core Themes, programs, and services, wherever offered and however delivered. These resources include hardcopy collections of books (81,000 holdings), periodicals (400+ titles), video and other media collections (5,550 titles), electronic resources including e-books (>20,000), and electronic reference works and electronic periodical databases ([>1,000 titles](#)).⁵⁹⁶

Each full-time and adjunct librarian is responsible for collection development for specific subject areas, depending on their backgrounds and interests. They partner with discipline faculty to develop the collection in response to curriculum changes, acquiring and weeding materials as needed. Regular, on-going weeding is carried out by the librarians and discipline faculty throughout the collection including large scale efforts in religion, philosophy, and biographies in the last three years. Recent collection growth and distribution among the three libraries provide [evidence](#)⁵⁹⁷ of the consistent growth and weeding inherent in all three collections.

Olympic College began adding electronic books in 2003 with a consortial collection created to support community college level work. This collection has increased nearly every year to its current level of 20,000+ titles, with both tailored collections and individual titles, all of which are accessible remotely via the Internet and downloadable to most mobile devices. The percentage circulation of electronic books now surpasses that of hardcopy titles, a phenomenon likely due to growing awareness of the availability of electronic titles, their 24/7/365 availability, and to the collection's currency. Similar changes are noted in periodical use, with electronic use increasing dramatically, causing a thorough examination and weeding of the hardcopy periodical collection in 2011-12.

Changes to our [collection development policy](#)⁵⁹⁸ now recognize electronic reference works as our preferred purchase medium. Electronic resources make information access ubiquitous and provide significant convenience for distance students and on-ground students across all three OC campuses. Dramatic increases in electronic resource use and decreases in hardcopy use were expected due to the increasing use of the Internet for research, the conversion of reserve holdings to digital versions, the significant increase in availability of both electronic books and electronic full text journals from all venues, the growing numbers of distance courses, and the strong patron preference for the convenience of electronic resources. [Circulation statistics](#)⁵⁹⁹ that compare the use of electronic vs. hardcopy books illustrate this trend: 56% of the electronic collection circulated vs. 9% of the hardcopy collection.

While acquisitions budgets for books and electronic resources are the same since the last accreditation visit in 2009, the hardcopy periodical budget was significantly reduced in recent budget cuts, given the popularity and utility of electronic full text databases. This reduction is mitigated by the increases to the materials budget for the baccalaureate program. These increases allow for the addition of [several databases](#)⁶⁰⁰ (*Anthrosource, Cochrane, Science Direct, JSTOR, CINAHL*) and hardcopy materials to support both nursing classes and the general education courses offered at the upper division level. Database use is

⁵⁹⁶ Olympic College Libraries, Finding Articles: Periodical Article Databases and Electronic Reference Sources by Title, <http://libguides.olympic.edu/ereference>

⁵⁹⁷ Library inventory,

<http://apps.olympic.edu/Accreditation/Library%20inventory%20value%20items%20added%20and%20withdrawn.pdf>

⁵⁹⁸ Services at OC Libraries, Collection Management Policy, see right hand column for link to policy,

<http://libguides.olympic.edu/content.php?pid=407307&sid=3333510>

⁵⁹⁹ OC Library, Hardcopy Circulation by fiscal year with percent change,

<http://apps.olympic.edu/Accreditation/Circulation%20Stats%20historical%20with%20percent%20change.pdf>

⁶⁰⁰ Olympic College Finding Articles: Periodical Article Databases and Electronic Reference Sources by Title, <http://libguides.olympic.edu/content.php?pid=46984&sid=359159>

carefully monitored to maximize the utility of all database titles. Further, a recent Legislative grant allowed the acquisition of a [Nursing streaming video collection](#)⁶⁰¹ that further augments the resources available to our BSN program.

Although the library attempts to provide all relevant materials needed for the OC community, there are times when accessing the holdings of other libraries is necessary. OC provides [interlibrary loan](#)⁶⁰² (ILL) and document delivery services free of charge for students, faculty, and staff. The library has reciprocal borrowing agreements with other Washington community colleges. If those arrangements do not suffice, access to other materials is provided through OCLC’s WorldCat, an international database of the 1.83 billion holdings of more than 72,000 libraries in over 170 countries.

[2.E.2 and 2.E.4] These two standards are conjoined because feedback and evaluation affect both planning and the improvement of resources and services. Library planning is guided by feedback from all constituents: students, staff, faculty, administrators, library staff, and the community. However, evaluation of the quality, use, adequacy, and security of resources and services also impact planning. Feedback is received via several methods, including formal library-generated and College-wide surveys, a suggestion box, dialogue with College staff and faculty on a variety of committees, and student instruction evaluation. Focus group feedback was heavily used in the design of the Haselwood library building itself. Evaluation of resources and services (including their security) comes through careful monitoring of inventory, collection development, circulation statistics, database use, interlibrary loan use, patron counts, and research studies. All of these efforts drive our planning for the future and dictate an endless stream of small improvements to resources and services.

Table 2.E.i. Sample Evaluations and Feedback Results that affected Library Planning and Operations

Feedback/ Evaluations/Research	Outcomes / Changes resulting from input
Annual Library Inventory	Replacement purchases and collection development based on use
Suggestion Box . ⁶⁰³ paper/electronic	Changes in circ. policy, drinks policy, various services
ACT Survey on Library Satisfaction	OC Poulsbo student suggestions result in new quiet study areas
Purchase suggestions ⁶⁰⁴	Addition of specific books and reference interactions with patrons
Technology Survey , ⁶⁰⁵ all students, 2011	Addition of mobile access points to <i>Catalog</i> , databases, etc.; grant written (& funded) for iPads, eReaders
Clicker Study ⁶⁰⁶ (2012, Library Instruction, tech use)	Instructional best practices developed; ongoing refinements of teaching concepts & outcomes, e.g., logic, information types
Online databases , ⁶⁰⁷ monthly review	Experimentation with titles annually; see cancellation list ⁶⁰⁸
Database usage statistics ⁶⁰⁹	Reviewed annually or whenever renewals are considered
Circulation statistics ⁶¹⁰ -- hardcopy and electronic	Data informed new selection policy: e-books are first choice for all reference books and preference given to e-book collections

⁶⁰¹ Nursing Education in Video, <http://libguides.olympic.edu/nursingvideo>

⁶⁰² Services at OC Libraries, Interlibrary Loan, <http://libguides.olympic.edu/content.php?pid=407307&sid=3333516>

⁶⁰³ OC Library Suggestions, LibGuide, <http://libguides.olympic.edu/content.php?pid=442047&sid=3619460>

⁶⁰⁴ Services at OC Libraries, Collection Management, <http://libguides.olympic.edu/content.php?pid=407307&sid=3333510>

⁶⁰⁵ Results of Library Technology Student Survey administered in 2011, <http://apps.olympic.edu/Accreditation/TechSurveyResults%20presentation.pdf>

⁶⁰⁶ Clicker Study, <http://apps.olympic.edu/Accreditation/Clicker%20Study%202012.pdf>

⁶⁰⁷ Online database subscriptions, <http://apps.olympic.edu/Accreditation/online%20databases%20exhibit.pdf>

⁶⁰⁸ Online database cancellations, <http://apps.olympic.edu/Accreditation/online%20databases%20exhibit.pdf#page=2>

⁶⁰⁹ Database use statistics, <http://apps.olympic.edu/Accreditation/database%20Usage%20Stats%20historical%20thru%202012.pdf>

⁶¹⁰ OC Library, Hardcopy Circulation by fiscal year with percent change, <http://apps.olympic.edu/Accreditation/Circulation%20Stats%20historical%20with%20percent%20change.pdf>

Library faculty are involved on a number of committees that influence instruction and the direction of the College including the Instructional Policies Council, the Faculty Curriculum Team for Core Abilities, Instructional Program Planning, and eLearning. Their participation leads to dialogue that results in planning efforts, formative evaluation of collections, and new instructional opportunities. Recent notable efforts include the addition of a \$40,000 Nursing streaming video collection from state funding. A Library faculty member serves as chair of the Faculty Curriculum Team that is guiding the development of all College Core Abilities, including Information Literacy. This leadership and the [Clicker study](#)⁶¹¹ informed the creation of an [Information Literacy Plan](#).⁶¹²

Evaluation and feedback have impacted library planning as well. The librarians have always looked toward technology to solve problems and provide new approaches to helping students. However, the recent proliferation of technological tools and the staff time required to sustain each new experimental approach have led us to question our directions. Library faculty administered a technology survey to discover what hardware, software, and social media were most used by students. The [survey results](#)⁶¹³ informed our creation of a [Technology Plan](#)⁶¹⁴ that will select technology initiatives for their impact and relevance to student learning.

