



OLYMPIC COLLEGE

CHAPTER ONE  
Mission, Core Themes  
and Expectations

Standard One:  
Year One Report

submitted by  
Dr. David Mitchell, President

to the Northwest Commission  
on Colleges and Universities  
(NWCCU)

September 15, 2011

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September 15, 2011

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

Dear Dr. Elman:

I am pleased to present the *Standard One: Year One Report* for Olympic College.

The preparation for this Standard One: Year One Report for Olympic College served as a catalyst for, and as a complement and enhancement to, our ongoing strategic planning, assessment, and analysis processes. The Core Themes naturally emerged from our Mission, Vision and Values statements and their identification brought a more coherent structure to these processes.

The College's planning process, for which it received a commendation in the NWCCU 2009 *Comprehensive Evaluation Report*, helped inform decisions about objectives and achievement indicators. Many of the achievement indicators were already in use by various groups or committees. The Mission Fulfillment Team augmented the Strategic Planning work, providing for a full assessment of the entire Mission, Vision, and Values and through the Core Themes, a structure and approach for more unified, sustainable assessment. Determining Core Themes and acceptable levels of achievement was perhaps the most interesting and exciting part of preparing this report. Deliberations on this were engaging and stimulated introspection at the individual and institutional level.

In summary, the development of this Year One Report required the College to be more deliberate about identifying what its Core Themes are, assessing those themes and determining when we are successful and when to address deficiencies. The College found the experience to be of great value and considers this work to be vital, sustainable and a beneficial part of the operations and culture of the institution as it continuously improves and strives for mission fulfillment.

Sincerely,



David C. Mitchell, Ph.D.  
President

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## Institutional Overview

The sole public institution of higher education for Washington's Kitsap and Mason Counties, Olympic College (OC) has been a vital center for education, culture, and community for its total service population of 311,832 (251,133 in Kitsap County, 60,699 in Mason County - US Census Bureau 2010 estimate) since its inception in 1946. In addition to the original campus in Bremerton, there are also two satellite locations, a distance learning program, and a few locations for specific programs or classes. The Shelton campus is located thirty-eight miles south of the Bremerton campus and the Poulsbo facility is located nineteen miles to the north. The College also teaches within the confines of the Puget Sound Naval Shipyard (PSNS) industrial area 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 the appropriate clearances to access the site and who are qualified to enroll in the Industrial Trades Technology degree program.

Fall Quarter 2010 enrollment was 8,916 (headcount), and is the highest enrollment in the College's history. This number includes approximately 650 students at the Shelton campus, 1,070 at Poulsbo, and 400 at PSNS, with the balance at the Bremerton campus. Of the 8,916, over 1,700 students take one or more distance classes each quarter. The fall 2010 enrollment is an increase in headcount of 18% over fall 2006. At the same time, because students are taking more credits, OC has experienced a 33.8% increase in full-time equivalent (FTE) students.

OC was created by the Bremerton School District at the end of World War II and was subsumed under the Washington State Community and Technical College Act of 1967. The decline of both the lumber industry in Mason County and the Bremerton naval shipyard after World War II precipitated a slow decline in the regional economy and population with the exception of Bainbridge Island, a bedroom community to downtown Seattle. By the 1990's, the region's economy had bottomed out. Since that time, the trend has reversed as economic pressures have pushed Central Puget Sound population and businesses to the West Sound including the Kitsap Peninsula. Bainbridge Island, Poulsbo and Silverdale have grown enormously and there has been a dramatic turnaround in the population core of Bremerton. The reversal has been slower in Mason County, but even there, economic pressures are making it attractive as a residence for workers from the state capital, Olympia, to the south. If Kitsap and Mason counties continue growing as projected over the next twenty-five to thirty years, then enrollment would likely rise with the population. However, strong enrollment is most directly correlated with unemployment, so economic recovery may reduce OC's current all-time high enrollment despite population growth.

As one of the thirty-four community and technical colleges in Washington State under a governance structure that includes a State Board for Community and Technical Colleges (SBCTC). OC's mission, by statute, is comprehensive; it includes transfer, workforce, adult basic skills education and community services of an educational, cultural and recreational nature. (RCW) In 2006 the Washington State Legislature approved the addition of applied baccalaureate capacity at four community colleges. Through a competitive process OC was selected by the SBCTC, and subsequently approved by the Washington State Higher Education Coordinating Board (HECB) to offer the Bachelor of Science in Nursing (BSN) degree. In addition to accreditation by the Northwest Association, in 2009 Olympic College's BSN degree was further accredited by the Commission on Collegiate Nursing Education (CCNE).

