

Northwest Commission on Colleges and Universities

A Full-Scale
Evaluation Committee Report

Olympic College
Bremerton, Washington

October 14-16, 2009

*A Confidential Report Prepared for the Northwest Commission on Colleges and Universities that
Represents the Views of the Evaluation Committee*

**Evaluation Committee Report
Olympic College
Bremerton, Washington
October 14-16, 2009**

Table of Contents

Evaluation Committee Roster	3
Introduction	4
Self-Study	4
Eligibility Requirements	4
Standard One – Institutional Mission and Goals, Planning and Effectiveness	6
Standard Two – Educational Program and Its Effectiveness	9
Educational Assessment; General Education; Related Instruction	11
Baccalaureate Program – BSN	13
Associate and Certificate Programs – Business and Technology	14
Associate and Certificate Programs – Social Sciences and Humanities	15
Associate and Certificate Programs – Mathematics, Engineering, Science and Health Science	17
Continuing Education and Special Learning Activities	19
Standard Three – Students	26
Standard Four – Faculty	32
Standard Five – Library and Information Resources	35
Standard Six – Governance and Administration	39
Standard Seven – Finance	42
Standard Eight – Physical Resources	45
Standard Nine – Institutional Integrity	48
Summary	49
Commendations	50
Recommendations	51

**Olympic College
Evaluation Committee Roster
October 14-16, 2009**

Dr. Karl E. Ulrich, Chair
The University of Montana Western

Dr. Galyn B. Carlile
Rogue Community College

Dr. Janice Alexander
Flathead Valley Community College

Dr. Linda C. Hatzenbuehler
Idaho State University

Dr. Doris D. Dwyer
Western Nevada College

Ms. Valerie Martinez
Southwestern Oregon Community College

Dr. Darrel L. Hammon
Laramie County Community College

Mrs. Diane K. Drebin
Clackamas Community College

Dr. Jan Marie Fortier-Calbaum
Mount Hood Community College

Ms. Julie Huckestein
Chemeketa Community College

NWCCU Liaison
Dr. Sandra Elman

Introduction

Olympic College hosted an evaluation team for a full-scale visit on October 14-16, 2009. The College was very well prepared for the visit. Faculty, staff, students and the Board of Trustees were all fully engaged in the accreditation process and very helpful with the Evaluation Committee's work.

While this was a comprehensive visit, particular attention was paid by the Committee to a new BSN in Nursing, the College's first baccalaureate degree.

The exhibit/work room provided by the campus was well organized and College staff were extremely helpful in assisting committee members in finding additional information that was needed to fully evaluate the College compliance with the Commission's Standards and Policies. Technical assistance in the work room was excellent and the campus culinary program provided a diverse array of nutritional and flavorful food for the committee.

Self-Study

The campus completed a self study that was the result of wide involvement from across the College community including the Board of Trustees, full and part-time faculty, staff, administrators and students. The result was a document that analyzed both the current strengths and weaknesses of the College against the Standards and Policies of the Commission. The committee was impressed with this honesty on the part of the College.

In some cases it was difficult to find descriptions of how the campus met some Commission Standards but most of the information necessary was found with a little digging by the Committee members through the self-study. It would have been helpful for the electronic self-study to have included links to electronic supporting documents and exhibits so that these could have been reviewed by the committee members prior to the visit. There were several cases where the Committee believed that the College understated its accomplishments.

Eligibility Requirements

Olympic College meets all eligibility requirements for accreditation by the Northwest Commission on Colleges and Universities (NWCCU). In particular, Olympic College is authorized by the Washington State Board for Community and Technical Colleges (SBBCTC) to deliver higher education programs within the state of Washington. The Washington system of community and technical colleges was created by the Community College Act of 1967.

Olympic college's mission is clearly defined and adopted by its Board of Trustee's and 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 and its principal programs lead to certificates, associate degrees and most recently a bachelor's degree. Most of its revenue is used to support its educational mission and goals.

Olympic College is governed and administered in a nondiscriminatory manner while responding to the educational needs of the constituencies it serves. The institution has a functioning Board of Trustees responsible for the quality and integrity of the institution and ensures that the institution's mission is being achieved. The Board of Trustees has five voting members, none of whom have contractual, employment, or personal financial interest in the institution.

Olympic College employs a president who is appointed by the Board of Trustees whose full-time responsibility is to Olympic College. Olympic College provides the administrative and support services necessary to achieve its mission and meet its goals.

The College employs a core of full-time, professionally qualified faculty. The faculty, except where noted in this report, is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, institutional governance and are evaluated in a periodic and systematic manner.

Olympic College offers educational programs leading to a number of associate degrees and one bachelor degree that are consistent with its mission; are based on recognized fields of study; are of sufficient content and length; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degrees offered. It provides an environment in which the learning experience is enriched through faculty and student interaction.

The College's baccalaureate degree program and its transfer associate degree programs require a substantial and coherent component of general education as an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of 45 quarter credits or more for which certificates are granted, require at least nine quarter credits of related instruction.

Olympic College provides library resources, technology and services for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered.

The College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The institution maintains an atmosphere in which intellectual freedom and independence exist.

Olympic College identifies and publishes the expected learning outcomes for each of its degree and certificate programs of 45 quarter credits or more. Through regular and systematic

assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, will achieve these outcomes.

Olympic College publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices.

The College publishes in its catalog accurate and current information that describes purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, student rights and responsibilities including grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the College and withdrawing from it.

Olympic College verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. Olympic College's financial records are externally audited by the Washington State Auditor's Office.

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituents.

Olympic College discloses to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions.

Olympic College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and complies with, or is in the process of complying with, these standards and policies. Further, the College agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission.

Standard One - Institutional Mission and Goals, Planning and Effectiveness

Olympic College was founded in 1946 and is a community college serving primarily the residents of the Kitsap Peninsula. The college's current mission statement:

We serve and enrich our communities by providing quality education and training for all who seek to improve their lives through learning

reflects Olympic College's role as an open access community college.

This mission statement was originally adopted by the Board of Trustees in March 1999. In September of 2006, at the request of the Board of Trustees and the College President, Olympic College began a process of reviewing its mission and vision statements. A Mission Vision, and Values Taskforce was created that researched the concept of mission and vision statements. The Taskforce also solicited input from across campus as well as from the community.

As a result of their findings, the Taskforce recommended retaining the 1999 mission statement but developed a new set of Vision Statements:

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.

Our employees are empowered to achieve the College Mission.

To realize our Vision, we will appreciate and value employees, providing opportunities to enhance professional skills, encouraging learning and advancement, and prioritizing and sharing institutional resources.

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.

The mission appears in the catalog and other College publications and is posted in at least one prominent place on campus. The Mission and Vision were used in the development of the campus strategic plan, which contains goals for the campus. Progress in accomplishing the College's mission and goals is documented and made public.

Goals are determined consistent with the College's mission and its human, physical and financial resources. The College's mission and goals give direction to all its educational activities, to its admission policies, selection of faculty, allocation of resources, and to planning. This was evident not only from its self-study but through interviews of a broad spectrum of College community members. Public service is consistent with the educational mission and goals of the College.

Olympic College engages in an effective strategic planning process with wide campus community involvement with planning cycles that overlap one another. It is currently in its fifth planning cycle since the current system of planning was adopted ten years ago. The current strategic plan was adopted in October 2006 and covers 2007-10.

The President of the College has done much to increase campus involvement in the planning process and ensure that the College uses the plan in setting priorities. The time frame for the strategic planning process over the years has been increased to allow more time for College

input. Strategic Plans are now finalized every three years, after two years of development, as part of an overlapping planning cycle.

The planning cycle proceeds through a number of steps beginning with a review by each administrative unit of its own planning process and the development and prioritization of unit goals. A Strategic Planning Group (SPG) consisting of approximately eleven members of the College community oversees the entire strategic planning process.

The current Strategic Plan development began with seeking campus community input in 2005-6. It continued in 2006-7 with the development of a plan consisting of six Strategic Initiatives. The Strategic Plan is not an all-encompassing plan but consists of a focused set of initiatives designed to move the College forward.

Once the final 2007-10 plan was approved by the Board of Trustees, Strategic Leadership Teams were set up for each of the six initiatives. Each Strategic Initiative has its own plan with identified stakeholders, activities and timelines. Each initiative is assessed through the development of outcomes and criteria for success. Strategic Leadership Teams look for opportunities from across campus to work with committees that are already engaged in implementation of some portion of their initiative.

The SPG works with each Strategic Leadership Team to develop yearly interim progress reports as well as a final report at the end of the planning cycle. Not all Strategic Initiatives are fully accomplished in one three year cycle. The campus may choose to continue individual initiatives in more than one cycle, sometimes modified with the benefit of additional input and experience. Reports are distributed widely and posted on the campus website.

The College uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities. Institutional research is used in the planning process to help identify strengths, weaknesses and areas for Strategic Initiatives.

The campus uses consultation with the community to help identify the need for particular Strategic Initiatives. For example, the President and others from campus have worked very closely with the Kitsap Economic Development Alliance to explore the education needs of the area, which helped to identify the needs for a BSN program, among other things.

The inclusive strategic planning process has been very well received by the College and its Board of Trustees. There is evidence that the College has been successful in a number of these initiatives including the development of a BSN degree in nursing and the building of a core of support for assessment on the campus.

Summary

The Committee found that Olympic College has a functional system of institutional planning that begins with a system of regular review of its mission and vision that is very open and inclusive; has strategic planning initiatives based on its mission and vision and the resources of the campus; and institutional assessment that is effective and used to ascertain whether the College is meeting its goals.

Areas of concern are primarily related to the need for identifying sufficient funding to show significant progress on the achievement of the outcomes associated with the Strategic Initiatives and the campus perception of this. The College needs to find ways to inform the campus as to how resource constraints are slowing progress on some of the Strategic initiatives. Although the campus has taken a number of steps to encourage greater classified staff participation in these processes, participation is still lower than by other campus constituencies.

Commendations

1. The Committee commends the College for developing a strategic planning process with participation by a full array of campus and community members that provides guidance and sets priorities for initiatives that are transforming the campus. Evidence for use of the strategic plan was especially evident in the process for funding budget requests.
2. The Committee commends the administration of the College, including its Board of Trustees, for developing an inclusive, transparent, and open system of governance where students, campus employees and community members have an opportunity to openly express their opinions and offer suggestions that are fully considered by the administration. This was substantiated by the early and on-going communication to all staff during budget reductions and the linking of reductions to budget principles developed by the committee and in the college's approach to involving faculty, staff and the governing board in the planning of physical facilities and outdoor gathering spaces.

Standard Two – Educational Program and Its Effectiveness

Olympic College has a clear mission, vision, values and ambitious strategic initiatives. It is committed to meeting the needs of the community through excellence in education and through a variety of options which include transfer and occupational programs. These programs are aligned with the mission of the institution and are developed and reviewed according to well-defined procedures originating with individual faculty, and involving Instructional Program Planning (IPP), and Instructional Policies Council (IPC). The IPP has ambitiously and successfully implemented a two year program review cycle.

Curriculum is faculty driven. The Instructional Policies Council has strong faculty representation. The IPC develops, reviews, and adopts all Instructional Policies, as well as approving all course and program curriculum additions or changes. The Instructional Program Planning Committee, through the program review process, serves as an early step in the program elimination process. There is a clear policy on the program elimination process, including appropriate arrangements for enrolled students to complete their program.

Students are benefiting from programs which are adequately supported in both personnel and financial resources. Facilities have great variance. A number of new buildings are either completed or close to completion, with additional building plans submitted to the State of Washington. A number of facilities are under review for renovation or elimination within the college's facilities master plan. Equipment for all programs is adequate to excellent with budgetary constraints being a primary factor in program equipage updating. The resources such as laboratory equipment for the sciences and allied health areas and many of the professional technical programs are excellent. The institution has prioritized increasing the number of full-time faculty, and recently added several new positions.