[2.E.3] Olympic College libraries provide appropriate instruction and support for all members of the College community district-wide in obtaining, evaluating, and using library and information resources. Instruction and support are provided for all College programs and services, wherever and however delivered, by leveraging electronic 24/7/365 access to materials, instruction, and services such as interlibrary loan.

Instruction. Library faculty are full partners with discipline faculty in the effort to enhance student learning. Librarians create and teach courses and team up with discipline faculty to ensure student learning and information literacy, which is one of Olympic's five [Core Abilities](#).⁶¹⁵ The library professor who chairs the faculty committee overseeing Core Abilities presented an assessment of Core Abilities (along with professors of Nursing and Sociology) at the 2013 Association for the Assessment of Learning in Higher Education [conference](#).⁶¹⁶

Library faculty serve in a wide variety of roles in [formal instruction](#),⁶¹⁷ as noted in Table 2.E.ii. below. The partnership created for GENS 211 (now LIB-R 211) presented their findings at a League for Innovation in the Community College conference.

Instruction is also available one-on-one with students in person at the library during [library hours](#),⁶¹⁸ via [chat](#)⁶¹⁹ whenever or wherever the student wishes it; and on request in one-time instructional sessions to any class during class hours. Hundreds of these [instructional sessions](#)⁶²⁰ are conducted annually for various

⁶¹¹ Clicker Study, <http://apps.olympic.edu/Accreditation/Clicker%20Study%202012.pdf>

⁶¹² Information Literacy Plan, 2011-2013 <http://apps.olympic.edu/Accreditation/InformationLiteracyInstructionPlan.pdf>

⁶¹³ Results of Library Technology Student Survey administered in 2011,

<http://apps.olympic.edu/Accreditation/TechSurveyResults%20presentation.pdf>

⁶¹⁴ Library Technology Plan, 2012-2015, <http://apps.olympic.edu/Accreditation/LibraryTechnologyPlan2012-2015.pdf>

⁶¹⁵ Olympic College website, Degrees and Certificates, Core abilities, Information Literacy and Technology,

<http://www.olympic.edu/Students/DegreesCertificates/coreAbilities.htm>

⁶¹⁶ 2013 Association for Assessment of Learning in Higher Education conference brochure with presentation listing,

<http://apps.olympic.edu/Accreditation/AALHE.pdf>

⁶¹⁷ Services at Olympic College Libraries website, Credit Courses,

<http://libguides.olympic.edu/content.php?pid=407307&sid=3418587>

⁶¹⁸ Olympic Libraries website for hours, <http://libguides.olympic.edu/content.php?pid=196445&sid=1644796>

⁶¹⁹ Ask a Librarian! Webpage, <http://libguides.olympic.edu/ask>

⁶²⁰ Services at Olympic College Libraries website, Information Literacy Instruction,

<http://libguides.olympic.edu/content.php?pid=407307&sid=3333515>

classes--everything from Biology to Welding. Library personnel assist students with research and learning at all library locations, Shelton, Bremerton, and Poulsbo. Any time the libraries are closed, everyone in the College community has 24/7/365 access to reference librarians via OCLC's [Questionpoint](#),⁶²¹ a national virtual reference cooperative that assists via live chat, with interactive website demonstration capabilities and a database of local information on all participating libraries. Library faculty recently increased their chat consortium participation to four hours a week due to high use by OC students.

Table 2.E.ii. Samples of instruction offered by library faculty

Course Number	Course Name	Methodology			Role of Library Faculty
		Distance	Hybrid	Face to Face	
English 102	Composition 2			xx	Embedded in class
Anthro 206	Cultural Anthro.			xx	Embedded in class
General Studies 105	Strategies for Academic Success ⁶²²			xxx	Taught research portions of class
General Studies 211 [now LIB-R 211]	Research Skills in History ⁶²³	xx			Created class as part of post-tenure review; taught singly and in learning community with Engl. 102, History 105
LIB-R 110	Internet Research Skills ⁶²⁴	xx		xx	Created and taught class
LIB-R 180	Research for the 21st Century ⁶²⁵			xx	Taught singly and with SOC 215 in learning community ⁶²⁶
NURS 102	PubMed/CINAHL Database Search Skills ⁶²⁷	xx	xx		Created and taught class

Services. Nearly all [services](#)⁶²⁸ are available to all members of the College and the community, whenever and wherever they require them, e.g., [interlibrary loan](#),⁶²⁹ electronic and hardcopy [reserves](#),⁶³⁰ and many resources, including databases and electronic books. These services support Olympic's students, staff, and faculty district-wide and at all three libraries, Bremerton, Poulsbo and Shelton. There are computers in each of the three libraries; 58 computers are available in the Haselwood Library for student use, along with a circulating collection of laptops for use with wireless Internet in the building. Twenty-six wired computers

⁶²¹ OCLC's Questionpoint website, <http://questionpoint.org/>

⁶²² OC College *Catalog*, General Studies, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=114

⁶²³ OC College *Catalog*, General Studies, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=114

⁶²⁴ OC College *Catalog*, Library Research, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=118

⁶²⁵ OC College *Catalog*, Library Research, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=118

⁶²⁶ Class description, <http://apps.olympic.edu/Accreditation/LEARN%20community%20soc%20lib.pdf>

⁶²⁷ OC College *Catalog*, Nursing, http://www.olympic.edu/NR/rdonlyres/EADBE771-BF56-426F-A462-97899D05D1A4/0/1314_CatalogFINAL.pdf#page=123

⁶²⁸ Services at Olympic College Libraries website, <http://libguides.olympic.edu/services2>

⁶²⁹ Services at Olympic College Libraries website, Interlibrary Loan, <http://libguides.olympic.edu/content.php?pid=407307&sid=3333516>

⁶³⁰ Services at Olympic College Libraries website, Course reserves, <http://libguides.olympic.edu/content.php?pid=407307&sid=3355564>

are in an open access lab that is always available for research and 32 reside in a bibliographic instruction classroom that may be reserved for orientations and presentations to classes. When no orientations are scheduled, the 32 classroom computers are available as an open computer lab.

The Library subscribes to a webpage authoring software tool, *LibGuides*, that enhances both the teaching experience and the application of subsequent learning. OC librarians have created over 160 of these web-based [research guides](#),⁶³¹ to support research in a discipline or for specific help with class assignments. Some discipline faculty help create the LibGuides for their classes using collaboration accounts; a handful continue to edit their LibGuides and use them in their classes for years. The LibGuides are often used by the librarians as outlines for their live classroom presentations; after class, they are available for student use to reinforce learning and minimize note taking during the presentation. LibGuides are also created to assist [faculty](#)⁶³² with questions associated with teaching and learning. Other self-guided instruction is available through Clark College's "[IRIS](#)".⁶³³ Information and Research Instruction Suite, found on the library [website](#),⁶³⁴ and via new online tutorials created by OC librarians using Captivate (one video on using the [library catalog](#)⁶³⁵ and another on using [Google scholar](#)).⁶³⁶ [Please see the footnotes for assistance in finding these links on the webpage.] The library has also developed a [Canvas LibGuide](#)⁶³⁷ and librarians are involved in the Faculty Learning community to directly support our distance faculty in their recent conversion from Angel to Canvas.