The last Northwest Commission on Colleges and Universities (NWCCU) full-scale accreditation visit to OC was in fall 2009. In accordance with the NWCCU accreditation process, this Year One Report addresses Standard One and presents Olympic College's Mission, Core Themes, achievement indicators,

acceptable levels of achievement, and rationales. In addition, responses to the recommendations of OC's 2009 full-scale accreditation review are included here as Addendum One.

The process of developing the Year One Report began upon completion of the ten-year self-study and visit in 2009. Personnel sent to training in the new accreditation model met with the President's Cabinet and began discussions regarding the integration of accreditation work into OC's strategic planning and assessment processes. The resulting Mission Fulfillment Team began by collaborating with OC's Strategic Planning committees in order to build on the work the Planning committees had already accomplished. This report was prepared by the Mission Fulfillment Team with their extensive assistance and input. The membership and reporting structure of all these groups is illustrated in Addendum Three, *Joint Strategic Planning/Accreditation Structure*. The Mission Fulfillment Team is responsible for the creation of this report and is made up of the following individuals:

Chair, Ruth Ross Saucier, Dean, Library-Media  
Dr. Robert Abel, Faculty, Industrial Trades Technology  
Geri Babbo, Associate Dean, Health Care Programs  
Dr. Judi Brown, Dean, Mathematics, Engineering, Science, and Health  
Dr. Bev Cheney, Chair, Board of Trustees  
Mary Garguile, Vice President, Instruction  
Joan Hanten, Executive Director of Institutional Advancement and Foundation  
Dr. Gina Huston, Dean, Social Sciences and Humanities  
Sandy Johnson, Secretary Senior, Information Technology  
Gloria Martin, Director, Instructional Support Services  
Dr. Kim McNamara, Dean, Student Development  
Dr. David Mitchell, President  
Pat Palmer, Faculty Emerita, English  
Bruce Riveland, Vice President, Administrative Services  
Dr. Ron Shade, Vice President, Student Services  
Alice Tawresey, Member, Board of Trustees  
Patty Triggs, Director, Career Services and Running Start  
Janell Whiteley, Director, Business Services

## Preface

Even though the last full scale accreditation visit was only two years ago (fall 2009), Olympic College has undergone multiple changes in physical plant, services, funding, and personnel.

In April 2010 the new 80,000 square foot Humanities and Student Services building opened. The building concentrates services to students within its walls: everything needed for a student to become successfully enrolled is housed here including admissions, advising, counseling, registration, cashiering, financial aid, and veteran's services. The building also houses a wide array of classrooms and offices such as Adult Basic Education and the Social Science and Humanities Division. The Sophia Bremer Child Development Center opened in October 2010 with greater capacity for childcare and learning environments for children. A separate wing houses the Early Childhood Education program and specialized classrooms. In fall 2010 the nursing program moved to the Bremerton campus from the Poulsbo campus and opened offices, classrooms, and simulation labs in two newly remodeled floors of the College Service Center. This location change enabled the Physical Therapy Assistant (PTA) program to move into the OC Poulsbo campus in summer 2011, resulting in substantial savings on the rental of the former off-campus PTA facilities. Other departmental moves have also allowed for the opening of a new

Veteran and Military Support Center in the Engineering building on the Bremerton campus. Summer 2011 saw the opening of a substantial and much needed addition to parking on the Bremerton campus. Each of these facilities changes is part of OC's 2007 capital long-range plan.

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). The Bremerton campus now houses 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 imported from other states. OC also 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). The grant begins fall 2011 and includes tutoring, general help sessions, book loans, mentoring, one-on-one advising, and recruitment of minority students. With the addition of the partnership with Washington State University's Mechanical Engineering Program, the MESA Program is an excellent fit to help provide a pipeline of students into that baccalaureate degree program.

The last two years have also seen the introduction of several new online services made available to students via our updated website. The first is an online schedule planner that lets students and advisors see class openings in real time, allowing for better academic planning, both long range and last minute [<http://apps.olympic.edu/classschedule/Default.aspx>]. Also newly available is a degree audit program that provides students and their advisors an analytical, easy-to-use structured look at their progress on an educational plan. These new tools paved the way for a new advising policy aimed at improving completion and retention; now all students must have an educational plan on file before they reach 45 credits. In addition, students have access to an interactive enrollment checklist that provides step-by-step instructions with forms available for each step in the entry process; all progress on the enrollment steps is saved for the student and can be accessed by student identification number.