Degree and certificate programs are designed in a coherent fashion and use appropriate course designators. The catalog illustrates the appropriate sequencing of courses leading to clearly defined expected learner outcomes for each Professional-Technical program. Professional-Technical programs assess the learner outcomes and utilize the results for a complete assessment loop. The transfer programs captured by the Associate of Arts and the Associate of Science degrees are progressing with assessment of the published learner outcomes through requirements in general education, distribution, and through the integration of the College's core abilities.

Olympic College operates on the quarter system, giving credit for courses comparable to other institutions in the northwest. Programs are of appropriate length and breadth with course offerings designed to maximize student success in these programs.

Advising at Olympic College occurs by at least five different mechanisms. It is a composite of intake advising under Student Services on the third floor of the College Service Center building; faculty counselors responsible for academic, personal, and career advising located on a different floor of the SEAC building; a math, engineering, and science advisor located in the Science and Technology building (this position is currently vacant); a cadre of faculty in the MESH division who cover an advising center for this area, and individual faculty office advising. The Evaluation Committee could not find evidence of a generally accepted and uniformly applied academic advising program that meets the needs of all students for information and advice. Nor was the committee able to find evidence of a process for adequately informing and preparing faculty and other personnel responsible for the advising function. The current systems are not seamless for the student; nor are the roles and the mechanism clear to all stakeholders.

The Olympic College Libraries serve a major role in instruction and learning, both in their physical spaces and via their virtual services to all College and community users. The Library collections in the various formats have been maintained and updated to support all of the curricular areas, and special attention has been placed on building up Nursing resources to accommodate the new Baccalaureate degree. Two new library facilities have been added since the last full accreditation and the Haselwood Library in Bremerton was refurbished after the roof collapse in 1996 into a beautiful full-service library. The three full-time faculty librarians and the rest of the staff are stretched thinly to provide the variety of professional services that they do at the three sites, but the qualities of competence, experience, good spirit, and service attitude are high.

Educational Assessment; General Education; Related Instruction

Policy 2.1 specifies that transfer associate degree programs, as well as applied or specialized associate degree programs, and all certificate programs of an academic year or more in length, include a substantial core of General Education in the major areas of knowledge, the humanities and fine arts, the natural sciences, mathematics, and the social sciences. Olympic College offers the Bachelors in Nursing degree, and six Associate degrees including the Associate of Arts- Direct Transfer Agreement; the Associate of Science - Track 1; the Associate of Science- Track 2; the Associate in Applied Science – Transfer; Associate in General Studies; Associate in Applied Science; and the Associate in Technical Arts. Additionally, they offer a wide variety of certificate programs.

The General Education requirements at Olympic College are dictated largely by the state of Washington’s Intercollege Relations Commission (ICRC) guidelines, which facilitates transfer of lower division credit for students transferring from two-year to four-year institutions within the state. Non-transfer programs in professional-technical areas require course work in the general skill areas of communication, mathematics, and human relations/social sciences. In addition to the state required general education, the Olympic College faculty have developed a set of Core Abilities expected of all Olympic College graduates. In some cases, the Core Abilities and the general education requirements overlap. For example, written communication and mathematics courses, required for Olympic College students transferring to four-year institutions, address components of two of the Olympic College Core Abilities. Specifically, written communication is part of the Communication core ability and mathematics is part of the Thinking core ability. The relationship between other general education classes and the Core Abilities remains unclear. This lack of clarity impacts the assessment of the general education competencies. While the College is engaged in assessment of the Core Abilities, the Evaluation Committee was unable to find documentation of a consistent general education assessment process.

The majority of General Education courses at the College are lower division. With the development of the Baccalaureate in Nursing (BSN) program, several upper division elective courses were developed in order accommodate the ten-credit upper division BSN general education requirement adopted by the nursing faculty. Faculty in English, biology,

anthropology, and political science offer these elective courses. The courses were developed by offering stipends to general education faculty interested in upper division teaching. The Evaluation Committee commends the OC faculty and administration for their development of these upper division general education electives which are now available to all OC students. These courses demonstrate to the Committee that OC took seriously its commitment to the development of a baccalaureate nursing program.

Olympic College has made meaningful advances in educational assessment over the past several years. The Outcomes and Assessment Committee is comprised entirely of full-time and adjunct faculty, with the exception of a co-chair from Institutional Research. This group provides key direction and support within the faculty and the institution. The commitment of financial resources to assessment of student learning has resulted in meaningful work and led to major steps towards creating a culture of assessment on campus; including projects related to the five Core Abilities, program, and course learning outcomes.

The Evaluation Committee found strong evidence educational assessment is being carried out at course and program levels. At the course level, student learning outcomes have been established and documented through a uniform set of course outlines. Two mechanisms of course assessment activities were identified. The first mechanism involves faculty engagement in assessment projects funded through the Outcomes and Assessment Committee. These projects focus upon courses or portions of courses that students have had some difficulty with, and provide faculty with the opportunity to test new methods to improve learning outcomes.

The second mechanism assesses the five core abilities all College students will demonstrate upon completion of their OC educational experience. The Olympic College core abilities include Communication, Thinking, Lifelong Learning, Global Perspective, and Information Literacy and Technology. Since 2005, the faculty have been reviewing courses across campus to ensure that students have an adequate exposure to core abilities as they proceed through their programs. To date significant progress has been made at mapping Core Abilities and student learner competencies for three of the five Core Abilities, namely Communications, Information Literacy and Technology, and Thinking. Sixty-nine percent of OC courses have been mapped to these three Abilities. Global and Lifelong learning is scheduled for review during the 2009-2010 academic year.

In addition, faculty assesses student competencies in the Core Abilities. Analyses of the student learner outcomes in the first three Core Abilities have occurred during Institutes. Feedback from these Institutes is used by faculty. For example, oral communication abilities were found to be an area in need of additional attention by faculty teaching courses across the curriculum. To date a portion of the adjunct faculty, and approximately one third of the full-time faculty, have attended these institutes. Funding constraints have resulted in decreasing the number of annual institutes held on campus from two per year to one per year.

The course and program assessment activities are voluntary on the part of faculty. Of note: the mathematics and nursing faculty have completed significant assessment components in their

courses and programs. Several adjustments have been made to math and nursing courses as a result of these assessment activities. For example, nursing increased the amount of course time devoted to informatics based upon survey data from graduates and employers.

Program assessment occurs via the program review process through the Instructional Program Planning Committee and through assessment of student program outcomes. In the professional programs assessment activities have been conducted and results used to affect improvements in teaching and learning. However, the Evaluation Committee could not find evidence for implementation of structures insuring accomplishment of effective assessment of the general education outcomes via the core abilities of the transfer degrees including the Associate of Arts and Associate of Science, or for the student learning outcomes of every OC course.

Baccalaureate Program - BSN

The Bachelor of Science in Nursing (BSN) program is a significant addition to Olympic College's health program array. It is the understanding of the Evaluation Committee that the Washington state legislature invited all community colleges in the state to apply for funds needed to develop baccalaureate programs on their campuses. Olympic College participated in this highly competitive funding process by submitting a request to develop a BSN program on their Bremerton campus. The local hospital in Bremerton supported the application primarily to receive Magnet hospital status, which requires an increase in the number of BSN's on its staff. In addition, students from the Bremerton area interested in the BSN had to travel to Tacoma, an inconvenient and costly trip. Four community colleges were awarded funding for baccalaureate programs including Olympic College. Olympic College was the only community college to apply for a BSN program.

Olympic College was successful in recruiting a doctoral-prepared faculty member with the new funds that were allocated to Olympic College by the legislature for the BSN. In order to help existing Olympic College faculty adjust their teaching to the requirements of a BSN degree in the initial stages of the program, the faculty worked closely with the nursing faculty at University of Washington-Tacoma (UW-T). The first cohort of BSN students attended classes at Olympic College taught by UW-T faculty, and the Olympic College nursing faculty attended the classes as teaching assistants; the UW-T nursing faculty mentored the Olympic College nursing faculty. The College faculty then assumed full responsibility for the BSN curriculum in the second academic year and students were given the opportunity to transfer to Olympic College to complete the BSN. All faculty teaching in the BSN program have a minimum of a Master's degree in nursing and also teach in the ADRN program. This process assures that the BSN students are taught by a wide array of faculty. Currently, the majority of the nursing programs are offered at the Poulsbo campus. However, the BSN program courses are offered at the Bremerton campus so that students can access the main Olympic College library.

The program is designed as a baccalaureate completion programs for licensed nurses holding associate degrees in nursing (ADN). The program takes six quarters to complete, and the first cohort of students graduated in June 2009. The curriculum includes both professional nursing courses and upper division general education requirements. Students can matriculate into the program immediately after completing their ADN degree. Most of the students are employed full time. In order to accommodate work schedules all courses, professional and general education, for the program are held one day per week. The faculty worked with the primary employer to determine which day of the week was best to hold classes. The faculty have decided to limit the amount of online courses available in the program to a maximum of forty percent. Program enrollment is limited to thirty-five students per year, based upon available faculty position and clinical placement sites.

In order to assure that upper division general education courses were available to BSN students, the administration provided stipends to general education faculty to develop new courses. During the past year, using the administrative procedures in place at Olympic College for position reassignment, the Nursing program was allocated a second new position. The expected outcomes of the BSN program are well articulated in the Olympic College catalog and other recruiting and advising literature. The Evaluation Committee was impressed with the commitment of the faculty to demonstrate that BSN graduates have an expanded perspective on nursing practice, and increased analytical abilities compared to their entry level abilities as ADRN's. In addition to student performance in both professional and general education coursework, this advanced development of professional role and analytical skills are assessed and documented in a portfolio completed by all BSN students. Alumni and employer surveys are planned to further assess the program outcomes.

The Committee was impressed with the dedication of the Olympic College nursing faculty indicated by the time taken to attend UW-T classes before beginning to teach the BSN program on the OC campus. The Committee also commends the OC administration for their financial support of the BSN program.

Associate and Certificate Programs - Business and Technology

The Business and Technology Division is comprised of professional technology programs and the business transfer curriculum. These programs are physically located on the main campus as well as at two satellite locations. The onsite evaluation supports the conclusions found in the self study documents and supporting exhibits regarding the scope, breadth and depth of program and course assessment processes within the division. Division faculty and staff documented a number of examples where data gained from these evaluations have been used as the basis for continuous modification and ongoing strengthening of the curriculum at both the course and program level. The Evaluation Committee found numerous examples of this activity in all the visited programs. Division and department leaders noted widespread support for these assessment processes and cited a great number of examples where assessment data, as well as advisory committee, professional organization and community input is directly linked to program and curriculum improvements.

The onsite review also determined that in all cases where professional standard review and certification processes exists, program faculty and staff appropriately monitored and maintained curriculum viability. In all such cases these programs have met or exceeded appropriate levels of compliance. Examples of these processes are found in a number of programs in the division. Along with the incorporation of externally mandated assessment and credentialing procedures, the professional technical program faculty have embraced the internal general education and core abilities competency reviews and integrated these processes into program and course evaluation.

Many of the division's faculty have adopted a curriculum delivery format which makes their programs more accessible to the place and time bound student. Through the use of these various delivery systems, faculty have enabled their students to gain additional flexibility in scheduling. This flexibility has also enabled the faculty to better serve the student seeking to complete a degree or certificate in timely fashion as well as improve to the ability of the incumbent worker to reach his or her specific skill enhancement or credential maintenance goal. By modularizing certain curriculum, the faculty have also been able to achieve open entry and exit programming. Curriculum modules and flexibility in scheduling has also allowed for additional options for students to customize their learning experience by choosing only those modules which best fit their immediate education or training goal.

The "I Best" program of teaming general education and developmental education faculty with Professional Technical (PT) program faculty is another example of overall department dedication to student success. For a number of the PT faculty, this option has been very helpful in addressing the developmental education needs of a number of students who are experiencing difficulty in achieving the skills needed to be successful in major courses.

Associate and Certificate Programs - Social Sciences and Humanities

The Social Science and Humanities Division meets the educational needs of students within its 24 disciplines with limited resources and considerable understaffing. There have been a number of milestones marking the journey toward ongoing evaluation of programs and continuous improvement.