Baccalaureate students are supported via all the services and instruction opportunities mentioned above, including their own [Health Sciences](#)⁶³⁸ LibGuide. In addition to a broad collection of DVD videos covering nursing (and other medical disciplines), the library has also recently acquired a cloud-based [video collection](#)⁶³⁹ for Nursing topics. This collection allows nursing students to access the video content whenever, wherever, and however they choose, including via mobile devices.

⁶³¹ LibGuides: Browse by Subject website, <http://libguides.olympic.edu/browse.php?o=s>

⁶³² LibGuides website Index on Education topics, <http://libguides.olympic.edu/cat.php?cid=22674>

⁶³³ Clark College website, IRIS, <http://www.clark.edu/Library/iris/>

⁶³⁴ LibGuide for Faculty, <http://libguides.olympic.edu/content.php?pid=458825&sid=3774011>

⁶³⁵ OC Library Finding Books Libguide, see "OC Library Catalog Tutorial" in right hand column, <http://libguides.olympic.edu/content.php?pid=177609>

⁶³⁶ OC Library Finding Articles LibGuide, see bottom of left hand column, Google Scholar box, "Show me" link, <http://libguides.olympic.edu/databases>

⁶³⁷ LibGuides Canvas, <http://libguides.olympic.edu/canvas>

⁶³⁸ Health Sciences: Nursing and Allied Health Research Guide, <http://libguides.olympic.edu/health>

⁶³⁹ Nursing Education in Video LibGuide, <http://libguides.olympic.edu/nursingvideo>

2.F. Financial Resources

[2.F.1] Olympic College (OC) is financially stable with sufficient cash flow and reserves to support programs and services. Financial planning reflects available funds, realistic development of resources, and appropriate risk management. OC has a history of financial stability that results from choosing to be fiscally conservative in terms of staying within budget for operating, local, and capital funds and maintaining reserves for contingencies and one-time expenditures. This history has been achieved through adherence to [State fiscal guidelines](#),⁶⁴⁰ strong accounting practices, and an inclusive and transparent budget process. The College manages its budget, debt, and investments with careful attention to the state laws and rules governing the management of public funds. Board policies regarding [debt](#),⁶⁴¹ [financial reserve](#),⁶⁴² and [cash management](#)⁶⁴³ further support responsible fiscal management.

OC receives three primary sources of funds to support its community college programs: state funding at an average of \$3,620 per full-time equivalent student; [tuition](#),⁶⁴⁴ approximately \$107 per resident credit for community college level work; and any relevant fees. The same categories apply to our Bachelor of Science in Nursing (BSN); however, tuition for students in the BSN program is set at the level of Washington's baccalaureate universities, approximately \$245 per resident credit. Further, the State has funded the baccalaureate program with an annual lump sum figure of \$200,000.

In terms of available funds, the College maintains an operating reserve sufficient to ensure short-term solvency. In addition to the operating reserve, over the past two years excess enrollment income has been used to minimize program reductions necessitated by state operating budget reductions. During that time, equipment replacement has slowed, but reserves are also maintained for replacement of computers, servers, and furniture.

Investment of College funds is performed with the primary goal of safety and liquidity, per the Washington State Administrative and Accounting Manual ([SAAM](#))⁶⁴⁵ Investment guidelines). Sufficient funds are maintained in a checking account to pay the obligations of the College. Reserves and excess cash are deposited in the [Local Government Investment Pool](#).⁶⁴⁶ As required, all funds are fully insured by the FDIC and [Washington Public Deposit Protection Commission](#).⁶⁴⁷

⁶⁴⁰ SBCTC Finance Division, Resources including State Admin. & Acct. Manual (SAAM), http://www.sbctc.ctc.edu/college/f_index.aspx

⁶⁴¹ Olympic College Policy, Debt Policy, <http://www.olympic.edu/NR/rdonlyres/C52E9C58-C29E-462F-AE20-905F58766636/0/60007DebtPolicy.pdf>

⁶⁴² Olympic College Policy, Financial Reserve Policy, <http://www.olympic.edu/NR/rdonlyres/05CA8A93-8A66-46B6-A0A2-9F9F4733A3F9/0/60008FinancialReservePolicy.pdf>

⁶⁴³ Olympic College Policy, Cash Management Policy, <http://www.olympic.edu/NR/rdonlyres/EFB683A4-AA16-495D-991C-35A5EDA8C6BE/0/60009CashManagementPolicy.pdf>

⁶⁴⁴ OC Website, Tuition & Fees, <http://www.olympic.edu/Students/Tuition> . Note that the Washington State Legislature has not yet decided whether to raise tuition for the coming year and the chart covers all variables.

⁶⁴⁵ Washington State Office of Financial Management, Washington State Administrative and Accounting Manual, Investments, <http://www.ofm.wa.gov/policy/85.52.htm>

⁶⁴⁶ Washington State Treasurer, Local Government Investment Pool (LGIP) website, <http://www.tre.wa.gov/lqip/>

⁶⁴⁷ Washington State Treasurer, Public Deposit Protection Commission (PDPC) website, <http://www.tre.wa.gov/government/pdpc.shtml>

The College has a history of exceptional debt management and minimization of risk. Operating Revenue to Debt [Ratio](#)⁶⁴⁸ for 2011 was 26:1 and for 2012 was 35:1. Lease Purchase agreements and Certificates of Participation are considered only after internal resources have been exhausted. Identification of revenue streams to support debt payments are identified and restricted to support the debt model. When beneficial, escalation of debt repayment is considered, as in the case of a Revenue Bond liability that was repaid early due to favorable interest rates. Also, the College has a Lease Purchase Agreement with the State of Washington for energy conservation equipment and upgrades. The planned energy savings has supported our payment projection and allowed payments to be made as scheduled.

[2.F.2] Resource planning and development includes realistic budgeting, enrollment management, and responsible projections of other non-tuition sources. Olympic College realistically plans for use of Washington State revenue, tuition revenue, earned income, donations, and other revenue sources. Olympic has a long history of responsible and strategic financial planning that advances the College's Core Themes and Mission fulfillment and specifically [Core Theme C, Objective 3](#)⁶⁴⁹ dealing with responsible stewardship of our resources.

Olympic College's annual budget is developed based on conservative estimates of the Washington State legislative biennial allocation and annual tuition revenue, the College's two funding sources for regular operating expenses. The use of projections that are purposely conservative ensures that funds will be available for budgeted programs and services. The Vice President of Administrative Services works closely with the Vice President of Instruction and the Enrollment Management Leadership Team to ensure that enrollment trends are reviewed and incorporated into budget planning. The College limits the use of one-time funds, such as excess tuition, to fund on-going operational costs. Olympic's prudent budget forecasting process provides stability for College operations.

Non-tuition revenue sources include the [Bookstore](#),⁶⁵⁰ [Child Care](#),⁶⁵¹ [Food Services](#)⁶⁵² and a variety of fees, none of which are used for operational support. Examples of fees include course lab fees that are used to fund consumable supplies and the technology fee that is used to upgrade technology available to students. The College has been positioning itself to actively apply for grants, and over the past year has received over \$1.4 million in new grant funds for targeted initiatives. Indirect costs are taken against grants, but no grant monies, including indirect costs, are used for the operating budget.

Olympic College is fortunate to benefit from two charitable organizations whose mission is to serve the College -- the Olympic College [Foundation](#)⁶⁵³ and the Bremer Trust. Nearly all of the funding from the Olympic College Foundation is dedicated to scholarships for students; the balance goes to other College purposes, such as faculty professional development. The Bremer Trust is a private bequest whose funds are dedicated to support College initiatives and capital projects. Any funds received from these two sources are spent on one-time expenses, and are not budgeted for operations.