Significant changes in the economy have produced substantial changes in enrollment and funding for all community colleges in Washington. OC has seen a 33.8% increase in FTE student enrollments in the last five years; over 14,400 headcount students attended in 2009-10. Of those, over 1,700 headcount students took online classes, a five-year increase of 564%. Many of these new students are enrolled due to unemployment, causing more demand for workforce training than ever before. At the same time, the College has experienced a nearly 11% net reduction in its operating budget since 2008-09. (State funding has decreased over 20%, but tuition increases have mitigated the net impact.) Further, the state-imposed budget restrictions on the colleges, including freezes on hiring, salaries, equipment purchases, and travel, have limited OC's flexibility and impaired the creative use of our remaining allocation funds.

In response to declining financial allocations from the state, OC has worked to reduce expenses by restructuring both personnel and programs. While OC has cut positions, it has reallocated internal talent and left some vacancies unfilled to minimize personnel reductions. In some cases, however, the College could not leave vacant positions unfilled, so targeted key positions were filled with external searches, including the Vice President for Student Services and the Vice President for Administrative Services. The vacant position of Director of Planning, Assessment, and Research is in the interview stage and should be filled soon. OC has also filled a position for the administration of the OC Poulsbo campus, a need made clear by community input.

Overall, the average cost per FTE student statewide has reduced \$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 from 20.78 in 2006-07 to 24.32 in 2010-11. The College has also realized cost reductions via the 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 currently paying for the loans needed to perform the remodel; eventually, however, the savings will reduce OC's long-term overhead. 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, access, quality, and completion.

## Response to topics previously requested by the Commission

As a result of the last full-scale evaluation of Olympic College by the Northwest Commission on Colleges and Universities conducted in fall 2009, the evaluation team made eight recommendations to Olympic College. Progress reports on all those recommendations are presented as Addendum One to this document.

## Eligibility Requirements

In Year One the Commission requires responses to the following two Eligibility Requirements:

**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 [RCW], 28B.50 (the Community and Technical College Act, original 1967, updated in 1991). A link to this RCW is provided here: <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50>

**Eligibility Requirement 3. Mission and Core Themes.** Olympic College's mission is clearly defined and adopted by its governing board, the Board of Trustees. It is consistent with its legal authorization and is appropriate to a degree-granting institution of higher education. Olympic College's 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. Nearly all of its revenue is used to support its educational mission and goals.

## **Chapter One: Mission, Core Themes, and Expectations**

### **Section One: Mission**

#### **Standard One – Mission, Core Themes, and Expectations**

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 (Figure 1 on next page) provide guidance for all College decisions and actions. The College’s Strategic Plan supports the Mission, Vision, and Values (MVV) and comes out of a widely inclusive strategic planning process that has been in place and continually improved over the past ten 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, 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. This 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 iterations of the OC Strategic Plan since 2008.

The extensive review of these guiding documents shows that the College recognizes their significance as well as the importance of deriving them from the entire college and the community. The Mission, Vision, and Values of the College are widely disseminated. They are posted in multiple locations on all three campuses and included in the catalog and student handbook.

## Figure 1. Olympic College Mission

We serve and enrich all our communities by providing quality education and training for all who seek to improve their lives through learning. Adopted March 1999, Reaffirmed June 2005 and August 2008)

### Vision

(Adopted January 2008)

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.

### Values

(Adopted June 2008)

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

Abbreviated versions of the Mission, Vision, Values were distributed to all employees in a trifold format. In addition, the Mission is incorporated into the classified staff yearly performance expectations document [Addendum Four]. 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, which includes citizens in Kitsap and Mason counties, also have many opportunities to review the College's Mission and Vision statements. The statements appear in the *Olympic College Catalog*; in the *View* (the quarterly class schedule mailed to all households in Kitsap and Mason Counties); in the College's *Facts & Figures* brochure, <http://www.olympic.edu/Campuses/AboutOC/FactsandFigures.htm> ; on the College website, [www.olympic.edu/MVV](http://www.olympic.edu/MVV) , and on all job announcements published by the Human Resources Department. The College also publishes an annual report to the external community to highlight its strategic activities and document progress made toward the Mission: [www.olympic.edu/AnnualReport](http://www.olympic.edu/AnnualReport) .

### **Interpretation of mission fulfillment**

#### **Standard 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 documents 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 retreat to consider the role of the SLT committees, 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, the Instructional Administrators, and the like. 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 this document, 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 in this report 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 (see Addendum Three for an organizational chart that shows this 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. Addendum Two presents in chart format the Core Themes, their related Achievement Indicators, Acceptable Levels of Achievement, and adds to each indicator the Responsible Assessing Party. 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 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 Mission Fulfillment Team. The Responsible Assessing Parties will collect the data and relevant information, analyze these quantitative measures

through qualitative discussion that may include specific recommendations for improvement, and assign a score to the indicator according to the following rubric.