Individuals within the Division recognize the President's commitment to provide sufficient resources, including the addition of full-time faculty positions when data indicate a need. Members of the Division expressed appreciation for having a President with vision and a thorough understanding of the role full-time faculty play in maintaining high-quality programs.

This Division has reviewed and adapted various aspects of the courses and programs based upon the needs of the students. These changes are made under established institutional procedures through clearly defined processes. Responsibility for design, approval, and

implementation of the curriculum is clearly outlined, and the faculty have a major role in the design, integrity, and implementation of the curriculum.

With the exception of Criminal Justice, members of the Division report that the numbers of full-time faculty teaching in the Division are adequate in the short term; however, the division has several unfilled faculty positions. The Criminal Justice program, where no full-time faculty have been hired or assigned, is under review. Program efficacy data are being reviewed and analyzed as part of the program planning or elimination process.

Student participation on committees is not fully established and normalized with the division.

A common theme within the Division was strong commitment to facilitating high-quality learning experiences. Faculty satisfaction with the direct instructional aspects of their role is high. Faculty satisfaction with the institutional processes and the very structures developed to promote participation is low.

Educational program and course planning are based on regular and continuous assessment. Faculty support of creating a culture of assessment varies from individual to individual, program to program, and perhaps division to division. Many members of the Division report increased understanding, increasing willingness to assess learner outcomes and high satisfaction with what is taught and shared within the Core Abilities Institute.

Course outlines and core abilities mapping reflect awareness of, and participation in, assessment at the course level. American Sign Language, foreign languages and English faculty are notable in emphasizing learning outcomes and linking Core Abilities with course content. Course syllabi are less instructive in terms of student learning outcomes and core abilities. As the initial point of contact for student introduction to courses and to the culture of assessment to which OC has committed, increased consistency in syllabi content facilitates student learning and assessment efforts. A strength reflected in course syllabi throughout the Division is the integral support role of library and informational technology by consistent reliance on informational resources at the college.

There is ample room for continued growth and refinement of the assessment processes, assessment measures and methods of assessment. While some part-time faculty reported lack of involvement, others are highly engaged in the process. With the number of adjunct instructors hired in this Division, it is incumbent upon the faculty and administrators to orient all part-time instructors to the assessment processes.

Resources vary among disciplines; a notable example is the aging infrastructure of instructional facilities. In particular, the buildings housing art, music, integrated media, and dramatic arts do not adequately support those programs and in some cases raise health risks and structural issues. Financial constraints have impeded efforts to address these shortcomings but Olympic College has made these programs a priority for future capital improvement.

The division has been diligent in offering courses in social science/humanities in day and evening sections with both block and daily scheduling. Offerings in this Division are well-represented on the three Olympic College campuses as well as off-site locations. In fall quarter, 2009 all Olympic College telecourse offerings were from Social Science and Humanities, ranging from history to philosophy to Spanish. Psychology, sociology and early childhood education offered USB port classes, intended to access students with computers but no internet access.

Maximum access scheduling in the midst of the dire financial circumstances of state resources reflects upon the dedication and concerted efforts of this Division. SSH has been able to maintain its level of service despite significant budget cuts resulting in vacant positions. Further cuts would compromise the ability of the Division to fulfill its educational mission of providing services at their current level and quality. The SSH faculty members are clearly showing the stress resulting from a protracted period of understaffing but continue to make effective teaching their main priority despite increased time demands.

The course schedule, and Olympic catalog, reflects the cohesive and comprehensive offerings in this Division, and sequencing of courses in a logical manner facilitate student progress to the Associate of Arts—Direct Transfer Agreement. The Division averages 1,970 FTE annually and forms a major component of general education requirements. The SSH faculty is responsible for course content and course scheduling, and is represented on the Institutional Schedule Committee, which coordinates academic scheduling at the College.

Associate and Certificate Programs - Mathematics, Engineering, Sciences, Health Sciences

The Mathematics, Engineering, Sciences, Health Sciences Division is comprised of professional technology programs and the MESH transfer curriculum, and provides for a number of certificate and degree options. These programs are physically located on the main campus as well as at two satellite locations. The onsite Evaluation Committee supports the conclusions found in the self-study documents and supporting exhibits regarding the scope, breadth and depth of program, and course assessment processes within the division. Division faculty and staff documented a number of examples where data gained from these evaluations have been used as the basis for continuous modification and ongoing strengthening of the curriculum at both the course and program level. The division boasts a strong breadth and depth of talented, engaged, motivated faculty.

The Nursing program now includes multiple levels of nursing credentials including Associate Degree Nursing (ADN), Practical Nursing (PN), Nursing Assistant (NA), and its newest nursing program, the Baccalaureate of Nursing (BSN). Transition programs are also available to assist students in moving up to the next level of nursing credentialing. A small library is available at the Poulsbo campus for PTA and nursing students. The BSN program is housed on the Bremerton campus to facilitate BSN student access to the OC main library. Currently, the majority of the nursing programs are offered at the Poulsbo campus.

All health programs eligible for professional accreditation are accredited by their respective professional accreditation bodies: Medical Assisting (Commission on Accreditation of Allied Health Education Programs (CAAHEP)); Physical Therapy Assistant (Commission on Accreditation in Physical Therapy Education (CAPTE)); and Associate Degree Nursing (National League for Nursing Accreditation (NLN)) and baccalaureate Nursing degree (Commission on Collegiate Nursing Education (CCNE)). The program outcomes for the health programs are clearly articulated in the Olympic College catalogue. These expected learner outcomes provide a platform for course and program assessment and a set of expectation that students can easily understand.

Overall, faculty in MESH have adequate technology, faculty, equipment, and facilities; and are appreciative of the strong administrative support and transparency. This Division recently moved to a new facility. In addition, Mathematics will gain classrooms in a building under construction scheduled to open by spring 2010. The Mathematics department is looking forward to additional computer labs for math classes. Staffing is adequate; although the expansion of distance learning in mathematics, and the temporary leave of a mathematics faculty member, is placing a strain on faculty loads with a number of overloads in this discipline. A new position was gained this year in mathematics, but the positive impact has been delayed due to the unfilled position.

The Fire Science Program is in the midst of reshaping and rebuilding. The prior full-time faculty program director retired, an adjunct faculty was hired as replacement. This leaves the program without full-time oversight. Due to low enrollments, the IPP reviewed the program. This has led to significant changes with the program to redirect the focus in a viable direction that meets with advisory committee concerns.

The Environmental Studies Program has recently moved from a certificate to a degree, and is in need of assignment of a full-time faculty member with time to provide dedicated oversight of the program.

The Engineering Program has undergone program review within the last few years. This process has led to changes in the program review process, as well as within the Engineering Program. Enrollments have increased within the program, and a four year partnership program in Mechanical Engineering is under investigation.

The Division is very active in assessment, distance learning, and advising. The Division received funding for a science advisor, and formed a core of faculty advisors to provide back-up. In addition, faculty serve as advisors and students are sent to them for advising. Faculty in this Division feel very strongly about their role as advisors. The Dean of MESH has provided strong support for the role of faculty advising in this Division.

A significant proportion of the faculty have been involved in course and program assessment projects, and core abilities assessment. Assessment projects are seen in virtually every

discipline within the Division. In mathematics distance learning courses are assessed along with face to face sections of the same course. Persistence rates are tracked across mathematics sequences. Other disciplines with creative course level assessment projects include physics, biology, chemistry, and astronomy.

Continuing Education and Special Learning Activities

Continuing Education

In the past, the College community and the community of Bremerton have shown that continuing education is an important part of Olympic College by its support of and continuing participation in a variety of courses and non-credit programming. The President has made a specific commitment to continuing education. There was some concern expressed, however, that the entire Bremerton area has not fully endorsed continuing education at the College. Part of the challenge hinges on the past non-commitment of the College to focus on continuing education in the community. For the past five years, the College has begun to re-build its reputation in the community, and the College is enjoying the fruits of this commitment. This newly resurrected interest, though, will take time and energy.

As to becoming self-supporting, the Continuing Education Division has not quite reached that status although they have a plan in place to become self-supporting and possess the great potential to truly become self-supporting. To do so, the College will need to focus on the needs of the community. Part of the challenge has been that courses are developed as people come to the College with ideas for classes. Continuing Education has plans to do a formal community assessment to determine “what the community wants, needs, and is willing to pay for.” Additionally, the Continuing Education Division has “struggled to prove itself.” Yet, the Continuing Education Division appreciates being a part of the enrollment management plan to fulfill the College’s mission to “serve our communities.”

Before faculty are hired, the Continuing Education administration meet with the potential instructors, look for appropriate experience, and make sure there will be some assessment in the courses. Administrators periodically attend some of the classes to make sure they adhere to the policies and procedures of the College. If faculty do not adhere, then they are not invited back to teach. Students enrolled in the Continuing Education courses, whether they are one-day courses or eight-week courses, complete a course evaluation. Faculty receive the results of the course and correct any challenges that the evaluations uncover. For the most part, student evaluations have been consistently high in all courses.

Workforce Development

Olympic College should be proud of its Workforce Division. The College’s commitment converting part-time faculty to full-time faculty in Adult Basic Education (ABE) is commendable. By providing a full-time counselor who is committed solely for adult education students and

then placing ABE/ESL (English as a Second Language) faculty in the new building demonstrates Olympic College's commitment to this segment of the College. Additionally, ABE/ESL faculty have taken and are continuing to take leadership roles in the adult learning standard cadres throughout the State. Olympic College has huge commitment to basic skills and adult education because they know the need based on the number of students enrolled in basic skills.

Adult Education

Adult Education has emerged as an important and integral component of the College, particularly as the economy forces people to return to college to upgrade their skills and discover that they lack the basic skills to even attend college. Over the past few years, the College has shown great commitment to adult education by creating and funding full-time faculty positions, congregating educational services from off-campus to on-campus, and promoting connectedness among adult education faculty by including them in the new building.

One of the challenges hinges on increased student demand for services and a decrease in Perkins funding and Perkins focusing more on academic programming and the general funding declines throughout the State and the College. The general perception in adult education is the "silos are coming down" as they relate to adult education as being an integral component of Olympic College. Faculty and staff at the College understand more and more the importance of adult education and the role it plays and will continue to play in education offering at the College.

A culture of evidence is an important part of Adult Education and is taken seriously. The CASAS, both pre- and post-test, is utilized. CASAS is a standardized assessment wherein adult learning standards are incorporated. Additionally, the GED practice tests are used to assess where GED students need additional skills. Both the GED and CASAS are national standardized assessment tools. For faculty assessment, the faculty has developed a student assessment, based on what type of information they wanted to gather. ESL students in Levels 1, 2, and 3 and offsite students complete the course evaluation via the paper method. For ABE students, an online version is used. There were some concerns—although not overtly expressed—about ABE students taking the assessment online. Perhaps, a review of assessment modalities should be conducted to determine the most appropriate method of assessment of faculty by ABE students. Once the data are available, administrators review for any concerns.

Among the Adult Education group, there was some conversation regarding the need for the College to embrace I-BEST because, according to the data, students who work through I-BEST are more likely to earn credits and outperform traditional students.

Adult Education has no advisory committee although staff said they were working on developing an advisory committee comprised of representatives from their partnerships.

Contract/Customized Training

Contract or customized training seems to be undergoing additional development in responding to the demands of business and industry. While the College does some customized training, it has not become an integral part of the College—yet. Currently, the College partners with a variety of private and public entities to provide customized training. An ongoing contractual relationship has been with the Navy although cost cutting at the Navy level has lessened the contract training opportunities. One of the newest contracts is with the Tribal Gaming Enterprise. The College provides various credit courses that lead to a certificate. Additionally, this entrepreneurial endeavor will ultimately lead to a two-year degree. Perhaps, a renewal of effort should be placed on customized training as an institutional focus.