⁶⁴⁸ Calculating Operating Revenue to Debt, spreadsheet, <http://apps.olympic.edu/Accreditation/Accreditation%20Operating%20Rev%20to%20Debt%20Ratio%20%202F1.pdf>

⁶⁴⁹ OC Core Themes C, Objective 3, <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁶⁵⁰ OC Bookstore webpage, <http://ocbookstore.com/home.aspx>

⁶⁵¹ OC Sophia Bremer Child Development Center webpage, <http://www.olympic.edu/Students/StudentServices/ChildCare/>

⁶⁵² OC Lunch Menu for the Bremer Student Center webpage, <http://www.olympic.edu/CampusResources/Lunch/>

⁶⁵³ Olympic College Foundation webpage, <http://www.olympic.edu/BusinessCommunity/Foundation/>

[2.F.3] Olympic College has developed a set of fiscal policies with attendant processes and guidelines that include participation by the entire College community in financial planning and budget development. The Board-approved fiscal policies are all contained in the [Financial Operations section](#)⁶⁵⁴ (600) of the College’s policy manual.

The annual budget development process at Olympic College involves the entire College community. It begins with a solicitation to the College for proposed budget changes. The [Budget Committee](#)⁶⁵⁵ is then assembled with careful consideration given to equal representation from all sectors of the College. The Committee then reviews, prioritizes, and makes comments on each proposal and submits its recommendations to the President’s Cabinet. An important consideration during the review process is whether or not the proposal adequately addresses how it supports the Mission, Vision, and Values and the Core Themes of the College. This requirement is explicitly stated in [Core Theme C, Objective 3.e.](#)⁶⁵⁶ The Cabinet may make a few changes before the recommendations are forwarded to the budget office where they are incorporated into a complete budget proposal for the Board of Trustees. The Trustees review the budget proposal in an open public meeting and adopt a final budget. The process is overseen by the Vice President for Administrative Services. Fees are reviewed separately from the budget process by President’s Cabinet. If fee changes are deemed appropriate, they are sent to the Board of Trustees for consideration and approval at a public meeting.

Throughout the budgetary process, and at many other points during the year, information and opportunities for two-way communication regarding fiscal matters are provided to the entire College community. Communications are provided in the form of e-mail, web-based suggestion submittal systems, department and division meetings, and open-campus forums. These strategies comprise a concerted effort to include the campus community in financial planning and budget development.

Adjustment and improvements to the budget process are regularly incorporated as part of the College’s continuous quality improvement process. In recent years this process has been changed in response to the fact that budget cuts have been more likely than an increase in funding. In this environment, the Budget Committee has recommended criteria and priorities for budgetary reductions which include suggestions collected from all areas of the College community. While the Committee has recommended increased spending in some areas, it has acknowledged that the increases required reductions in other areas to balance the budget.

[2.F.4] Olympic College uses an appropriate accounting system that ensures timely and accurate financial information and employs an effective system of internal controls. Washington State mandates a single accounting system for all community and technical colleges. The system supports generally accepted accounting principles and provides accurate and timely financial information to management and end users.

Olympic College follows Generally Accepted Accounting Principles ([GAAP](#)⁶⁵⁷) in tracking and reporting financial information. The National Association of College and University Business Officers (NACUBO) reporting model is used to guide data input and reporting. All financial data are entered into

⁶⁵⁴ Olympic College Policy Manual, Table of Contents webpage,

<http://www.olympic.edu/Campuses/AboutOC/BoardOfTrustees/Policies/>

⁶⁵⁵ Committee List, Budget Committee sample membership,

<http://apps.olympic.edu/Accreditation/Budget%20Committee%20Members%20Announcement.pdf>

⁶⁵⁶ OC Core Themes C, Objective 3e

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁶⁵⁷ Federal Accounting Standards Advisory Board website, <http://www.fasab.gov/accounting-standards/authoritative-source-of-gaap/>

the Financial Management System ([FMS](#)⁶⁵⁸), the accounting system of the Washington State Community and Technical Colleges (SBCTC). The SBCTC compiles the data from all community and technical colleges into one single annual financial report. The College community also uses the FMS Query Tool, a database that provides up-to-date, online reports on budget, expenditures, revenues, and payroll.

The College maintains sufficient oversight and separation of duties to ensure the safety of College assets. Financial data is continually reviewed by staff using various internal and external management reports. The College's annual budget is developed and presented to the Board of Trustees each June, and the Board receives quarterly updates (for an example of a quarterly update, try these links: [narrative](#),⁶⁵⁹ [status report](#),⁶⁶⁰ and [consolidated balance sheet](#).⁶⁶¹) Quarterly updates may also include reports on the capital budget and on OC Budget Committee recommendations. Updates to the budget are received throughout the year from the SBCTC, and these updates are provided in the quarterly Board report which also lists revenues and expenditures.

[2.F.5] Olympic College develops multi-year capital budgets annually using a process which assures that they are aligned with both the College's Mission and Core Theme objectives and are based on facilities plans and anticipated equipment needs. Olympic College's capital funds are acquired through a competitive process involving the State's 33 other community and technical colleges. The State Board for Community and Technical Colleges prioritizes capital requests and submits one consolidated request to the Legislature for funding. The capital request prioritization process includes consideration of the College's [Facility Condition Survey](#)⁶⁶² and its Master Plans for each of its major locations: [Bremerton](#),⁶⁶³ [Poulsbo](#),⁶⁶⁴ and [Shelton](#).⁶⁶⁵ OC's capital planning process is linked to [Core Theme C, Objective 3](#),⁶⁶⁶ that specifies achievement indicators for the maintenance of facilities and the environmental footprint of the College.

The State's capital funding process takes the total cost of ownership into account; funding for equipment and furnishings is automatically included when a building is funded. Maintenance and capital budgets also come with funds to cover the cost of maintaining and operating new buildings. As a condition of funding, the State mandates that all buildings meet a Leadership in Energy and Environmental Design ([LEED](#)⁶⁶⁷) minimum standard of silver to control ongoing costs. This assures that funds for on-going daily maintenance are available. Large, long-term maintenance projects such as roof replacements are paid for through the repair money provided by the State based upon the Facility Condition Survey.

⁶⁵⁸ SBCTC Financial Management System website, <http://www.sbctc.ctc.edu/college/i-FMS.aspx>

⁶⁵⁹ Narrative of March 2013 budget report to Board of Trustees, <http://apps.olympic.edu/Accreditation/BOT%20Narrative%20%20report%20March%202013.pdf>

⁶⁶⁰ Budget Status report, Board of Trustees, Budget as of March 2013, <http://apps.olympic.edu/Accreditation/BOT%20Comp%20of%20Budgeted%20vs%20Actual%20expenditures%20March%202013.pdf>

⁶⁶¹ Consolidated Balance Sheet, March 2013 Report to Board of Trustees, <http://apps.olympic.edu/Accreditation/BOT%20March%2013%20Consolidated%20Balance%20Sheet.pdf>

⁶⁶² Olympic College Facility Condition Report 2011, <http://apps.olympic.edu/Accreditation/Olympic-Facility-Condition-Report-2011.pdf>

⁶⁶³ Olympic College Bremerton Master Plan, <http://apps.olympic.edu/Accreditation/Master-Plan-OCB-campus.pdf>

⁶⁶⁴ Olympic College Poulsbo Master Plan, <http://apps.olympic.edu/Accreditation/Master-Plan-OCP-campus.pdf>

⁶⁶⁵ Olympic College Shelton Master Plan, <http://apps.olympic.edu/Accreditation/Master-Plan-OCS-campus.pdf>

⁶⁶⁶ OC Core Themes C, Objective 3 <http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁶⁶⁷ US Green Building Council, LEED, <http://www.usgbc.org/leed>

Debt for capital outlay purposes is periodically reviewed, controlled, and justified. The College has a [debt policy](#)⁶⁶⁸ stipulating conservative practices in incurring and managing all debt. An example of the College exercising this policy for a capital project is the energy audit. In November 2008 the Board approved an energy conservation project with financing through utility incentives, capital repair funding, and a certificate of participation (COP). At the end of ten years, the debt will be fully repaid, and the improved infrastructure will save \$200,000 per year. The College has no current plans for projects that would require the issuance of any further debt.