**Figure 2. Achievement Indicators and Objectives Rubric**

Rating	Description	Score
Exceeds expectations	Exceeds acceptable level of achievement: strong levels of success above expectations for the indicator or objective	3
Meets expectations	Meets acceptable level of achievement; indicator or objective is sufficient	2
Below expectations	Below acceptable level of achievement; acceptable level of success was not met; areas for improvement need to be addressed	1

The Mission Fulfillment Team will compile the data, relevant information, assessments, recommendations, and scores for each of the indicators and examine all the evidence provided by the Responsible Assessing Parties. When the indicator scores have been validated, they will be averaged within each Objective to obtain an Objective score. An Objective with an average score of two or higher will be deemed as meeting expectations according to the rubric above. Scores for the Objectives will then be averaged to determine an overall score for the Core Theme. Core Themes with an average score of two or higher will be deemed as meeting expectations according to the same rubric above.

**An acceptable level of mission fulfillment will be achieved when the average of all the objective scores is two or higher.** The results of the Mission Fulfillment Team’s findings will be submitted to the President’s Council for further analysis. If any of the Objectives are rated below expectations, the President’s Council will require relevant departments of the College to develop a quality improvement plan for the Objective. If more than one Objective is rated below expectations, or if an entire Core Theme does not meet expectations, President’s Council will consider quality improvement plan(s) and the establishment of a Strategic Initiative to ensure action. Besides informing future strategic initiatives and related planning, the results of these assessments will also inform the budget process and resource allocation.

## Section II: Core Themes, Objectives, Indicators and Rationales

<b>Standard 1.B: Core Themes</b>	
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.

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 are dealt with only once under the Core Theme with which they are most closely aligned. Here are those related issues:

<b>Topic found in two Core Themes</b>	<b>First Core Theme / Objective</b>	<b>Second Core Theme / Objective</b>
Professional development	A / 2c	C / 1c
Innovation	A / 1e	C / 1b
Educational assessment and persistence	A /	B / 2
Educational programs & curriculum	A / 1	D / 1
Diversity	B / 1b,c	C / 2a-d

## **Core Theme A: Student Learning and Quality Teaching**

**OC Mission Alignment:** All Achievement Indicators are drawn from an element of the Mission, Vision, and Values (MVV) presented as Figure 1, found on page 6. The links to the MVV are indicated in the third column of the Objective charts found throughout this section. 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 College. 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.

<b>Core Theme A: Student Learning and Quality Teaching Objectives</b>	
<b>Objective 1</b>	Curriculum and programs are relevant, current, and easily transferable
<b>Objective 2</b>	Faculty are prepared, current, and focused on student learning
<b>Objective 3</b>	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.

<b>Objective 1 - Curriculum and programs are relevant, current, and easily transferable</b>			
<b>Achievement Indicators</b>		<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission Vision Values*</b>
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 are reviewed on 6 year cycle and courses on a 5 year cycle)	M, I, III, 1f
b	Percent of programs and disciplines that hold specialized accreditation or that adopt national or industry standards from a recognized external 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	M
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	M
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.	M
e	Faculty survey responses on use of innovative or contemporary curricular techniques	80% of faculty respondents indicate use of innovative or contemporary teaching techniques in their classes	1e

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

### **Rationale for Indicators**

a. Internal institutional review processes for classes and programs ensure congruence with established standards in each discipline, promote currency in curriculum, and bring College-wide perspectives to each discipline. These processes help screen courses and programs for the most current scholarship and provide scrutiny of their content in a regular, transparent, and rigorous way.

b. Internal review procedures are augmented by the application of external professional and accrediting standards and evaluation from both inside and outside the academy. Regular reviews by evaluators from external organizations confirm students' competencies, verify program effectiveness and offer valuable suggestions for program continuation and improvement.

c. All Washington State Community and Technical College Adult Basic Education (ABE) programs are required to incorporate Washington State Adult Education Learning Standards into all eligible instructional activities. The initial implementation of Learning Standards began with professional development training: learning how to integrate standards into existing curriculum and to align existing curriculum and assessments with standards. Programs are now required to develop a three year expansion plan describing how they will integrate Learning Standards throughout the curriculum, including recruitment, intake, orientation and career pathways. OC's current expansion plan is included as Addendum Six.