Outreach

Poulsbo Campus:

Olympic College provides a variety of outreach educational activities, including two specific sites and a host of collaborative components. The off-campus programming follows appropriate College policy and procedures. On-campus faculty often teaches in the off-campus programs. The utilization of technology only enhances the connectivity of the main campus to the off-campus facilities. Visits to the off-campus facilities by on-campus personnel create a sense of “belongingness” among and between personnel who work off-campus. Personnel at the Poulsbo Campus mentioned that the President as well as other administrators often stopped by the campus and visited with College Personnel, thus enhancing the connectivity between on-campus and off-campus entities. Additionally, the Board of Trustees meets on off campus sites, such as Poulsbo, to broaden their perspective of Olympic College and demonstrate to the community its importance to the College.

To further enhance campus connectivity, the College utilizes the ITV system to provide classes to the off-campus sites. Often, meetings are held via this technology that creates the atmosphere that off-campus people are a part of the campus.

The personnel at the Poulsbo Campus were friendly and committed to helping students. Because of the location, many of the staff, including the director of the campus, play an integral role in the community. They serve on numerous committees and groups, which, in turn, enhance the relationship between the community and the College. The community “loves their college” and are committed to its growth and development. Twice per year, representative from the community meet to discuss the needs of the campus.

Worker Retraining

The College’s focus on worker retraining is a bright spot for the College. The Worker Retraining program exhibits extreme flexibility in responding to student needs. Additionally, funding from the State of Washington enhances professional-technical education and creates opportunities

for extended partnerships with area partners, both private and public. The Worker Retraining Advisory Committee that met on Thursday, October 15 was effusive about its partnership with Olympic College and the “great working relationship” all of its members have with the College. The College’s representatives on this Advisory Committee and their connections to the members create greater opportunities for Olympic College to enhance its reputation for collaboration among community entities. Part of the challenge, however, hinges on the age-old problem of: limited funding and staffing. What has happened is the administration has chosen not to spend its entire state allocation in one quarter; rather, it has broken down the allocation into three separate quarters. Another challenge hinges on the College’s reliance on soft money in the Worker Retraining program. Perhaps, the College needs to review its plan to institutionalize this very successful program via the budgeting process, particularly as it relates to funding of part-time staff and faculty.

Running Start (concurrent and dual enrollment)

The College’s Running Start program further demonstrates the College’s positive and collaborative connection to area high schools and subsequent partnerships. Perhaps, a potential challenge focuses on the impact of Running Start students on high impact courses. According to the data provided (specifically GPAs), the Running Start students perform as well as or better than native students who were not involved in the Running Start program. An interesting note is that Running Start students are not part of the College’s funded FTE although they are counted in the overall FTE count. Another note of interest is that Running Start students are funded on a separate state funding at a lower rate than a regularly-enrolled student although they come to campus and utilize the same resources as regular students. According to conversations with personnel, the State’s community college presidents are addressing this issue.

Assessment of the program is completed each quarter through a quarterly report. If challenges regarding grades, performance, etc. emerge, then intervention is implemented. Staff meets with students every single quarter to advise and discuss goals with the student. An institutional effectiveness project to examine outcomes for students with eleven goals is used to guide the program.

The College used to do a satisfaction survey, but it does not complete one now for the Running Start Students. Perhaps, the College needs to resurrect the satisfaction survey for these students as it has for other categories of students through the ACT student opinion student and the CCSSE student satisfaction survey.

Tech Prep

Tech prep programming has been a positive outcome for career and technical education. High schools are required to disseminate any information regarding both the Tech Prep and the Running Start programs although Olympic College personnel are often asked to participate in the forums and other marketing events in the high schools.

Coordinating and managing Running Start and high school can be a challenge. In light of the increased numbers of Tech Prep and Running Start students enrolling in Olympic College, perhaps the College should analyze the appropriate utilization of student recruiters.

English to Speakers of Other Languages

The President's commitment to placing full-time faculty within educational programs is born out in the English to Speakers of Other Languages (ESOL) unit. Faculty members in this unit express high satisfaction with the President's vision and see gradual integration of their programs into the "mainstream."

Continued work is necessary and efforts need to focus on raising awareness of the complementary value this unit's programs and services have to all other College programs. Students enrolling in ESOL programs are able to transition into jobs, college classes and the community. One shared example which exemplifies lack of awareness is that of the development and implementation of the use of online student assessment. Students enrolled in ESOL and Adult Education courses do not have access to the College computer network and therefore could not take the assessment via computer.

Distance Delivery of Courses, Certificate and Degree Programs

Policy 2.6 defines distance delivery as encompassing audio, video and computer-based technologies in either live or stored mode. They include both synchronous and asynchronous instruction; and may employ correspondence study, or audio, video or electronically mediated technologies. Olympic College defines distance learning as courses taking place outside of OC facilities. Under Olympic College classifications, eligible modes of distance learning are online classes, telecourses and classes delivered via USB ports; ITV is not defined as distance learning. All distance modalities offered are completed within the quarter term. Campus-based hybrid and enhanced courses receive technical support from the distance learning staff but are not classified as distance education classes.

Most distance learning classes are delivered by computer via the internet. There is broad participation throughout the three academic divisions and the number of academic faculty participants is increasing at a steady pace. Telecourses, delivered via videotape and supporting instructional materials are another alternative to campus-based instruction; all telecourses are commercially produced. Though comprising a decreasing percentage of distance learning classes, video offerings offered fall 2009 include Western Civilization, United States History, Introduction to Philosophy and Spanish I.

A recent innovation in distance learning at OC is the introduction of USB-Drive classes. These asynchronous courses were directed to an often-overlooked niche of students, who have access to computers, but no internet access. A specific subset of these targeted USB-based student groups is military personnel stationed abroad or on ship. The majority of USB-based courses

are in the electronics curriculum, but such classes as General Psychology, Introduction to Sociology and Introduction to Child Care were offered in this format in fall quarter, 2009. Enrollment in USB-Drive classes has not met expectations during the four years in which they have been offered, and the future of this method of delivery is in doubt. Nonetheless, the experiment with USB-Drive courses is consistent with increasing access to education.

The FTE generated by distance classes is currently 34% over the previous fall quarter, and recent enrollment trends suggest that the percentage of FTE generated by distance learning will continue to increase. The added responsibility of providing technical support for enhanced and hybrid courses, further stretches the limited resources of the distance learning staff, comprised of one academic faculty member and one classified position.

The decision-making process that determines what classes will be offered via distance learning rests with the academic divisions. Faculty participation in distance learning is voluntary and increasing, both among full-time faculty and adjunct instructors. Faculty determine academic content, and all procedures and processes are identical for classes, regardless of modality. Scheduling decisions are made within the divisions, and though consultation among divisions takes place, responsibility for overall scheduling takes place in the Instructional Schedule Committee. The committee infrastructure is in place to implement the 2007-2010 Strategic Initiative #2—"to be more deliberate and effective in our efforts to deliver education at a distance, finalize and implement a long-range distance education plan" A draft of an eLearning Strategic Plan has recently been completed and represents a crucial step in moving forward Strategic Initiative #2. The Distance Learning Committee addresses eLearning issues other than scheduling and all voting members are academic faculty members.

Olympic College is a member of Washington Online (WAOL), a statewide consortium of 34 community and technical colleges throughout the state. WAOL facilitates communication among member schools, allows for the dissemination of online offerings throughout the state and facilitates the completion of online degrees by making online courses available to students of member institutions. All member institutions are represented in WAOL, and a helpline offering 24/7 technical support supplements campus-based assistance.

The recent decision to switch online services from Blackboard to Angel was a recent action taken by the member colleges of WAOL. The ramifications of this decision are multidimensional. Among other advantages, the ANGEL system provides a one-portal interface, accommodating shells for each class, regardless of modality, and student and faculty accounts. A drawback of the Angel system is the statewide allocation of storage space per class, making it impossible for some instructors to carry through with planned student assignments because of space limitations. Such technical limits have adversely affected some distance learning classes.

Other significant issues facing distance learning is inconsistent enforcement of the 25 student cap on online courses. This issue impacts effective course design and student access to instructors. Formal training of online instructors is not required. Though technical support for

faculty training for online instruction is encouraged, faculty members do not always take advantage of the available resources, and avoidable problems and frustrations for student, instructor and technical support staff ensue. Low student participation in student evaluation of online classes is another impediment to meaningful assessment of distance learning

The degree program and credit courses may or may not be delivered completely via telecommunications; a degree program may include an on-campus requirement, according to NWCCU guidelines. Olympic College offers a limited number of degrees and certificates via distance learning which currently involve taking non-OC courses to complete the degree. An Associate of Arts (Direct Transfer Agreement) is offered entirely online in the areas of Business and General Education. Certificates offered through online instruction include five recognition certificates in the following areas of Computer Information Systems—Basic Concepts, Core Knowledge, Core Skills and Small Office/Home Office Associate. In addition, a Bachelor of Arts degree is offered in four Arts and Science areas and four areas in Business Administration by Washington State University in collaboration with Olympic College for Olympic College students. As more instructors opt to teach via distance delivery, it is expected that the number and range of Bachelor's and Associate Degrees, as well as certificates, will continue to rise, necessitating additional resources for the Distance Learning Program

Commendations

1. The Committee Commends the College nursing faculty and their administration for their commitment to faculty development prior to implementation of the B.S.N. program and the college administration for their support of the B.S.N. program.
2. The Committee Commends the college's Business and Technology Division faculty, staff and leadership for their dedication to assessment processes which are being systematically implemented to ensure comprehensive evaluation, planning, and program improvement resulting in data driven decision making which has led to exceptionally high completion and job placement rates.
3. The Committee Commends the College for its commitment to adult education evidenced by creating and funding full-time faculty positions, congregating educational services from off-campus to on-campus, and promoting connectedness among adult education faculty by including them in the new building.

Recommendations

1. The Committee Recommends the College develop a system that assures all courses are assessed for student learning outcomes and establish a tracking system that documents these assessments. (Standard 2.B.1)

2. The Committee Recommends the College develop a system that assures the general education requirements of the AA and AS degrees are assessed for student learning outcomes and establish a tracking system that documents these assessments. (Standard 2.B.2)

Standard Three - Students

Purpose and Organization

Olympic College student programs and services effectively support the institutional mission and contribute to the educational development of its students.

The organizational structure supporting Student Services at Olympic College reflects a two-dean (Dean of Student Development and Dean of Enrollment Services) model with the division of roles and responsibilities distributed effectively. Services and program areas reporting to the Dean of Student Development include Assessment & Advising, Counseling, Access Services, Testing Center, Student Programs & Leadership Development, Women's Programs and College Services and the instructional area of General Studies. Services and program areas reporting to the Dean of Enrollment Services include Admissions and Outreach, Student Financial Services, International Student Programs, Registration & Records and Running Start & H.S. Outreach. The Dean of Enrollment Services also serves as the college Registrar. Both deans report to the Vice President of Student Services as do the Directors of Athletics, Multicultural Services, Child Development & Family Center, and Safety & Security. The Committee found that Student Services units are well organized with clear functional roles, there are appropriate policies and procedures in place, staff are qualified and knowledgeable with respect to goals, and staff are welcoming, professional and collegial.

The Committee found that while human, physical, and financial resources are adequate to support student services and programs offered by Olympic College, there is evidence of a growing strain on these resources. Current physical space and logistics are less than desirable in some areas and present challenges in terms of providing students with a seamless experience while accessing high demand support services such as placement, registration, advising and financial aid. The Committee is encouraged to learn that units in the Student Services Division will be moving to a new facility very soon that has been specifically designed to better support these critical student services functions that often can be pressure points in terms of student volume and ease of access. The Committee has a concern with regard to staffing levels in some areas within the Student Services Division. Due to budget reductions, significantly increased enrollment and new initiatives there is strain on the human resources currently in place that support program areas such as registration, advising and financial aid. While the utilization of cross training, part time employees and student workers is helping to "fill gaps," it is the Committee's opinion that this may not be an effective solution long term.

General Responsibilities

Olympic College provides student services and programs that regularly assess effectiveness, participate in program level reviews of goal achievement and effectively adopt, publish and administer policies.

The Committee found evidence that the college systematically identifies student characteristics in relationship to learning/service needs and identifies needs that emerge from the data. Of particular mention, are the annual report to the community *Fact & Figures*, the Student Achievement Initiative (SIA) priorities and annual Student Services program reviews.