[2.F.6] Olympic College defines the financial relationship between general operations and three auxiliary operations, the [Bookstore](#),⁶⁶⁹ [Sophia Bremer Child Development Center](#),⁶⁷⁰ and [Food Services](#),⁶⁷¹ with the expectation that all auxiliary programs are self-supporting. Annual budgets of auxiliary programs are reviewed by the fiscal and administrative staff to ensure all costs are considered and revenue projections are sufficient to cover operating costs. A review of the budget against actual expenditures and revenues is done quarterly. The Business Office works with the budget administrators to develop corrective action plans if needed to keep the programs self-sufficient. The College does not rely on auxiliary enterprise income to balance general operations.

The Bookstore generates sufficient revenues to cover its operating costs. Childcare and Food Services are considered hybrid-funded programs. The programs have both an instructional component and a self-support service component; the instructional components are funded using operational funds. Funding for the non-instructional portion of the Childcare program is provided via user fees and student activity fees from the Associated Students of Olympic College (ASOC). Funding for the non-instructional portion of Food Services is provided via revenues from food sales.

[2.F.7] The College is audited on a biennial schedule by the Washington State [Auditor's Office](#)⁶⁷² (SAO) for compliance with federal and state regulations. All funds are included in this audit. The State requires a prompt response to any audit findings. The Vice President for Administrative Services and the Business Director review the findings of audits and compose a response to the SAO which is signed by the College President. In 2008 state budget cuts caused the SAO to reduce the scope of their audits. Olympic was part of a ten school statewide audit completed in November 2011; however, that audit was limited to tuition waivers.

The past ten audits have reported only one area of concern. The 2005-07 audit found that controls over cash receipts in Food Services, the Bookstore, and Athletic Fundraising needed to be improved. This issue was resolved in 2008 by updating procedures to incorporate SAO's recommended internal controls. A formal response by the College to the SAO was provided in the form of a corrective action plan which was sent to Office of Financial Management (OFM) and published in the annual [State audit report](#).⁶⁷³

⁶⁶⁸ OC Policy Debt Policy 600-07, <http://www.olympic.edu/NR/rdonlyres/C52E9C58-C29E-462F-AE20-905F58766636/0/60007DebtPolicy.pdf>

⁶⁶⁹ OC Bookstore webpage, <http://ocbookstore.com/home.aspx>

⁶⁷⁰ Olympic College Sophia Bremer Child Development Center webpage, <http://www.olympic.edu/Students/StudentServices/ChildCare/>

⁶⁷¹ Olympic College Lunch Menu for the Bremer Student Center webpage, <http://www.olympic.edu/CampusResources/Lunch/>

⁶⁷² Washington State Auditor's Office website, <http://www.sao.wa.gov/EN/Pages/default.aspx>

⁶⁷³ Office of Financial Management, 2008 Audit Resolution Report, <http://www.ofm.wa.gov/auditresolution/2008/AuditResolution08.pdf#page=48>

In addition to SAO specific audits, the College participates in both the [Comprehensive Annual Financial Report](#)⁶⁷⁴ and the [Statewide Single Audit](#).⁶⁷⁵ Both of these cover all of the State's community colleges. Further, the SBCTC has in the past sent an internal auditor to each campus to review processes and State-sponsored programs such as Worker Retraining and Work First. However, due to budget cuts over the past five years, the State Board cut their internal auditor position. Economic recovery allowed the resumption of internal audits in 2012. These internal operations audits have contained minor recommendations to improve College financial reporting.

The College is working with a group of Washington community colleges that has recently formed a consortium of financial system users to develop a set of financial reports that would address the need for a full financial audit.

The Olympic College Foundation, a wholly separate 501(c)(3) organization, is annually audited by independent certified public accountants. Copies of the audit are provided in a timely manner to the Foundation Director, OC's President, and OC's Board of Trustees.

[2.F.8] All Olympic College Foundation (OCF) fundraising activities are conducted in a professional and ethical manner and comply with all governmental requirements. The College and the Olympic College Foundation define their relationship in accordance with State and Federal regulations and through [Articles](#)⁶⁷⁶ and [Bylaws](#).⁶⁷⁷ Institutional fundraising is authorized by the Olympic College Board of Trustees, and the College President serves as Secretary to the OC Foundation Board. OCF is the official gift-receiving entity for Olympic College.

OCF is a not-for-profit corporation, established in 1993 by Articles of Incorporation pursuant to [RCW 24.03](#),⁶⁷⁸ for the purpose of raising private funds to support the students, programs, and staff of the College. OCF is designated by the Internal Revenue Code 501(c)(3) as a [tax-exempt organization](#)⁶⁷⁹, and is registered with the Washington Secretary of State Office pursuant to the Charitable Solicitation Act.

Bylaws of the OC Foundation govern its internal affairs. The OCF Board of Directors consists of 21 elected community members, two appointed OC Board of Trustees members, and the President of Olympic College. The OCF Board of Directors sets policy for Foundation operations. The College's Foundation Director oversees all Foundation operations. The OC Foundation adheres to the [Donor Bill of Rights](#),⁶⁸⁰ a statement of professional ethics authored by the Association of Fundraising Professionals. OC's Foundation strives for transparency in all its dealings; in that effort it establishes and follows written policies, including [Capitalization](#),⁶⁸¹ [Gift of Securities Acceptance](#),⁶⁸² [Donor Recognition](#),⁶⁸³

⁶⁷⁴ Office of Financial Management, Comprehensive Annual Financial Report, <http://www.ofm.wa.gov/cafr/>

⁶⁷⁵ Office of Financial Management, Single Audit Report, <http://www.ofm.wa.gov/singleaudit/default.asp>

⁶⁷⁶ OC Foundation, Articles of Incorporation, 1993,

<http://apps.olympic.edu/Accreditation/Foundation%20Articles%20Revised%20December%202001.pdf>

⁶⁷⁷ OC Foundation, Bylaws, 2007,

<http://apps.olympic.edu/Accreditation/Foundation%20ByLaws%20Revised%20September%202007.pdf>

⁶⁷⁸ RCW 24.03 Washington Nonprofit Corporation Act, <http://apps.leg.wa.gov/rcw/default.aspx?cite=24.03>

⁶⁷⁹ IRS Determination Letter, OC Foundation Tax Exempt status,

<http://apps.olympic.edu/Accreditation/IRS%20Determination%20letter%202%2013.pdf>

⁶⁸⁰ Association of Fundraising Professionals, Donor Bill of Rights,

<http://www.afpnet.org/Ethics/EnforcementDetail.cfm?ItemNumber=3359>

⁶⁸¹ OC Foundation Capitalization Policy, May, 2008,

<http://apps.olympic.edu/Accreditation/OCF%20Capitalization%20Policy%20-%202008.pdf>

⁶⁸² OC Foundation, Board Resolution 13-1, Gift of Securities resolution, March 2013,

<http://apps.olympic.edu/Accreditation/OCF%20Gift%20Acceptance%20Policy%20-%202013.pdf>

[Corporate Sponsorship](#),⁶⁸⁴ [Investment and Spending](#),⁶⁸⁵ [Whistleblower](#),⁶⁸⁶ and [Conflicts of Interest](#).⁶⁸⁷ All of these documents are found in the Board Manual, available in the Foundation offices at the College.

The OCF Director, in consultation with the Foundation’s Investment Committee and its financial managers and consultants, administers the Foundation’s permanent endowment. As a separate entity, OCF maintains accounting records in compliance with all applicable requirements and professional standards. OCF is audited annually by an independent accounting firm, and the OCF Board reviews the Foundation’s annual Form 990 return, in accordance with best practices.