Learning Standards describe the key knowledge, skills, and strategies that learners should be able to demonstrate at each level in performing the standard. Since they describe student performance, the

indicators are a key tool for designing both instruction and assessment. The indicators describe student exit skills from each ABE level.

d. Washington students who complete their associate degrees according to the Direct Transfer Agreement [DTA] are assured entry into Washington public baccalaureate institutions as a junior. Major-Ready Pathways are statewide agreements that further smooth the transfer paths for community college students in several disciplines such as business and science. Articulation agreements offer much the same streamlined options for students who wish to transfer into schools not covered by the DTA, such as out-of-state schools or for majors that are not covered by that agreement, e.g., professional-technical degrees that have specific requirements for distribution credits from the baccalaureate school, like the Evergreen State College agreement. The adoption and development of these added agreements assists students in selecting the courses they need and improves time-to-degree. Deans and faculty will evaluate which articulations will benefit the most students and target those for development.

e. A new annual faculty survey will be implemented fall 2011 to evaluate a number of teaching and learning practices specified in the Mission, Vision, and Values. Use of innovative curricular techniques will be assessed, their impact on learning assessed, and any changes made as a result of the assessment will be documented. OC seeks to encourage the continuous practice of seeking new ways to impart knowledge, whether or not the new techniques result in success.

<b>Objective 2 - Faculty are prepared, current, and focused on student learning</b>			
<b>Achievement Indicators</b>		<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission Vision Values*</b>
a	Educational preparation of faculty	100% of all faculty meet the entry level requirements, and one third hold degrees or preparation beyond entry level	M, I
b	Faculty participation in professional development [evidenced by College events, PCEC, salary advancement forms, etc.]	90% of full-time and 50% of adjunct faculty participate in professional development relevant to their discipline or to excellence in teaching and learning; 70% of eLearning faculty have formal instruction in eLearning	M, II, 2c
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	M, I
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.	I, 1e, 2a, 2b, 2c
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	M, I, 1a, 2a, 2b, 2d

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	M, I, 1a
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\*M = Mission; Roman numeral = Vision; Arabic numeral and letter = Value

### Rationale for Indicators

a. It is critical for faculty to meet at least the minimum requirements for their positions to ensure a solid knowledge base from which to educate students. A faculty member with an advanced degree has a deep understanding of the discipline that can be shared with students. For full-time faculty positions in academic transfer departments, where a master's degree within the discipline is a common minimum requirement, an increasing number of faculty members have doctoral degrees. Among workforce programs, faculty members frequently have master's degrees within their discipline or maintain specialized certifications necessary to accomplish their instructional role. For faculty teaching in the BSN program a minimum of a Master's degree in nursing is required to assure that students are taught by highly specialized and qualified individuals to meet nursing standards.

b. Faculty professional development opportunities at Olympic College are designed to meet the needs of both novice and experienced faculty members and to support faculty in incorporating new methodologies or using varied delivery methods for enhanced student learning. Faculty members travel to conferences and workshops as the budget permits, an activity that is supplemented via OC Foundation funds. Faculty are awarded sabbaticals to improve their teaching and research, participate in development programs offered through the Center for Teaching and Learning, and receive support for research and scholarship that is applied in their courses. Continued participation in professional development is important to the achievement of excellence in learning and teaching.

c. Faculty are encouraged to participate in course and program outcomes/assessment projects annually and to share their findings via poster sessions. Financial incentives are awarded to participating faculty. Written summaries of the projects are available from the Outcomes/Assessment Office. Many present these projects at the statewide outcomes/assessment conference. Results of these projects often lead to changes in delivery methods and/or curriculum changes.

d. Learning and teaching are our central purpose; however, research, scholarship, community involvement, and creative activities are important as well, particularly when these activities enhance student learning. The skills and competencies that enable these activities, such as inquiry, analysis, synthesis and invention, are also useful and transferable among disciplines and life situations.

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

f. OC faculty voluntarily submit their course assignments and the resulting student work for evaluation by their colleagues at a Core Abilities Faculty Institute. Colleagues score these assignments using the Core Abilities rubrics and then review the quality of student work on the assignments to provide feedback on student achievement of the Core Abilities. The results of these reviews are the product of a faculty-driven approach to continuous assessment and improvement. Therefore the achievement indicator concerns the ultimate outcome: changes/improvements made to syllabi, lectures, and course content because of the Faculty Institutes. For more about this process, please see Recommendation Two (Addendum One) and related addenda such as the Core Abilities rubrics (Addendum Seven) and the reports of the Core Abilities Faculty Institutes (Addenda 14-18).