Olympic College adopts, publishes and makes available policies and procedures that are accurate. Policies and procedures supporting the operational areas of Student Services are appropriately reflected in college publications such as the college catalog, the class schedule and student handbook as well as college websites.

Student Services division Deans and unit Directors work collaboratively with college staff, students and faculty to share in governance and decision making, review policies, and develop procedures best practice. Two recent examples serving as evidence to support this, include the decision to convert the Compass and Asset assessment tools to Accuplacer and changes related to the bookstore that better support students book purchasing needs.

Student rights and responsibilities are appropriately published in multiple college publications, accessible via the web and are addressed in course syllabi. Current code of conduct language in the student handbook indicates that Olympic College encourages complaint/incident resolution at an informal level if at all possible. However, should the informal approach not bring resolution, the Vice President of Student Services serves as the contact for meeting with students that have been referred by faculty/staff for conduct concerns. Code of conduct appeals are reviewed by a committee that is inclusive of students, staff and faculty. The Committee found that student code of conduct due process and appeals processes are adequately outlined in the student handbook and implemented in a fair and consistent manner.

Olympic College places priority on the safety of students at its three campuses by assuring that there are non-commissioned officers on duty 24 hours a day. The college also has established partnerships with law enforcement agencies within the district in order to provide appropriate response to serious incidents. The Committee found that the college adequately provides for the safety and security of its students and their property.

The Olympic College catalog adequately reflects admission requirements, enrollment policies and procedures, degree requirements and other student support services offerings. However, the Committee found some of the degree worksheets in the catalog confusing with respect to general education. Additionally, the Committee could not consistently find a connection between core abilities and program outcomes reflected in the catalog. The college catalog is available in both hard copy as well as on the web and is produced every year. A schedule of

classes (*The View*) is produced on a quarterly basis and provides adequate information regarding registration, financial aid, tuition and fee schedules as well as course offerings. The quarterly schedule is available in hard copy on campus, is mailed to the College service district and is also available via the web. An Olympic College student handbook is published annually and is available in print. The catalog, schedule of classes and student handbook appropriately reflect the institutional mission of the College. The Committee found that most publications also include the college's mission, vision and values statements.

The Committee commends the Student Services divisions and units for regularly and systematically evaluating the effectiveness of programs and services provided to Olympic College students. Exemplary examples of this include the annual Student Services report to the college with mission, goals, program overview, accomplishments and future directions/challenges included for every unit within the Division. Additionally, each unit within the Student Services Division undergoes a cyclical program review based on Council for the Advancement of Standards in Higher Education (CAS) standards. The results of these reviews are then used to identify needs and make improvements.

Academic Credit and Records

Olympic College appropriately publishes degree requirements, grading policies that guide the earning and awarding of credit, and procedures supporting the confidentiality of student records as required by the Family Educational Rights and Privacy Act (FERPA.)

There is sufficient evidence to support that the transcribing of college-level credit courses, developmental education courses, and continuing education units are in keeping with AACRAO guidelines. Business practices supporting the evaluation and acceptance of transfer credit at Olympic College are appropriate and informed by the American Council on Education (ACE).

The Committee found that the college makes adequate provision for the security of student records, including transcripts. However, the committee has a concern regarding the hard copy file management system housing financial aid records and the current use of microfilm or microfiche for some student records in the Registrar's area. The committee encourages Olympic college with regard to a timely implementation of the new imaging system recently obtained for better records storage and maintenance.

Olympic College is effectively in compliance with directory information-release policies as set by FERPA standards. Information related to the release of student directory information is appropriately published in college publications. Employees of the college are provided electronic access to student information in accordance with the scope of their job, must participate in training and sign a FERPA confidentiality statement prior to access being given. Safeguards for student records via the web are supported with the use of PINs that can be managed directly by the student.

Student Services

Olympic College appropriately recruits and admits students qualified to complete its programs, fosters a supportive learning environment and provides services that support student achievement.

General admission to the College is considered “open door” and may be accomplished by a formal admission protocol or through the registration process. The college has restricted entry programs that are considered highly competitive which have more stringent admission requirements for entry. Admission criteria for these programs are established at the appropriate instructional program level and designated staff are responsible for administering the admission processes. The criteria for restricted entry programs are appropriately reviewed on a regular basis by faculty within the respective instructional departments. Olympic College is certified to admit International Students and appropriately requires proof of financial responsibility as well as all other required documentation as established by the Department of Homeland Security (DHS) for the issuing of I-20s. The college adequately publishes all admission requirements and policies in the college catalog as well as on the web.

The Committee found that placement assessment is effectively administered at Olympic College. The college requires placement testing for students taking English, reading and math courses. The college recently transitioned from Compass/Asset placement to Accuplacer for the purposes of increased system stability, more flexibility in the administering of placement in various locations and more accurate placement based on cut scores. Placement testing policies and procedures are appropriately established and regularly reviewed by a collaborative team of Student Services staff and faculty members from the English, mathematics and reading departments.

The Olympic College student handbook clearly explains due process and outlines continuation and termination within the purview of student conduct and disciplinary action. The college catalog appropriately addresses and publishes criteria for termination from, or continuation in, educational programs through academic standing policies as well as satisfactory academic progress for financial aid student requirements.

The Committee found that graduation requirements for degrees and certificates are clearly stated and are appropriately published in the college catalog. Appropriate processes for the verification of degrees and/or certificates are in place. All of the required Student Right-to-Know (SRK) elements (including graduation rate and crime/statistics data) are appropriately disclosed in various publications.

Olympic College adequately administers a Financial Aid program, appropriately monitors a student loan program and effectively publishes information regarding financial assistance available to students. However, Olympic College students report that it is often times difficult to access a Financial Aid employee for assistance and that the accuracy of the information provided by financial aid staff is inconsistent. Recent student surveys also indicate that students

must wait many weeks for the results of their FAFSA and award information. In talking with the Financial Aid staff at Olympic College, the Committee learned that a new auto packing/awarding system has been recently implemented that should help to improve the turn around time for the processing of students' financial aid applications. The Committee encourages the college to continue to support staff training on the new awarding system as well as professional development for financial aid regulations training.

The Committee found that Olympic College provides multiple avenues for "entry" into the college through various orientation and advising protocols. However, there is concern with regard to the effectiveness of the existing models in place. It is evident that since the last accreditation visit there have been efforts made by the college to fulfill the recommendation to "continue efforts made toward improvement of the advising process [with] particular attention...paid to advising that is seamless through a student's college experience, from the initial orientation through the point of exiting." (Olympic College Self-Study, page 3-28) Examples of strategies implemented in recent years include the development of a Student Entry Advising Center (SEAC) and Advising Café, as well as the establishment of academic advising liaison roles. As referenced in the Olympic College Self-Study and confirmed by interviews with staff, once a student is beyond "entrance advising," there exists a "shared responsibility" advising model held by both advising staff and faculty. Staff and students alike have reported to the Committee, that this model is somewhat ambiguous, problematic and not yet proven, especially in the general and transfer program areas.

The Committee was not able to determine if the advising strategies selected for implementation at Olympic College were well researched and based on proven models. It appears that these strategies have been drawn from the bringing together of local "good ideas," informal collaboration and new pilots. While the Committee recognizes and appreciates creativity and collaboration, there is a concern that there is no evidence yet that indicates that Olympic College has adequately met sub-standard 3.D.10 of the accreditation standards. The Committee recommends that the college further its work in creating a systematic, comprehensive and "seamless" academic, career and other educational programs advising model that helps students to make appropriate decisions regarding their academic choices and career paths.

The Committee found exceptional food services for students at Olympic College that are provided in part through a nationally accredited culinary arts program. Food services at the college are appropriately supervised by professionally trained staff and meets recognized nutritional as well as mandated health and safety standards.

Upon arrival on the Olympic College Bremerton campus, the Committee immediately found students actively engaged in learning and co-curricular activities. The Committee recognizes that students at the college have many opportunities for recreation as well as intellectual and personal development that are consistent with the institution's mission.

Olympic College effectively operates a bookstore that is supportive of educational programs, students and contributes to the intellectual climate of the college community. The Committee recognizes the bookstore for allocating 3.5% of bookstore proceeds each year that are set aside for student textbook grants and loans. Students from the Poulsbo and Shelton campus reported to the Committee that they are challenged by limited book purchasing and delivery options at these campus locations. The Committee encourages Olympic College to review book purchasing and delivery options for students that are taking courses exclusively at the Poulsbo and Shelton campuses.

Intercollegiate Athletics

Olympic College actively participates in the NWAACC for intercollegiate athletics and adequately manages these programs in alignment with institutional mission. At Olympic there are nine athletic teams which includes five women's programs and four men's programs currently supporting approximately 150-170 student athletes. While the Committee acknowledges that athletic programs are being managed adequately, there is concern that all coaching staff are currently "part time" at Olympic and may only be connected to the college through this coaching role. Evidence suggests that the practice of part time coaching staff places additional administrative workload on the Athletic Director. As a result, program level planning and assessment is not taking place. The Committee encourages the college to review the role of coaches in relationship to the institutional emphasis on "developing the whole student-athlete."

Policy 3.1

The Committee did not find Policy 3.1 explicitly addressed in the self-study, however, there is sufficient evidence that indicates Olympic College's adherence to policy 3.1 addressing institutional advertising, student recruitment and representation of accreditation status. The following are indication of some of the evidence found:

- Official College publications appropriately reflect institutional mission and goals and are readily available.
- Statements and representations in College publications are reasonably clear, factually accurate and current.
- College catalog accurately depicts academic calendar, courses, programs, degree/certificate completion and standard enrollment policies.
- Degrees held by Faculty with the conferring institution are appropriately reflected in the college catalog.
- Representation of accreditation status is appropriately depicted in college publications.

Commendation

The Committee commends Student Services divisions and units for regularly and systematically evaluating the effectiveness of programs and services provided to Olympic College students.

Recommendation

The Committee recommends that the college further its work in creating a systematic, comprehensive and “seamless” academic, career and other educational programs advising model that helps students to make appropriate decisions regarding their academic choices and career paths. (Standard 3.D.10)

Standard Four - Faculty

Faculty Selection, Evaluation, Roles, Welfare, and Development

Olympic College has presented a substantial body of evidence to demonstrate an institutional understanding of the importance of selection, development and retention of a competent faculty. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution’s mission and goals. The faculty is passionate about teaching and learning and recognizes the critical role they play in each student’s success.

The faculty is fully involved in decision-making processes regarding hiring, academic planning and curricular development. Administration seeks significant faculty input. In a recent administrative reassignment of the Dean of Student Development to the role of Dean of the Division of Social Science and Humanities, faculty expressed great satisfaction with the result. Recent trends reflect an increase in the percentage of full-time faculty, which remains a primary goal of the academic faculty. Faculty is fully represented in crucial processes that determine policy and schedule, such as the institutional scheduling committee.

It is not clear in all cases that faculty workloads reflect the mission and goals of the institution. The Committee suggests the College develop clear protocols for assigning related responsibilities for the teaching academic employee.

The nursing faculty are concerned that their work load is significantly higher (510 contact hours/year) than the majority of faculty (450 contact hours/year) across the OC campus. This is a historical discrepancy in workload that the nursing faculty are attempting to rectify through their collective bargaining mechanisms.

Problems relating to the current economic downturn have exacerbated workload problems. With understaffing widespread in the academic divisions, related responsibility of faculty members have increased, simultaneous with many faculty members taking on academic teaching overload assignments. Consequently such crucial duties as academic advising are not consistently performed within the divisions.

Full-time and adjunct faculty shared their ongoing concerns about the adequacy of salaries to attract and retain competent teaching academic employees. In light of State regulations related to compensation of College employees, faculty and college leaders are working together with a goal of addressing compensation concerns in creative, incremental ways while advocating with legislators to focus on more global solutions. Concern over faculty welfare

issues centered on compensation issues, particularly that of salaries. Faculty expressed great frustration at the range of faculty salaries when measured by average west coast standards. However, they expressed confidence in the ability of the bargaining agent to represent well their compensation concerns.