⁶⁸³ OC Foundation, Donor Recognition Guidelines, December 2007,
<http://apps.olympic.edu/Accreditation/OCF%20Donor%20Recognition%20Guidelines%20-%20Approved%20December%202007.pdf>

⁶⁸⁴ OC Foundation, Corporate Sponsorship Policy, August 2008,
<http://apps.olympic.edu/Accreditation/OCF%20Corporate%20Sponsorship%20Policy%20-%202008.pdf>

⁶⁸⁵ OC Foundation, Statement of Investment and Spending Policy...for Endowment Funds, June 2012,
<http://apps.olympic.edu/Accreditation/OCF%20Foundation%20Investment%20and%20Spending%20Policy%20-%20June%202012,%202013.pdf>

⁶⁸⁶ OC Foundation, Whistle-blower policy, May 2009,
<http://apps.olympic.edu/Accreditation/OCF%20Whistleblower%20Policy%20-%202009.pdf>

⁶⁸⁷ OC Foundation, Conflicts of Interest Policy,
<http://apps.olympic.edu/Accreditation/OCF%20Board%20of%20Directors%20Conflict%20of%20Interest%20Policy.pdf>

2.G. Physical and Technological Infrastructure

Physical Infrastructure

[2.G.1] Olympic College creates and maintains its physical facilities in a manner that supports the College’s Mission, Core Themes, programs, and services across the Bremerton, Poulsbo and Shelton locations, as well as at off-site locations operated by the College. In support of [Core Theme C, Objective 3.d](#),⁶⁸⁸ the Facilities Operations Department maintains and develops pleasant, safe, accessible, ADA-compliant and service-oriented environments. The Facility Operations Department consists of four departments: Maintenance, Grounds, Custodial, and Safety and Security. These entities coordinate their efforts to support all College activities.

Throughout this document, the [website interactive maps](#)⁶⁸⁹ are the ones that will be referenced, often with a three-letter abbreviation for the relevant building. The College includes 22 buildings on the Bremerton campus (38 acres), one three-story building in Poulsbo (24 acres), four buildings in Shelton (27 acres), and a leased building for the College’s welding program in the Shelton area. Ongoing building-by-building assessments are conducted to ensure building, equipment, and furnishings are maintained in such a manner that their usefulness is extended. The Facilities Operations Department accepts requests for repair and improvement through e-mail, telephones, and [an online work order request](#)⁶⁹⁰ system.

New buildings and renovations represent the College’s efforts to improve and enlarge instructional and support facilities. The Humanities and Student Services (HSS) building (80,251 sq. ft.) was completed in 2009. The Sophia Bremer Child Development Center (SBC, 16,523 sq. ft.) was completed in 2010. Since 2005, OC has added over 350 new parking spaces. Renovations include the Bremer Student Center (BSC) entry and bookstore in 2006, and the remodel of the College Service Center (CSC) building completed in 2012. Other improvements have also been made to HVAC system controls, campus energy metering, a security card key system, voice notification system for all three campuses, and 50 security cameras.

OC has worked to make all of its facilities compliant with the Americans with Disabilities Act (ADA). OC’s ADA Compliance Officer, the Executive Director of Human Resource Services, works closely with the Director of Facility Operations to ensure the College adheres to ADA regulations. Each new building is designed to meet ADA regulations, and the College has retrofitted its older facilities to comply. In 2006, OC received ADA funding to modify some of its facilities, including the installation of wider doors, the purchase of furniture to accommodate students with disabilities, and the improvement of accessibility to labs and equipment.

The Facilities Operations Department (FOD) is responsible for the overall safety and security of the College. The FOD sponsors ongoing procedures such as annual fire drills, maintenance of Material Safety Data Sheets, and facilitation of monthly Safety Committee meetings. Since 2007, OC has undergone a comprehensive review under the “Rapid Responder” program, which uses advanced technology to help emergency responders know the exact location and related hazards in an emergency at the touch of a button. The FOD uses College-wide e-mail, voicemail, and speaker systems to alert the

⁶⁸⁸ Core Themes C, Objective 3.d,

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁶⁸⁹ Olympic College Campus Maps, website, <http://apps.olympic.edu/campusmap/>

⁶⁹⁰ OC Online Work Request webpage, https://dl.megamation.com/cgi-bin/Oecgi2.exe/INET_OLYMPIC_LOGIN_PRE

College regarding both emergencies and more routine activities that may impact normal operations, such as planned power outages.

FOD Security personnel provide security coverage 24 hours a day at the Bremerton campus, during operating hours at Poulsbo, and during evenings at the Shelton campus. All security officers are National Incident Management (NIMS) trained. Security personnel also oversee the hazardous materials program at the College, and provide professional [safety training](#)⁶⁹¹ for College personnel. The Security Department works with local law enforcement and the Vice President of Student Support and Achievement to manage a program for monitoring registered sex offenders enrolled at the College.

The safety of the College is also the purpose of the College Safety Committee, comprised of representatives from all over the College. The Committee reviews reported safety issues and concerns, especially for preventative or corrective actions and advises both Security and Facilities on possible changes needed.

[2.G.2] Olympic College adopts, publishes, reviews regularly, and adheres to hazardous material spills [procedures](#)⁶⁹² and a [Chemical Hygiene Plan](#)⁶⁹³ that addresses safe use, storage, and disposal of hazardous and toxic materials. Materials Safety Data Sheets (MSDS) are kept both where the hazardous materials are located and centrally in the Facilities Services Building (FSB). The hazardous materials that are handled include four types: 1) laboratory chemicals used in science, art, and health science labs and classrooms; 2) solvents, paints, and fertilizers used by Grounds and Maintenance; 3) any blood spills; and 4) needles used in the health science programs. The hazardous materials program is administered by the Facilities Operations Department. Lab Technicians, Maintenance Supervisors, and the Director of Facilities Services and Capital Projects are all trained to handle, store, transport, and dispose of hazardous materials. This program is in compliance with Washington Industrial Safety and Health Act (WISHA, [RCW 49.17](#)⁶⁹⁴) standards and the Washington Administrative Code's [Dangerous Waste Regulations](#).⁶⁹⁵ The College has also taken measures use green products where possible; the custodial crew adheres to a green cleaning program and the grounds department employs integrated pest management to circumvent the need for herbicides and pesticides.

[2.G.3] Olympic College develops, implements, and regularly reviews master plans for its physical development to assure that they are consistent with the College Mission, Core Themes, and long-range educational and financial plans. OC's master plans encompass all three permanent locations in [Bremerton](#),⁶⁹⁶ [Poulsbo](#),⁶⁹⁷ and [Shelton](#).⁶⁹⁸ The plans include 10-year and 25-year views of the three sites. Current master plans are required in order to be considered by the State Board's Capital Budget Office for capital funding, so the 2007 Bremerton Master Plan also has an [update](#).⁶⁹⁹ The master plans are updated every five years by the Vice President for Administrative Services, in coordination with an architectural

⁶⁹¹ Olympic Safety training website,

<http://www.olympic.edu/CampusResources/Security/EmergResp/Emergency+Preparedness+Training+Videos.htm>

⁶⁹² Hazardous Material Spills website, <http://www.olympic.edu/CampusResources/Security/EmergResp/hazmat.htm>

⁶⁹³ Olympic College Chemical Hygiene Plan, 2012,

<http://apps.olympic.edu/Accreditation/OCChemicalHygienePlan.pdf>

⁶⁹⁴ Revised Code of Washington, 49.17, Washington Industrial Safety and Health Act,

<http://apps.leg.wa.gov/rcw/default.aspx?cite=49.17>

⁶⁹⁵ Washington Administrative Code, 173-303, Dangerous Waste Regulations,

<http://apps.leg.wa.gov/wac/default.aspx?cite=173-303>

⁶⁹⁶ OC (Bremerton) Master Plan, 2007, <http://apps.olympic.edu/Accreditation/Master-Plan-OCB-campus.pdf>

⁶⁹⁷ OC (Poulsbo) Master Plan, 2010, <http://apps.olympic.edu/Accreditation/Master-Plan-OCP-campus.pdf>

⁶⁹⁸ OC (Shelton) Master Plan, 2010, <http://apps.olympic.edu/Accreditation/Master-Plan-OCS-campus.pdf>

⁶⁹⁹ OC (Bremerton) Master Plan Update, 2013-2023, <http://apps.olympic.edu/Accreditation/Master-Plan-OCB-campus%20Update.pdf>

firm, College stakeholders, and members of the surrounding communities. Among the stakeholders consulted are faculty and instructional administrators who help tie the facilities master plans to the College's long-range educational plans. Board of Trustees approval is required for all published master plans.