Objective 3 - Students learn			
Achievement Indicators		Acceptable Level of Achievement [Criteria for Success]	Mission Vision Values*
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	M, I, 1a, 2
b	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
c	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 the four-year school	M, I, 1a
d	Employer survey responses on 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
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
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	M, I, 1a, 2d

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

### Rationale for Indicators

More achievement indicators related to the completion of students, the Student Achievement Initiative, and time-to-degree will be found in Core Theme B, Objective 2.

a-b. 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 Addendum 12 for an introduction to OC's Core Abilities and Addendum Seven for Core Abilities rubrics. 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 either institutions of like size (medium colleges) or 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.

c. 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, this is a vital indicator to community colleges on the quality of their instruction.

d-e. According to the State Board for Community and Technical College's *Academic Year Report 2009-10*, "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 and looks at job placement rates of our professional-technical graduates; both are basic external measures of how well OC is meeting this significant part of our mission.

f. Eight normed questions on the ACT Survey relate to student satisfaction with the quality of education and preparation received, e.g., course content, quality of instruction, out-of-class availability of instructors, challenge offered by the program of study. Added questions relate to learning outcomes, relevancy of skills taught, and faculty expectations of students.

## Core Theme B: Student Access and Support

**OC Mission Alignment:** All Achievement Indicators are drawn from an element of the Mission, Vision, and Values (MVV) presented as Figure 1, found on page 6. 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, Vision I through personalized service and accessible education, and Vision III by creating relevant educational options. The values addressed include embracing student success and the broad mission of the community college, innovative and creative ways of offering exemplary education and service through providing access to baccalaureate education, supporting the underserved, support for learners, cultural conditioning and respect for differences, 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: "all who seek to improve their lives through learning." Student access, or the "open door policy," is fundamental to all Washington state community colleges. 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 timely progress toward these goals. All this applies whether our students are degree seeking, pursuing certificates or employment related skills, or pursuing personal interests. The College must also provide appropriate support for students who are less well prepared: who need additional preparation to reach college-level readiness in Mathematics and English; are native speakers of languages other than English; have significant cultural and experiential differences; or are first-generation college students with little family support.

<b>Core Theme B: Student Access and Support Objectives</b>	
<b>Objective 1</b>	Maintain enrollment levels independent of economic swings and ensure equal access to education
<b>Objective 2</b>	OC students are retained and complete their goals in a timely manner
<b>Objective 3</b>	Student support ensures student success

**Description of Objectives:** The financial stability of the College is dependent on the maintenance of enrollment goals. Access to education is not only a function of space availability; the open door must be truly open to all 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 ameliorate practical barriers like finances.

<b>Objective 1 – Maintain enrollment levels independent of economic swings and ensure equal access to education</b>			
<b>Achievement Indicators</b>		<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission Vision Values*</b>
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, age, gender, and education level	M, 1b, 1f, 3, 4c
c	International students headcount	By 2013-14, the headcount of international students will increase to a sustainable headcount of 100	1b, 1f, 3b, 3c
d	Percent of students transferring to baccalaureate schools	Percent of OC students transferring to baccalaureate institutions will meet or exceed the statewide average	M, I, III, 1e

\*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. In this time period where the state-funded colleges have experienced decreased allocations and funding, the tuition brought to the institution through tuition and fees is even 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* who seek to improve their lives through learning, OC must be cognizant of the nature of our diverse service area and recruit appropriately. OC’s enrollment should mirror the population it serves in ethnicity, race, gender, age, and high school graduation rates. 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.

c. OC wishes to establish a sustainable population of international students. 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 the goal of diversity 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 through the hiring of a permanent director, thus ensuring the sustainability of these cultural opportunities.

d. Promoting access to baccalaureate education for our place-bound population has long been a priority for OC. 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 OC 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 OC, OC's students, and OC's 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.

<b>Objective 2 – OC students are retained and complete their goals in a timely manner</b>			
<b>Achievement Indicators</b>		<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission Vision Values*</b>
a	Student Achievement Initiative [SAI] data on completions of degrees, certificates, and apprenticeships; includes comparison of completions by students of color	Completions for all students will meet or exceed the statewide comm. college average in SAI annual and/or cohort data depending on which is available; % completions by students of color will increase annually until all ultimately equal or exceed overall average percentage of completions	M, I, 1f, 3, 3b, 3c, 4c, 5, 5c
b	Comparison of annual schedule to course offerings	Annual schedule offerings will not deviate from quarterly schedule offerings more than 5 %	I
c	Student responses on Graduate survey re: causes of delay in goal achievement; 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 the college-related reasons for delay will be chosen by more than 25% of respondents	I
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 the average score of all Washington State community colleges	I
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	M, I, 1a, 4c
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	M, I, 1e, 2d

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

## Rationale for Indicators

*Preface.* 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. Research performed by Columbia University’s Community College Research Center 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.