Low academic salaries are a universal tension among health professional faculty who can earn much higher rates of pay in clinical positions. In the past, recruitment of nursing faculty has been a challenge as credentialed nurses could assume hospital positions at considerably higher salaries. Within the past two years the turnover of nursing faculty has decreased and the recruitment of faculty has improved. The nursing program has been able to recruit two new full-time faculty in the past three years to help support the addition of the BSN program.

Academic freedom is robust at Olympic College. Faculty across the disciplines expressed confidence in their ability to determine course content and signified appreciation for administrative respect for the principles of the academy.

Faculty evaluation surfaced as a problematic issue. Evaluation processes are in place and clearly articulated but inconsistently implemented with respect to the quality of the evaluations of adjunct faculty and pre-tenured faculty members. The ratio of tenured to pre-tenured faculty is insufficient in some disciplines to ensure consistent evaluation of faculty members working towards tenure. The Committee suggests that the College continue work to fully implement the process for part-time faculty evaluation. In Nursing Programs, efforts have been directed toward improving the evaluation of part time faculty. Part time faculty members are now assessed every quarter using student evaluations, self and peer evaluations, and class room observation.

Institutional progress has been made following the 2001 accreditation visit; however, there is an uneven practice across the campus. (Standard 4.A.5; Policy 4.1.b and 4.1.c)

Scholarship, Research and Artistic Creation

The Olympic College faculty is engaged in scholarship, research, and artistic creation. In light of local, statewide and national budget constraints, evidence exists to recognize College leaders have placed a priority on retaining a variety of funding mechanisms designated toward faculty development.

Faculty curriculum vitae and syllabi reflect significant professional activity related to the faculty members' disciplines. Professional development funds are available to fund membership dues and some professional materials. Funds are also available to fund travel expenses to professional conferences and workshops. Funding for such actively varies among the divisions, depending on access to grant funding.

The College commitment to faculty scholarship, research and artistic creation are reflected in the internal and external opportunities made available which support individual and shared

growth. College leaders have leveraged funds, sought grants, contracts and gifts which are dedicated toward research and innovation.

Faculty Evaluation

This policy points to the institution's obligation to evaluate the performance of its faculty members and provide for their development on a continuing basis. In addition, the policy calls for institutional safeguards of academic freedom. The existing faculty evaluation system for adjunct, probationary full-time and tenured full-time faculty resides in the faculty Collective Bargaining Agreement. Some aspects of the requirement of this policy have been met through the regular and systematic evaluation of each full-time probationary and tenured faculty member.

The Committee suggests the College continue work to fully implement both the full- and part-time faculty method student assessment. (Policy 4.1.c.1) Progress has been made following the 2001 accreditation visit; however, there is uneven practice across the campus. The Committee strongly suggests that the College continue work to fully implement and track the process for part-time faculty evaluation. (Standard 4.A.5; Policy 4.1.b and 4.1.c) Adjunct faculty expresses a need for regular orientation and integration into the institution. Finally, through the joint efforts of faculty and administration, continuing evaluation, provision for faculty development and increased attention to the integral role played by adjunct faculty will support the mission and goals of the institution.

Recommendations

1. The Committee Recommends the College develop clear protocols for assigning related responsibilities to teaching academic employees in order that faculty workloads reflect the mission and goals of the institution. (Standard 4.A.3)
2. The Committee Recommends the College continue its work to fully implement the process for part-time faculty evaluation. While progress has been made following the 2001 accreditation visit, there is an uneven practice across the campus. (Standard 4.A.5; Policy 4.1.b and 4.1.c)
3. The Committee Recommends the College continue its work to fully implement student assessment of both full- and part-time faculty. (Policy 4.1.c)

Standard Five – Library and Information Resources

Purpose and Scope

The Olympic College libraries (Bremerton, Shelton, and Poulsbo sites), Media Services, and Information Technology (IT) provide services consistent with and supportive of the institution's mission and goals. The Haselwood Library in Bremerton and Media Services have made excellent progress in recovering from a roof collapse in 1996; since the last accreditation, two additional library facilities have been added at the Poulsbo and Shelton sites.

The collections of the three libraries are appropriately split between the three sites, with the majority of the hard copy collection at the Haselwood Library. Strong attention has been given to building up the Nursing collections, which are primarily located at the Poulsbo site. Admirably, the Olympic College libraries are available for full use by the citizens of Kitsap and Mason Counties as well as by the students, staff, and faculty of the College.

Information Resources and Services

The size and adequacy of Olympic College's library collections in the various formats seem to be sufficient to qualitatively meet the needs of the students, faculty, and staff at the College, and are very helpful as well for the residents in the two counties who take advantage of the only academic library in the area. Under a new and improved collection development program, each of the librarians, full- and part-time, has responsibility for specific subject areas and working closely with the faculty in those areas in selection and weeding of materials (in all the various formats).

Electronic reserves are growing, as are the availability and use of electronic books. The College Libraries are generally keeping up with the changing nature of libraries as they move from being primarily collections of print resources to virtual resources that are available to all users at all times and from any location. The library blog presents useful information, and it is nicely linked in to the OC Digital Café webpage, as well.

The database collection is at the high end of other Washington state community college libraries. \$35,444 dollars were set aside in the first year of the Bachelors degree in Nursing for electronic databases and periodicals. The new degree led to the funding of several new databases (Anthrosource, Cinahl, Science Direct, et.al.) which support the health programs, and to agreements which provide health professionals with access to the University of Washington nursing databases. Other library resources and services for the new baccalaureate program in Nursing are fully adequate. The College is committed to ongoing support for the library needs and services of the Nursing program. Staffing for the new program from within the library is adequate with one full-time and one part-time librarian well trained in medical resources and services.

Personnel and Management

The libraries are led by a longstanding and fully engaged Dean, and the three library faculty members are full partners with the teaching faculty. At the present time, because of illness, and cutbacks in part-time librarian funding, two faculty librarians are trying to do the work of at least five, and as with so many areas at this College and elsewhere, much that could be done cannot. It seems to be the faculty librarians' perspective that more focus within the library should be placed on teaching and direct collaborative work with the faculty and less on collections and other services. The staff as a whole are well trained, service oriented, and by and large a close working functional team.

Instruction and Services

Information literacy is one of five Core Abilities that the College has adopted to assess learning, and librarians are working to reach as many programs and students as possible, both on campus and online with information literacy skills and training. The Library utilizes the Texas Information Literacy Tutorial (TILT) on its website, has developed helpful online "LibGuides," and is employing and examining Captivate software in the creation of online tutorials.

Hours of service are adequate, 7 days/week in Bremerton, and sufficient at the other two sites, enhanced by a wonderful new program brought in a year ago providing virtual 24/7 reference via chat or email. The well-equipped instruction room in the Haselwood Library has been reorganized to provide even more effective instruction and constitutes a great teaching environment. A small foreign language lab is now a part of the Viewing and Listening Room.

The Olympic College Libraries have achieved relatively high satisfaction ratings on the 2008 ACT student survey.

Facilities and Access

The Haselwood Library (Bremerton) was beautifully restored in 2000 providing a warm and comfortable environment with wood finishes, natural light (even in the basement level), and a wide variety of study and reading spaces. The library is equipped with sufficient computers (58) for student use and an open lab, but the wireless access has been unstable and a source of frustration for students. The "ship deck" style of the reference/information desk is inviting and accessible and includes a station for a lab technician. The library hosts two special collections in Mountaineering and World Exploration and Travel.

The library/lab space at the Poulsbo site is outstanding, but the lack of quiet study space is a challenge which the College is working on. The Shelton (Johnson) library has a small but growing number of computers and is overall a good facility for that size of campus. This library is minimally but creatively staffed by a part-time library technician and volunteers.

The libraries are popular spaces on the campuses, and are well used. Quiet and cleanliness are in good control through the use of discreet student patrols and policies against eating and drinking in the library, and via users' respect and need for the excellent spaces for study and learning. Faculty and students both voice very positive feelings about the libraries and their resources and services.

The library belongs to the ORCA (Washington community college libraries) Consortium. These libraries all share the very good Voyager automated library system. The library also belongs to the Washington community college Virtual Reference Consortium. Other consortial memberships also provide cost sharing advantages.

The Haselwood Library contributes to the effectiveness of 2+2 programs with other higher education institutions; educational services including library services partner with Old Dominion University, Western Washington University, and St. Martin's University, supporting students' research needs.

Professional development and continuing education opportunities appear sufficient except during this difficult economic period when there have been some cutbacks and limitations.

Media Services

Media Services operates under the purview of the library dean and are supported with one full-time video-instructional media staff person.

Satisfaction with media classroom facilities is high, and the range of rooms and creative possibilities for learning in various subject areas through Media Services is exciting.

Information Technology (IT)

The IT area at OC is responsible for computers and technology for both the office/administrative and the instructional arms of the College. The Executive Director of IT and his team are currently placing the major focus on instruction, that is, instructional support. The IT area works collaboratively with the libraries in making information available wherever located and however delivered.

Much preparation is going into the Humanities Student Services Building still under construction which will house 250 new computers, new services, and whole new infrastructures.

With constant change and new pressures and expectations, the IT area is 4.5 positions down; nevertheless, the passion for its role and service to the college on the part of the IT team is quite strong.

Classroom technology, which is now mostly distributed, is up-to-speed, reliable, and elegantly designed. Up time is very good. However, the “Refresh plan” or replacement schedule for classroom technology has had to be curtailed, as is the case in several other areas such as computer replacement. Feedback on technology equipment is measured day by day. Interactive TV is an important component of course offerings, and there are several classrooms on the three campuses for the transmission of these courses. The ITV program was a problem area in years past, but it now functions smoothly and effectively and is appreciated by students and faculty. All ITV faculty are surveyed at the end of the term to provide feedback and promote improvements.

Students have access to an adequate number of PCs and a small number of MACs. A good Help Desk system is in place, although some faculty members tend to prefer working with the Teaching and Learning Center for technical support. There is a helpful IT brochure directed at students.

IT incorporates standardized purchasing and maintenance, also with office systems and equipment. The College is converting to a satisfactory instructional web system, Angel. Registration is web-based. IT is working to improve web page design and information architecture, and is fully aware of the need for special security and privacy policies and procedures when it comes to information security. The Executive Director is a member of the President’s Cabinet, and an IT member is assigned to each division.

Ongoing training of the IT staff itself is inadequate, and there are concerns for ongoing funding of adaptive technology lab technicians and part-time maintenance technicians. The training program for the 40 students working for IT is valuable and productive, and many of those students have gone on to good career positions with Amazon, Google, etc. Students rate IT highest on the scale of College services.

Conclusions

Better coordination and some reorganization are needed of the various areas in Standard 5: the libraries, Media, and IT, as well as in related areas and services including Distance Learning and the Teaching and Learning Center.

Efforts need to continue to provide quiet study rooms and spaces at the Poulsbo site, and increased help and support for students. Students expect full services at each of the sites, however unrealistic that may be. Wireless access needs to be stabilized throughout the facilities.

More information about and promotion of the program of information literacy provided by the library professionals should be disseminated to adjunct faculty and others, and more support provided to librarians for teaching beyond library orientations.

Overall, the OC Libraries, Media Services, and Information Technology area are serving the institution admirably with limited staff, and contributing mightily to the education being provided by the College and its faculty. In each of these areas, services to students, whether on campus or from a distance, are improving each year in spite of difficult economic times and constant technological change, and the service ethic and student centeredness of each area is visible.

Commendation

1. The Committee Commends the College Libraries, Media Services, and Information Technology area for serving the institution admirably with limited staff, and contributing significantly to the education provided by the college and its faculty. In each of these areas services to the students and to the community, whether on campus or at a distance, are improving dramatically each year in spite of difficult economic times and constant technological change; and the service ethic and student centeredness of each area is highly visible.