The master plans make certain that each new building and all grounds are constructed to be consistent with the established Olympic College Mission, Vision and Values and specifically [Core Theme C, objective 3](#)⁷⁰⁰ (OC engages in responsible stewardship of our resources). Each building is designed to be fully accessible, flexible, and economically viable. The College is committed to sustainable design and development of new facilities consistent with the principles of energy conservation, resource efficiency, and interior environmental quality. State requirements are in alignment with this value, requiring that all new buildings meet or exceed the Leadership in Energy & Environmental Design ([LEED](#)⁷⁰¹) silver standard and be built to last a minimum of fifty years. The Humanities and Student Services building (HSS) was the first building completed under the LEED requirement; it achieved LEED gold. The Sophia Bremer Child Development Center was completed with a LEED silver certification. The parking lot that was recently completed on the Bremerton campus is a Sustainable Sites Initiative ([SITES](#)⁷⁰²) facility. It was recognized as one of the first parking lots world-wide to meet this standard. In order for the College to meet its sustainability commitments, we have established an award-winning recycling program, and have completed a College-wide energy audit. The audit suggested areas for improvement and gave the College the baseline needed to track energy savings.

The Olympic College vocal jazz group, led by Vocal Music Professor Teresa Eliason, took first place at the 2013 Great Lionel Hampton Jazz Festival

[2.G.4] Olympic College provides and maintains sufficient quantities and quality of equipment to support institutional functions and to fulfill the Mission, Core Themes, and goals and outcomes of its programs and services. End users and experts (both internal and external) are consulted during the process of acquisition to choose equipment with the most utility. Equipment at the College must meet or exceed local codes, statewide purchasing standards, and generally-accepted industry standards. These principles are applied to all types of equipment including fixed, maintenance, transportation, office, and instructional equipment.

Funding for equipment acquisition at Olympic College is secured through several methods. New state-funded buildings are equipped using a Furniture, Fixtures, and Equipment budget that is coordinated by an ad hoc capital project committee for each building. Instructional equipment needs are identified and prioritized by faculty and instructional staff. The type, quantity, and quality of equipment needed for instructional purposes are specified by purchasing and technology staff. Professional and technical programs receive additional input on program needs from advisory committees. The inclusive review of specifications assures that user needs and program-specific accreditation standards are met. Other equipment may be requested through the College-wide operating budget process. Grants, the student technology fee, and the Olympic College Foundation are further sources of equipment funds.

The maintenance and repair of the majority of College equipment is coordinated by Facilities Operations Department (FOD). Maintenance is performed on an established schedule as well as an as-needed basis using a work order system. Computer equipment, network infrastructure and telecommunications are controlled, maintained, repaired and/or upgraded by the Information Technology Department (IT) using replacement schedules and ad hoc repairs facilitated by the Helpdesk. The IT

⁷⁰⁰ Core Themes C, Objective 3;

<http://apps.olympic.edu/Accreditation/CORE%20THEMES%20FOR%20YEAR%203.pdf>

⁷⁰¹ United State Green Building Council webpage, LEED, <http://www.usgbc.org/leed>

⁷⁰² The Sustainable Sites Initiative webpage, <http://www.sustainablesites.org/>

Department manages, maintains, and inventories technology equipment directly. Inventory of all other equipment is managed by the College's Purchasing Department which conducts an annual inventory according to [state guidelines](#).⁷⁰³

Technological Infrastructure

[2.G.5] Consistent with OC's Mission and Core Themes, Information Technology (IT) provides appropriate and adequate technology systems and infrastructure to handle OC's management and operational functions, academic programs, and support services, wherever offered and however delivered.

Management and Operational Support. Microsoft Server 2003 and UNIX operating systems support the enterprise needs of the College. Utilities for the diagnosis, maintenance, and management of the College's complex Local Area Network (LAN)/Wide Area Network (WAN) are also used by IT to monitor the enterprise flow of data and network performance. Services are monitored and an automated telephone system notifies IT within seconds, 24 hours per day, seven days a week, when there are problems with equipment, software, or services. Data and logs are reviewed daily so that improvements can be made to prevent the reoccurrence of problems.

In conjunction with statewide centralized services provided by the [Information Technology Division](#)⁷⁰⁴ of the State Board for Community and Technical Colleges (SBCTC), IT provides processing for student management, financial management, financial aid, and human resource systems. SBCTC is currently developing a system-wide [enterprise support system](#)⁷⁰⁵ which will advance these centralized services and allow greater utility.

On site, IT provides consultative services that include customer application support, training, security administration, batch scheduling, and special request processing. Locally, third party applications such as electronic reporting, web-based courses, facilities management and scheduling, online catalog, and online registration are supported. Administrative applications are run on the newly centralized SBCTC HP Unix (HP-UX) server.

IT works to automate services and tie them together to make them more accessible. The automation is being guided and prioritized emphasizing data collected directly from students. This process has already led to a web-based registration and fee payment system and an online class schedule.

Olympic College employees use office computers that support the College's standard suite of productivity software, Microsoft Office 2010. In addition, office computers provide file and print services, virus protection, back-up support, group scheduling, intranet, and web services. Specialized applications are supported within various departments. The desktop platform is Windows 7. Employees with special needs are supported by voice recognition and text-to-speech synthesis software.

There are over 600 staff computers. All full-time employees have a dedicated computer, and part-time employees have access to a shared computer available for their use. The College's current standard is a Dell computer with dual core CPU and two gigabytes of memory. The standard printer for office use is a networked HP LaserJet, backed up by high efficiency multi-function machines. A network drive appears on each computer. Files saved on the network drive are automatically backed up. A few key office computers used for emergencies are provided battery backups or emergency generators.

⁷⁰³ Office of Financial Management, Capital Asset Inventory Records Policy webpage, <http://www.ofm.wa.gov/policy/30.40.htm>

⁷⁰⁴ Information Technology Division website, http://www.sbctc.edu/college/i_index.aspx

⁷⁰⁵ ctcLink website, <http://www.sbctc.edu/college/i-ctclink.aspx>

Academic Program Support. Olympic College has 1,007 computers in instructional labs and classrooms. There are over 500 software applications supported by IT which are installed in computer labs, available on the student network or College website for use by Instruction. These software applications are selected by faculty to meet the needs of their curricula.

Students have access to both PCs and a small number of Macs. Four types of computing labs are available to students: open labs, general purpose teaching classrooms, special purpose teaching classrooms, and an adaptive technology lab. Lab assistants staff the open computer labs to aid students. [Open computing labs](#)⁷⁰⁶ are generally open all day and into the evening when classes are in session. General purpose classroom labs are shared by multiple disciplines. Special purpose labs are limited to meeting the needs of individual disciplines such as Nursing, Electronics, Engineering, Chemistry, Physics, Computer Information Science, Adult Basic Education, Integrated Multimedia, Technical Drawing, and Journalism. Special purpose labs are equipped not only with high-end computers, but also with unique technology to support the specific discipline, e.g., color plotters and printers, video visualizers, and 3D printers. The adaptive technology lab on the Bremerton campus has numerous peripherals dedicated to meeting the needs of students with disabilities.

Support Services. Inter-office forms management and the intra-organizational dissemination of information are some examples of web-based services provided for office network users. Web-based services are extended to student, faculty, and staff home computer systems. Olympic College facilitates the standardization of software by supplying copies of desktop applications for home use and also by providing remote access from off campus. The need for information at remote sites is also being met by having more web-based applications, such as a new campus directory and campus calendar.

[2.G.6] Olympic College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The Information Technology (IT) department enhances understanding of computing technology by offering one-on-one instruction and access to information via the internet to all College employee groups.