This accounting system is used to calculate and allocate financial incentives to each community and technical college in the system; points will be 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 will be better able to identify potential strengths and concerns.

a. The basic measure of success is completion of student goals, whether the goal is an associate degree, a certificate, or completion of an apprenticeship program. OC completion rates vary widely, and at present the completion of students of color lags significantly behind that of white students. 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.

b. Students depend upon the accuracy of OC’s annual schedule of classes to develop educational plans and achieve their goals in a timely manner. While the annual schedule serves as a planning guide for students and a scheduling guide for faculty and staff, it may not be possible to offer each course according to plan for a variety of reasons. Unfortunately, when OC is not able to follow the plan, students are impacted. Comparing the annual schedule to actual course offerings on a consistent basis will make it possible to identify problem areas, measure the impact on our students, and develop strategies for improving our performance.

c. No one is better able to tell us if students were able to achieve their goals in a timely manner than the students themselves. OC routinely surveys current students and graduates to gather this feedback. Analyzing student responses to the surveys allows us to quantify student impressions and understand more about the course selection and scheduling barriers students encountered.

d. 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 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.

e. 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 and completion is a first step to providing the support structures needed to assist them in attaining their goals.

f. 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; OC is working to improve the technological literacy of our students as well as their success in eLearning

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.

<b>Objective 3 – Student support ensures student success</b>			
	<b>Achievement Indicators</b>	<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission Vision Values*</b>
a	Student responses on ACT, Graduate, CCSSE, and SENSE surveys to questions re: quality of and satisfaction with all student support services	Task Force evaluation of responses will find 80% of respondents rated themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful	I, 1a, 1f, 2d
b	Financial aid response time from date of application to notice of award	The average response time for students applying for financial aid will be 42 days	I, 1f, 2d
c	Student responses on ACT, Graduate, CCSSE, and SENSE surveys to questions re: quality of and satisfaction with advising	Task Force evaluation of responses will find 80% of respondents rated themselves satisfied or very satisfied with advising services or rated those services helpful or very helpful; comments will reinforce the ratings	I, 2d

\*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. OC 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. A shorter response time gives students on financial aid an equal start to the quarter with other students. It facilitates timely enrollment and prompt start of classes, and provides textbooks and materials when classes begin, giving students the tools they need to participate in their classes.

c. OC 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 in the advising index, see Addendum Nine. 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.

## **Core Theme C: College Environment**

**OC Mission Alignment:** All Achievement Indicators are drawn from an element of the Mission, Vision, and Values [MVV] presented as Figure 1, found on page 6. 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 it provides an environment that is conducive to the central purpose of its mission: teaching and learning.

<b>Core Theme C: College Environment Objectives</b>	
<b>Objective 1</b>	Olympic College employees foster a healthy work environment that embraces our values
<b>Objective 2</b>	Employees and students at Olympic College appreciate diversity and respect our differences
<b>Objective 3</b>	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 and 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 and organizational systems: System 1, coercive; System 2, competitive; System 3, consultative; and System 4, collaborative. This survey, used by many two-year organizations, provides questions that reflect the health of an organization’s culture by measuring trust, diversity, respect, teamwork, and support from upper management.

<b>Objective 1 – Olympic College employees foster a healthy work environment that embraces our values</b>			
<b>Achievement Indicators</b>		<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission Vision Values*</b>
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, 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
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

\*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, 2002; Clark and Springer 2010). 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.

b. Indices of responses to PACE survey questions will be 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 OC'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 may be found in Addendum Nine.

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 OC's values, and will be evaluated via a customized survey of faculty.

<b>Objective 2 – Employees and students at Olympic College appreciate diversity and respect our differences</b>			
<b>Achievement Indicators</b>		<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission, Vision, Values*</b>
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	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	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	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	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 21<sup>st</sup> century (Wheeler, 2010). Because organizational attitudes directly affect student success and attitudes (Berger, 2007), 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 consists of a number of individual questions (see Addendum Nine) 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.

b-d. Olympic College is the primary provider of open access higher education for our two-county service area and 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 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.