Standard Six. Governance and Administration

Olympic College operates under the regulatory authority of the Washington State Board for Community and Technical Colleges (SBCTC). Each community college district has its own Board of Trustees. Through the SBCTC the community and technical college presidents coordinate efforts on a statewide basis. Funding from the legislature comes to the College through the SBCTC.

The five Board of Trustee members of Olympic College are appointed to the Board by the state Governor to five year staggered terms so that typically there is only a single appointment or reappointment per year. This promotes continuity of Board function. The President or the President's designee serves as the Secretary of the Board but has no vote.

The duties, responsibilities, and authority of the Board of Trustees is defined under state law and refined under the Board's Bylaws and Standing Orders. The Board's authority to hire the President and delegate authority is found as articles in the Bylaws of the Olympic College Board of Trustees. These Bylaws were revised for clarity by the Board in January 2009.

The committee was very impressed with the Board of Trustee's knowledge about the campus and its concern for the betterment of the College. Individual Board members are very active in seeking support for the College both locally and statewide. The Committee found that the Board is well respected by the campus and that they work synergistically with the campus administration, students and staff.

The campus administration, including its Board of Trustees, is very active in developing appropriate mission and value statements and, through strategic planning, in developing and accomplishing its mission and goals. Olympic College has a very open and inclusive governance system and the role of individuals on the campus in the governance structure is clearly defined.

An organizational framework has been developed by the President working with the Board of Trustees that includes the constituent groups of administration, staff, faculty and students. Each constituent group has a role and participates in the governance of Olympic College. Campus policies are developed through legal mandates, negotiated agreements, college committee recommendations, and administrative decisions. All campus policies are approved by the Board of Trustees.

An emphasis has been placed on improving communication across campus by the current President. The President has a cabinet consisting of the three division Vice Presidents, the Director of Human Resources, the Executive Director of Information and Technology, the Director of the Communications Office, the Director of Extended Learning, the President of the Faculty Union, the Director of Multicultural Services, and the Executive Assistant to the President. The Cabinet meets on a weekly basis.

President's Council represents a further opportunity for communication and includes all members of the President's Cabinet as well as other deans

The Board of Trustees is ultimately responsible for the quality and integrity of the College. It selects the President, considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The board establishes broad institutional policies, and delegates to the President the responsibility to implement and administer these policies.

The board evaluates the President on a yearly basis. A variety of tools have been used for these assessments including the progress made on board-approved goals, the results of 360-degree evaluations, and the results of employee engagement surveys.

The Board reviews and approves all degree programs and agreements with outside constituencies. The Board also evaluates its own performance and has brought in previous Board members for a historical perspective. The Board of Trustees approves the annual budget and the long-range financial plan, and reviews periodic fiscal audit reports.

A hierarchical system of evaluation is in place at the campus where each administrator is responsible for the evaluation of his/her direct reports. The President meets twice yearly with his direct reports, once to establish goals and again to review progress made on those goals. Other administrators also evaluate their direct reports based on agreed upon goals. The administrative review process includes a self-evaluation and a written and oral evaluation by the administrator's direct supervisor. Remediation plans are developed on an as needed basis.

Olympic College and the Olympic College Foundation entered into a working agreement in 1993. Under terms of this agreement the Foundation acts as the fundraising arm for the college. The Foundation conducts activities as permitted by its exempt status under Section 501(c) 3 of the Internal Revenue Code

Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed.

Administrators' and staff salaries and benefits are adequate to attract and retain competent personnel consistent with the mission and goals of the College but this has become more of an issue under the current budget crisis. So far salaries have remained stable for the most part but there has been a reduction in staff that places greater demands on the time of faculty and staff that have been retained. Most of this was accomplished by not filling positions that became vacant.

The Olympic College governance structure provides a number of opportunities for direct faculty influence on campus decision making processes. The faculty have a collective bargaining agreement with the College that provides for working conditions, hiring practices, and union representation on the President's Cabinet and Council. Faculty also participate in the Instructional Policies Council (IPC), Faculty Council, College Council, Budget Committee and Strategic Leadership Teams. Faculty for the most part seem content with their role in faculty governance.

The Office of Student Programs and Leadership Development (SPLD) assists students with the operation of the student governing body, the Associated Students of Olympic College (ASOC). Students are encouraged to participate in campus committees including the Budget Committee, Policy Review Committees, and College Council, which is advisory to the President. Most students seemed to be satisfied with the degree of their role in the governance of the College and work very closely with the College Administration.

Olympic College practices non-discrimination in accord with its Board of Trustees policies and state and federal laws. Selection and promotion processes are based on criteria such as qualities, aptitudes and talents that pertain to the nature of the position.

Collective bargaining exists on the campus but does not interfere with the campus meeting Commission Standards and Policies. Union representatives serve on campus committees that affect working conditions and other important elements of the campus functioning.

Commendation

1. The Committee Commends the administration of the College, including its Board of Trustees, for developing an inclusive, transparent, and open system of governance where students, campus employees and community members have an opportunity to openly express their opinions and offer suggestions that are fully considered by the administration. This was substantiated by the early and on-going communication to all staff during budget reductions and the linking of reductions to budget principles developed by the committee and in the college's approach to involving faculty, staff and the governing board in the planning of physical facilities and outdoor gathering spaces.

Standard 7 - Finance

The Washington State Legislature grants authority for the finances and budgeting of all Washington state colleges to the State Board of Community and Technical Colleges who in turn confers authority to Olympic college and the five-member Board of trustees. The board, through policy, delegates authority for financial affairs and budgeting to the college president. A clear and well documented budget process has been developed that begins when the budget office rolls the previous year's budget and makes adjustments for personnel costs (salaries and benefits), utilities and other fixed costs. Also included are budgeted amounts for debt service payments and specific costs such as the replacement of computers. Resources from the state allocation, tuition revenue, interest revenue and other revenue sources are estimated. After the initial budget projections are made, the college determines the status of the budget for the upcoming year and whether investments and/or reductions are necessary.

A 15 person Budget Planning Committee representing employees from all employee groups considers budget funding requests that must be linked to College developed College wide strategic initiatives. The requests are submitted and presented to the group by individual programs or organizational units with support of representatives of the individual strategic initiatives. The budget planning committee hears the proposals, prioritizes the requests and forwards a recommendation for funding to the President's Cabinet for deliberation, while at the same time posting the committee's funding recommendations on the college's Sharepoint site for all employees to view. The budget planning committee develops criteria for use in considering budget investments and reductions. Budget reductions are made at the President's Cabinet level using the criteria developed by the budget planning committee. The President's Cabinet reviews the recommendations for funding or reduction and approves the proposed budget. Once the budget is finalized, the President and College Council Chair present the proposed budget to the college community and ultimately, to the Board of Trustees for adoption in June. Any budget investments are monitored for effectiveness and interim reports are submitted to the budget planning committee to document progress towards stated goals. Increases of three percent or more to the budget require the approval of the Board of Trustees.

The college has made a special effort to make the process as inclusive and transparent as possible even during difficult years when budget reductions are necessary. Especially noteworthy was the early and on-going communication to all staff during last year's budget reductions of almost one million dollars and the linking of reductions to budget principles developed by the budget planning committee. College employees reported that while the process was difficult it was participatory, well communicated and fair.

Capital planning is an integral part of financial planning at the college and is an ongoing priority due to the nature of the competitive process for securing funding from the state for capital projects. A current ten year facility master plan is required to submit capital requests to the state and included in the request is funding of classroom equipment and furnishings. The college also submits requests for building improvement projects and receives maintenance and

operations funds. Because of the success in acquiring funding through the capital planning process, the college has, in general, been able to avoid using operating funds for capital projects. Issuance of debt for capital purposes is subject to the policies of the Board of Trustees and requires approval of the state board, legislature and governor. Board policies require that debt be supported by revenues equal to or greater than 125 percent of the debt service costs.

The college uses a financial planning model for operations that records three years of history and projects forward three years of expenditures. Sources of income are generally estimated on a biennial basis to mirror the state appropriation. Multi year capital budgets and planning are in place.

Adequacy of Financial Resources

The primary source of revenue for the college is the state appropriation which makes up about 63 percent of total operating resources. State funds are augmented with tuition revenue and grant and contract revenue. Over the last few years the college has not received new general enrollment revenues due to missing enrollment targets, but has been successful in receiving funding for new programs and FTE's in high demand programs such as Physical Therapy, Welding and the Bachelors of Science in Nursing. Running Start contract revenue has become a primary source of revenue bringing 1.9 million dollars in additional revenue to the college. The college is the sole beneficiary of the William and Sophia Bremer Trust and has received over 6.5 million dollars in cash and real estate since 1989 to support programs and capital projects. The most recent project is the Sophia Bremer Child Development Center planned for ground breaking this year. Recent data shows an increase in student enrollment of approximately 12 percent, but the chances of increased state revenue is unlikely and the college anticipates further reductions in state revenue for the next budget period.

Long term debt has been issued for the remodel of the bookstore, the student programs areas and the ENSCO Energy services project. The bookstore debt is being paid with Bookstore funds and the Student Center remodel is being paid from student funds collected from tuition. The Energy services project is being repaid from utility incentives and capital funds.

Financial statements show a history of financial stability as evidenced by the ending fund balance that is carried forward to subsequent years. Transfers among funds and inter-fund borrowing are approved by the board annually during the budget approval process. Financial resources are sufficient to support the programs and offerings of the college and funding for the new Nursing Bachelor's program has been considered.

Current and future financial aid needs is well thought out. The college budgets 3.5 percent of tuition revenue in order to provide grants and loans to students with financial need. The financial aid office participates in the federal financial aid programs and works closely with the Olympic College Foundation to provide scholarships to eligible students.

Reserves are adequate to cover revenue reductions, expenditure increases and debt services. A board policy requiring a reserve of six to ten percent of the annual operating budget is followed. The reserve at June 2008 was 8.2 percent and a portion was used for one time initiatives but the Board of Trustees reiterated their support of maintaining a reserve of no less than six percent.

Auxiliary funds are expected to be self sustaining and are not supplemented by general operating funds; nor does the general fund rely on Auxiliary funds for operations. Auxiliary fund activities are monitored closely and contribute to the college by paying for facilities costs. In the past year, the college began to budget auxiliary funds along with operating funds to provide more reliable information to budget managers.

Financial Management

The President reports the college's financial status to the Board of Trustees quarterly along with any variances in revenue or expenditures not anticipated in the budget process and report any budget transfers. The college's financial operations are the responsibility of the Vice President for Administrative Services who reports directly to the President. The Vice President is well qualified and the business functions reporting to the Vice President are well defined and provide appropriate support and leadership to the college.

The college uses the statewide financial computer system to track and report all income and expenditures according to generally accepted accounting principles. The system is adequate for the accounting needs and financial management of the institution. Multiple reports are available to the business services staff and department budget managers can monitor budget status at their desk top. The Vice President regularly monitors budgets for variances and follows up with appropriate staff and budget managers.

The college is audited biennially by the Washington State Auditors Office. Cash control findings by the State Auditor in the bookstore, food services and athletics has been addressed and additional follow up has occurred by the Director of Business Services under the direction of the Vice President. All audit reports are available for review. Income and expenditures for all funds are fully controlled by the institution and included in the statewide financial statements.

The college follows written cash management and investment policies based on the policies of the Washington Office of the State Treasurer, Office of Financial Management and the SBCTC. The policies have not yet been approved by the Board of Trustees.

Fundraising and Development

The Olympic College Foundation, a separate 501c3 entity, was established in 1993 and is responsible for all fundraising activities of the college. A formal Memorandum of Understanding delineates the responsibilities of the Foundation and the College. The Foundation board approves all Foundation policies including financial investments. The accounting records of the

Foundation are kept on a separate accounting system and are audited annually by an independent accounting firm.

Commendation

The committee commends the college for a commitment to an open, transparent, and participative budget process by convening a Budget Planning Committee that receives budget requests tied to the strategic initiatives and submits recommendations to the President for funding. Especially noteworthy was the early and on-going communication to all staff during budget reductions and the linking of reductions to budget principles developed by the Budget Planning Committee.

Recommendations

The committee recommends the college use a minimum of a three year planning model for major categories of income and expenditures. (7A2).