The IT Helpdesk offers on-call support weekdays 7:30 a.m. to 10:00 p.m. and Saturdays 7:30 a.m. to 11:30 a.m. For issues with classroom technology and Interactive Television (ITV) classrooms, the College's pool of technicians provides coverage across the entire district for all scheduled classes and meetings during regular business hours. For ITV issues that arise after hours, the Helpdesk provides extended coverage.

Central data processing is supported by both the IT department and the State Board (SBCTC) technology personnel. The HP UX is monitored nearly daily with tools that allow both IT and SBCTC to identify real or potential problems, devise solutions and then monitor the effects of the solution. During critical registration times, IT staff regularly checks in with users serving students concerning the speed of the system and manages loads to give priority to Student Services.

In addition to these forms of daily monitoring and support, until recently, IT provided training through group training sessions on a variety of popular topics. The IT training manager, who left in the spring of 2013, taught many classes each year. As a cost-saving measure, this position was temporarily

⁷⁰⁶ Olympic College, Open Lab Hours webpage,
<http://www.olympic.edu/CampusResources/ComputerLabs/OpenLabHours.htm>

left unfilled. The position is slated to be refilled as economic conditions improve. [eLearning support](#)⁷⁰⁷ and IT provide assistance for faculty and students engaging in online education.

[2.G.7] Technological infrastructure planning at Olympic College incorporates input from technology support staff and constituencies who rely on technology. Input is received through utilization data, service requests, and suggestions, including suggestions and directives from College governance bodies. IT staff who are themselves constituents of the technology infrastructure, are an integral part of the design team for all new buildings on campus. They also design campus and system infrastructure and team with instruction for instructional technology planning.

Mainframe, internet, and network utilization is constantly monitored to determine utilization patterns and detect the need for resource expansion. During critical registration times, the speed of the system is monitored at all times and loads are managed to give priority to staff who are serving students. Data from calls to the HelpDesk are analyzed regularly for access issues and problems that can be solved with additional technology.

Input from all College governing bodies is welcome and encouraged; IT solicits feedback from a random sample of employees using their Helpdesk services. There are two committees whose primary function is providing input for improved technological operations to the IT department. The first is the Technology Advisory Committee, which has representation from administration, faculty, students, and staff meets several times per quarter. Its purpose is to support technology adoption and high service standards and to encourage faculty ideas and participation in technology adoption. The [Mission](#)⁷⁰⁸ of the Technology Advisory Committee is “to meet the goals of the College strategic plan, encourage faculty ideas and participation in technology adoption, develop technology policies, and support high service standards within given resource levels.”⁷⁰⁹

Student influence on the development of the technology infrastructure at Olympic College is especially strong thanks to the Student Technology Fee Committee (STFC). The STFC is composed of administration, staff, faculty, and students, but students hold a significant majority of the committee membership. Nearly all enrolled students are charged \$3.50 per credit, with a \$35 maximum per quarter (there are some exceptions for apprentices, contract training, continuing education, etc.) The funds raised are significant and successfully support the use of technology by students, as mandated by the Committee’s charter. The Committee has directed funds to be used for the replacement of open lab hardware and software and special projects, like the availability of laptops for student check-out.

[2.G.8] The College has developed and implemented a regularly reviewed technology update and replacement plan to ensure that the technological infrastructure adequately supports operations, programs and services. The plan includes a variety of replacement schedules by category of equipment or software.

A five-year replacement schedule is in effect for “open” instructional computing labs available to all students. These replacements are funded by the student technology fee. Due to the nature of media equipment, some is placed on a replacement schedule that varies from computer equipment. When there is a computer component that operates in tandem with the media equipment, however, the media is replaced on the same schedule as the computers; e.g., classroom teaching stations. Teacher work stations

⁷⁰⁷ eLearning support website, <http://www.olympic.edu/Students/Learning/DistanceLearning/>

⁷⁰⁸ Technology Advisory Committee Charter, Section I. Mission, <http://apps.olympic.edu/Accreditation/TAC%20Charter%20non-draft.pdf>

⁷⁰⁹ Technology Advisory Committee Charter, <http://apps.olympic.edu/Accreditation/TAC%20Charter%20non-draft.pdf>.

in classrooms are replaced on a five year cycle or as needed if components fail. Software throughout the College is constantly updated to meet industry standards and to meet the demands of instruction. Network infrastructure replacement is conducted as needed based upon constant monitoring of load.

Employee desktop computers are also kept up-to-date via a replacement schedule. Recently the schedule for employee computers was extended from five to seven years as economic constraints affected the College. This is a temporary solution, and the College is working to find funding to return to the original schedule. In the meantime, the College is using special one-time funding to replace employee computers. As this funding is limited, priority is given to those with unique needs (“power users”); their requirements are identified and if needed, their computers are updated first.

Year Three Conclusion

Mission. This report provides a summative view of Olympic College and its trek through the Accreditation Standards to date. In Year One, the College responded with a report that dealt with our Mission and a definition of outcomes that represented an acceptable threshold of Mission fulfillment. We spent countless hours mulling over the Mission of the College and how to assess whether the College was doing its job. In Years Two and Three, we updated the Mission itself slightly in order to focus on completion. After reading evaluator feedback on our definition of an acceptable level of Mission fulfillment, the Mission Fulfillment Team decided to use a weighting scheme to better balance the indicators' importance. The new scheme places more importance on student achievement and learning outcomes than before, thus ensuring a better determination of Mission fulfillment at the end of the accreditation cycle.

Core Themes. In Year One, working with our Strategic Initiative Groups, we hammered out Core Themes and began a long process involving hundreds in the discussion of what constitutes evaluation on a Mission level, and how do we decide when we have succeeded in reaching an acceptable fulfillment of Mission? Dozens of wary groups struggled with achievement indicators and acceptable levels of achievement. In Years Two and Three we took the concerns and recommendations of the Evaluation Team to heart, and rethought and reworked our original indicators. Were they assessable and verifiable? Where could we add some direct measures? Some were weak and needed to be replaced or strengthened. We researched community college assessment and compared our indicators to the *Core Indicators of Effectiveness for Community Colleges*.⁷¹⁰ Our understanding of the process became deeper. The cumulative changes are presented in Recommendation One.

Resources and Capacity. In Years Two and Three, the Mission Fulfillment Team began its work with Standard Two, coordinating responses to the standards and asking questions, redefining the questions and editing the answers. Individuals from every corner of the College were involved in the writing and rewriting of the answers to the Standard. As sections of Standard Two came together, the results were published to the entire College. We asked people to read and respond to the statements; dozens did. Feedback ranged from broad questions to specific edits. Many employees read sections of accreditation that they would never have been interested in otherwise, and the feedback was invaluable.

The Future. Years Two and Three also saw considerable effort spent on the beginnings of a Comprehensive Plan. These newly-refined indicators and acceptable levels of achievement are helping the College to set priorities and provide a framework for the assessment and planning processes that are required in Standards Three and Four. Many harbingers bode well for OC's continued success with regard to resources and capacity. The College was funded in late August for an effort to identify and create the curriculum of its second baccalaureate. Economic fluctuations appear to be leveling out and the Washington State Legislature appears to agree, given its recent operating allocation to the community colleges. The result for OC this year is \$591,000 in permanent, no-strings-attached money, coupled with no increase in tuition. The International Student Program continues to grow, enrollment continues to be healthy, and new professional-technical programs are attracting industry into the County. Each gives us reason to be optimistic about our continued ability to fulfill our Mission and accomplish our Core Theme objectives. Bringing the effort full circle by Year Seven will be a learning opportunity for us all. Olympic looks forward to the challenge and to seeing the entire cycle drawn to completion.

⁷¹⁰ Alfred, Richard, Shults, Christopher, and Seybert, Jeffrey. *Core Indicators of Effectiveness for Community Colleges*. 3rd ed. Washington, D. C.: American Association of Community Colleges, 2007.