<b>Objective 3 – OC engages in responsible stewardship of our resources</b>		
<b>Achievement Indicators</b>	<b>Acceptable Level of Achievement [Criteria for Success]</b>	<b>Mission, Vision, Values*</b>
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, 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 so doing, OC’s measure will approach the national average for like colleges	4a, 4b, 4c
c Audit results	The College will receive one or fewer findings by the State Auditor’s office during annual audits of finances	1c
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	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 believe 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 annually reviews OC 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 drawn from an element of the Mission, Vision, and Values [MVV] presented as Figure 1, found on page 6. 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 “serve and enrich all our 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 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.” (RCW) 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 a college enhances its community.

<b>Core Theme D: Community Enrichment and Responsiveness Objectives</b>	
<b>Objective 1</b>	Affirm the relevance of OC's existing education and training offerings to community needs
<b>Objective 2</b>	Ensure strong partnerships between Olympic College and the communities we serve
<b>Objective 3</b>	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

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

<b>Objective 1 – Affirm the relevance of OC's existing education and training offerings to community needs</b>			
<b>Achievement Indicator</b>		<b>Acceptable Level of Achievement (Criteria for success)</b>	<b>Mission Vision Values*</b>
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 programs in meeting the needs of their organizations	M, III, 4a, 4c
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	III, 1a, 4a

\*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 Workforce Board’s 2010 Employer Survey. Getting enough skilled workers to align with the open positions employers need filled requires a well-tuned education and training system.” See Addendum Ten for a reprint of this document, “*Skilled Workers Drive Business Growth*” or visit this link: <http://wtb.wa.gov/Documents/HSHW-IndustryOneSheet.pdf>

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.

<b>Objective 2 – Ensure strong partnerships between Olympic College and the communities we serve</b>			
<b>Achievement Indicator</b>		<b>Acceptable Level of Achievement (Criteria for success)</b>	<b>Mission Vision Values*</b>
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, 4a, 4c
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, 4a

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
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\*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 OC 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 OC 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, 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

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

### Rationale for Indicators

a. As a cultural resource, OC 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 applied to identify improvements of events so they continuously evolve and respond to community-wide interests and advance public knowledge and citizenship.

b. A calendar offers a list of events available to the public on the College's website and 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 open and accessible at any time to the public and searchable by event type and interest. The calendar indicator measures the number of individuals seeking out College events on the calendar and can be used to indicate their level of interest in specific events through their search patterns.

## **Section III: Summary of Chapter One, Standard One**

### **Mission, Core Themes, and Expectations**

This report provides a summative view of Olympic College. In defining the intentions, the operations, and the expectations of Olympic College, the faculty, staff, and administrators have identified:

- 4 Core Themes
- 12 Objectives
- 49 indicators

The extensive analysis of the OC Strategic Planning Initiative committees provided a head start for the College in the determination of the Core Themes. The Core Themes were then tested and refined with College feedback until they became the broad-umbrella statements that taken together provide sufficient scope and range for the full assessment of Olympic College's Mission, Vision, and Values. The indicators were selected to provide measures of success for each objective that were sufficiently sophisticated to ensure reasonable and confident determinations about performance. Departments and committees that are directly related to the Core Themes and their indicators were engaged in the decision making about the nature of the indicators, the setting of acceptable levels of achievement, and the provision of rationales for these indicators. The College as a whole was engaged in providing feedback for the selection of the Core Themes, the indicators, and the acceptable levels of achievement.

The majority of the indicators used here are presently being tracked and used for management and assessment purposes. A few will require some new effort and attention to how the information is collected and analyzed. Care has been taken, however, to ensure the sustainability of this effort. Management processes are increasingly dependent on evidence of accomplishment. This set of defined indicators and acceptable levels of achievement will help the College to set priorities and provide a framework for decision making. The process will also underscore a culture of assessment that has existed at the department and division levels; however, those efforts will now have an institution-wide framework for guidance.

Olympic College received a commendation in its 2009 Comprehensive Evaluation for linking planning to the budgeting process and using those strategic initiative priorities to inform both the work of the Budget Committee and resource allocation in general. The Mission Fulfillment Team now reports to the President's Council and is linked directly to the College's planning and budgeting processes. The Core Themes, associated Objectives, and Acceptable Levels of Achievement model complements and aligns perfectly with the existing ongoing planning and assessment processes of the College. Not only does the College's resource allocation process require all requests to demonstrate connections to the Mission, Vision, and Values, it will now require applicants to indicate connections to Core Themes, Objectives, and Achievement Indicators. All funded applications are further required to analyze their results at the end of the budget year. Those analyses must include any progress made on the related

indicators, a factor that will impact continuation funding and/or the development of any new approaches or initiatives. The College Budget Committee and the President's Cabinet have primary responsibility for ensuring this happens.

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