The committee recommends the college develop a Board of Trustees approved policy for cash management and investments. (7C4.)

Standard 8 – Physical Resources

The College has three campuses in its service district. The main campus in Bremerton is on 37 acres and has 21 buildings totaling 329,193 gross square feet. Shelton has two permanent and two portable buildings totaling 21,488 square feet and the Poulsbo campus has one single building of 35,249 square feet on twenty acres.

Several of the original buildings on the Bremerton campus have been or are scheduled to be demolished in order to build new facilities or renovated or remodeled to address technology, health and safety concerns and to upgrade outdated HVAC systems. A Humanities and Student Services Building is currently under construction and will replace the existing Humanities building that will be demolished. The new building will bring an additional 80,000 gross square feet to the campus. The College is on the State Board of Community and Technical College legislative capital request for a new College Instruction Center to house the Arts, Music, Dramatic Arts and Health Occupation programs. The college plans to demolish existing outdated spaces. A new Child Development Center partially funded by the Bremer Trust and the renovation of the Shop Building for professional technical programs are also planned. The buildings on the Shelton and Poulsbo campuses are in excellent condition.

Instructional facilities are generally adequate for the programs and staff with the newer buildings being more inviting and current than the older, outdated buildings. While some of the older buildings have less than ideal conditions, the college has carefully evaluated each and has a long term plan for improvement. The College does a good job of keeping disruptions to students and staff to a minimum during construction and renovation. Traffic patterns, parking

and access are considered during the planning stages and outdated buildings are used to provide classrooms for students while new buildings are being built.

The facilities are well maintained and managed. An on-line work request system allows Facilities Services department employees to track work order requests for any department. Requests are generally addressed within two days. Funds for maintenance of buildings not renovated or newly built are available in the Facilities Services budget. A list of prioritized needs is maintained and work is done as funds become available.

Instructional facilities are well planned and with a few exceptions, accommodate the needs of individuals with physical limitations. A few of the older buildings, such as the Shop building are not ADA compliant, but accommodations are made by holding classes on lower levels of the building. ADA compliance will be addressed when the Shop building is renovated. An ongoing concern is the Physical Education building, originally built in the 1960's. Because buildings purposed for athletics are not favored by the state legislature the administration is working with college and student representatives to develop a plan for financing the replacement of the facility.

Parking at the Bremerton campus is a concern for students and employees. Students report that bus service provided by the city has been reduced so more students are driving to campus. With increased enrollments students have been known to circle the campus for over an hour. The college has purchased land adjacent to the campus to address this concern and is creating temporary parking until permanent parking can be established.

College facilities for programs held at the Poulsbo and Shelton campuses are sufficient for the programs and monitored for emerging needs. Recently, property at the Poulsbo site was acquired to provide for much needed student parking. Facilities owned by other organizations meet accreditation standards.

Grounds are well maintained and landscaping and design of outdoor areas for student gathering is considered as part of the design efforts whenever construction is planned.

Equipment and Materials

Employees and students at the main campus and other properties have the necessary equipment they need to be successful. The College has a physical inventory process conducted annually by the Facilities Services department. Information Technology tracks all computer and telecommunications equipment and a replacement plan for most equipment including computers and servers is in place.

The college shows concerted efforts in the area of hazardous waste removal through work with individual instructional and administrative departments where hazardous waste is used or potentially used. All hazardous waste disposal is coordinated through the Facilities Services department and removed weekly by a qualified contractor. The college's sustainability

practices are evolving beyond recycling to include an energy audit and constructing buildings that qualify for LEEDs silver standard.

Physical Resources Planning

The facilities master plan is updated at least every ten years and is linked with the College's strategic intent. The most recent plan was developed in 2007 and includes a ten year and twenty five year view of all three sites. In addition, standards for renovations and new buildings have been developed to create consistency across campus. Facilities Services employees meet regularly to review the current facilities projects under construction or being renovated.

The college has a structured capital planning process. The facilities master plan is used as a guide for identifying future building and renovation needs. The college holds meetings campus wide to solicit feedback from employees on the master plan as well as seeking input from the Board of Trustees and community members. The Board receives regular updates on College construction projects and approves any acquisition of new property of more than \$250,000.

Biennially, the college participates in the statewide SBCTC capital planning process and uses the information gathered from the updated facilities master plan to submit requests for new construction and building renovation. SBCTC ranks the projects submitted and the college receives approval based on its needs compared to other colleges in the system. Since 2001, the college has been highly successful in acquiring funding through the process with over 162 million dollars of projects being approved. SBCTC also completes a facilities condition study of the college's buildings to determine future maintenance and repair needs and provides funding to the college as available. The most recent report was completed in 2009.

Funding for SBCTC approved projects is received over a six or eight year period. Project funding includes maintenance and operations dollars and some custodial. Equipment needs for project is included in the request and funded. The six to eight year period can cause some challenges due to the length of time between the project being approved and construction starting.

Once a project is approved facilities staff meet with the affected staff members to make changes to any of the original building requirements and equipment needs. Staff moving into a new building is fully engaged in the planning process including the design of the facility, the furnishings and the environment.

The college includes broad representation on its facilities master planning committee and consults with the groups including college's IT department and the office of Services for Students with Disabilities to identify technology needs and special equipment and accommodations for physically disabled individuals. All new buildings and remodels are built in compliance with ADA standards and appropriate security arrangements such as building and room card lock systems are established. Emergency operations plans are in place.

Commendation

The Committee commends the College for their inclusive approach to involving faculty, staff and the governing board in the planning of physical facilities and outdoor gathering spaces

Standard 9 – Institutional Integrity

Olympic College and its Board of Trustees adheres to high ethical standards and advocates high ethical standards in its teaching, scholarship, and service; in its dealing with students, faculty, and staff; and in its relationships with regulatory and accrediting agencies. Assigning a permanent Rules Coordinator in 2007 has improved the process of creating, reviewing, and modifying College policies. A grid was created by the Rules Coordinator to ensure that all policies are reviewed regularly and systematically.

The Board of Trustees reinforced Sexual harassment and discrimination intolerance by developing policies for the College. The College holds employees and students to high ethical standards of behavior. The awareness of this expectation by its employees is reinforced in several ways including the publication of its Vision and Values, a Standard of Conduct letter sent to exempt employees every year, a description in annual faculty and classified staff contracts, in *The New Employee Handbook*, and the *OC Student Handbook*.

Employees and the Board of Trustees are made aware of the *State Ethics Manual* online and directed to state ethics brochures. The Board of Trustee's Code of Ethics describes the Trustee's duties to the College, their obligations to one another and to the state, and provides ethical standards Board members are expected to follow. The Board of Trustees develops and publishes ethics policies for both employees and Trustees.

Olympic College in its catalog, publications and official statements consistently represents itself to its students and other constituencies. Development of publication standards and processes by the College has resulted in a consistent College image in both print and electronic media. This was also facilitated by the centralization of development of admissions and program brochures by a reorganized and renamed Communications Department. Prior to this dispersed content creators produced publications with varying designs and inconsistent content.

Web content is created and managed by a Content Management System (CMS). Individual content management use the web based CMS to make changes as needed in their areas of responsibility. The print and web changes have resulted in increased scores on the ACT Two-Year Student Opinion survey on questions regarding the way the College represents itself accurately.

Olympic College promotes academic freedom as well as academic responsibility through its policies and actions. Recent appearance on campus of picketers displaying signs that showed

photographs that were offensive to many was treated as an opportunity by the College for a discussion on the values of freedom of speech.

In the open review process that re-examined its Mission, Vision, and Values, Olympic College found that a number of stakeholders did not believe that the current values statements matched what was actually the case at the College. These value statements were subsequently changed showing that the College is responsive to the views of its constituents and committed to openness and honesty.

Grievance and complaint processes are well established. For example, the state complaint process provides an avenue to report misconduct at the College confidentially. While this has been used very infrequently, it does represent an important process available to the campus community.

A Student Complaint Mediator offers confidential dispute resolution services to students who wish to discuss informally issues or concerns before accessing formal complaint procedures. Formal processes available to students include a grade appeal process and a complaint process if students believe that a College employee has not been fair or has not been adhering to College policies. The complaint processes encourage informal resolution of issues but does contain a hierarchical process for formal complaint resolution.

Summary

Olympic College has demonstrated through its self-study, exhibits, and on-campus interviews and meetings that it is providing high quality education that is commensurate with the needs of its community and of its students and is fulfilling its regularly reviewed mission. Through an inclusive budget process the College has taken steps to ensure that the negative effects of budget reductions are minimized and scarce resources are allocated effectively.

One special focus of the comprehensive visit was Olympic College's offering of a baccalaureate degree for the first time. Start-up and operation of this program were done in an exemplary manner that included attention to faculty, the academic program, the finances, and the library and other support resources necessary to offer the program. While the College would prefer to have other colleges and universities offer future desired baccalaureate degrees on the Olympic College campus, it is clear that the College understands how to develop the structure necessary to offer degrees at the baccalaureate level.

COMMENDATIONS

1. The Committee Commends the College for developing a strategic planning process with participation by a full array of campus and community members that provides guidance and sets priorities for initiatives that are transforming the campus. Evidence for use of the strategic plan was especially evident in the process for funding budget requests.
2. The Committee Commends the administration of the College, including its Board of Trustees, for developing an inclusive, transparent, and open system of governance where students, campus employees and community members have an opportunity to openly express their opinions and offer suggestions that are fully considered by the administration. This was substantiated by the early and on-going communication to all staff during budget reductions and the linking of reductions to budget principles developed by the committee and in the college's approach to involving faculty, staff and the governing board in the planning of physical facilities and outdoor gathering spaces.
3. The Committee Commends the College for its commitment to adult education evidenced by creating and funding full-time faculty positions, congregating educational services from off-campus to on-campus, and promoting connectedness among adult education faculty by including them in the new building.
4. The Committee Commends the College Libraries, Media Services, and Information Technology area for serving the institution admirably with limited staff, and contributing significantly to the education provided by the college and its faculty. In each of these areas services to the students and to the community, whether on campus or at a distance, are improving dramatically each year in spite of difficult economic times and constant technological change; and the service ethic and student centeredness of each area is highly visible.
5. The Committee Commends the College nursing faculty and their administration for their commitment to faculty development prior to implementation of the B.S.N. program and the college administration for their support of the B.S.N. program.
6. The Committee Commends the college's Business and Technology Division faculty, staff and leadership for their dedication to assessment processes which are being systematically implemented to ensure comprehensive evaluation, planning, and program improvement resulting in data driven decision making which has led to exceptionally high completion and job placement rates.
7. The Committee Commends the Student Services divisions and units for regularly and systematically evaluating the effectiveness of programs and services provided to Olympic College students.

RECOMMENDATIONS

1. The Committee Recommends the College develop a system that assures all courses are assessed for student learning outcomes and establish a tracking system that documents these assessments. (Standard 2.B.1)
2. The Committee Recommends the College develop a system that assures the general education requirements of the AA and AS degrees are assessed for student learning outcomes and establish a tracking system that documents these assessments. (Standard 2.B.2)
3. The Committee Recommends the College further its work in creating a systematic, comprehensive and “seamless” academic, career and other educational programs advising model that helps students make appropriate decisions regarding their academic choices and career paths.(Standard 3.D. 10)
4. The Committee Recommends the College develop clear protocols for assigning related responsibilities to teaching academic employees in order that faculty workloads reflect the mission and goals of the institution. (Standard 4.A.3)
5. The Committee Recommends the College continue its work to fully implement the process for part-time faculty evaluation. While progress has been made following the 2001 accreditation visit, there is an uneven practice across the campus. (Standard 4.A.5; Policy 4.1.b and 4.1.c)
6. The Committee Recommends the College continue its work to fully implement student assessment of both full- and part-time faculty. (Policy 4.1.c)
7. The Committee Recommends the College use a minimum three-year planning model for major categories of income and expenditures. (Standard 7.A.2)
8. The Committee Recommends the College develop a Board of Trustees approved policy for cash management and investments. (Standard 7.C.4)