



Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2010-2011
Due October 15, 2011

College Name: Olympic College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Oct. 2009 full scale accreditation recommendations :	All recommendations have been addressed in full to the Northwest Commission.	
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)	The College strengthened the Course Approval process, both for feedback and review of student learning outcomes, ensuring broad participation in learning outcomes review and opportunities for feedback. Instructional Administrators also reviewed the system used to document learning outcomes and ensured that the courses were being reviewed according to policy.	Olympic College has an on-going system that assures all courses are assessed for student learning outcomes. These outcomes are subject to an ongoing review process and are documented in a centralized tracking system. 100% of all new courses and 99% of Olympic College courses undergoing their 2010-2011 scheduled review were completed successfully.

<p>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)</p>	<p>Multiple workshops were held to update evaluation statements in all Core Abilities rubrics; evaluation rubrics were approved by the Instructional Policies Council. Since 2009 four faculty institutes were help to validate that course outcome assessments appropriately addressed the rubrics. A Core Abilities Course Mapping Database was created and distribution area courses have been mapped.</p>	<p>Student learning is documented for the AA and AS degrees: 100% of general education classes have documented student learning outcomes and 80% of the most frequently offered general education courses are mapped for core abilities. OC has a tracking system that fully documents student learning outcomes. Core Abilities are adopted as a graduation requirement beginning Summer 2012 and communication plans are underway to educate students about Core Abilities. OC has an ongoing system for continuous assessment of Core Abilities and support and professional development of faculty in Core Abilities.</p>
<p>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)</p>	<p>OC created a simplified intake and advising referral system, an Orientation to Advising course for new students, a requirement for a 45-Credit Education Plan Checkpoint that mandates students see an advisor and create an education plan, implemented Degree Audit—an online advising tool, developed an online Class Schedule Planner, and co-located advising services in a new building to better serve all students. In addition, Advising Relationship Software is being beta tested for release in fall 2011.</p>	<p>Students have access to better online systems for planning and are now required to develop a plan, simplified referral systems, and easier to use services; all of these improvements should lead to reduced time-to-degree and higher student satisfaction with services.</p>
<p>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)</p>	<p>Instructional Administrators have developed a set of new procedures and protocols and submitted them this fall to faculty for review. Protocols will be beta-tested in 2011-12 to further refine the process.</p>	<p>Clear protocols for assigning related responsibilities to teaching academic employees will lead to balanced workloads and participation in the essential work of the College on the part of all faculty .</p>
<p>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</p>	<p>Part time faculty evaluation follows faculty contract guidelines which have been extensively revised and expanded. College has fully implemented the process for part-time (adjunct) faculty evaluation and documents the</p>	<p>New clearer guidelines and a centralized system for tracking and reporting compliance with all aspects of adjunct faculty evaluation that will result in Improved instruction via prompt performance evaluation of adjunct instructors.</p>

<p>accreditation visit, there is an uneven practice across the campus. Standard 4.A.5; Policy 4.1.b and 4.1.c)</p>	<p>efforts across the College. A new centralized system was created for an institution wide analysis of completion rates.</p>	
<p>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)</p>	<p>The College has implemented new hardware and software that allows for quick turnaround of student assessments in both paper and online delivery and reduced clerical workload for all.</p>	<p>Streamlined evaluations in both paper and online formats have resulted in higher response levels from students and a reduction in clerical workload. 100% of full and part time faculty are in compliance with student evaluation requirements.</p>
<p>7. The Committee Recommends the College use a minimum three-year planning model for major categories of income and expenditures. (Standard 7.A.2)</p>	<p>The College has updated our three year budget planning model to include major categories of expenditures and revenue.</p>	<p>All requirements are met, and this broader planning information will enhance budget planning.</p>
<p>8. The Committee Recommends the College develop a Board of Trustees approved policy for cash management and investments. (Standard 7.C.4)</p>	<p>The College’s Board of Trustees has adopted a new investment policy, effective November 24, 2009: “Olympic College shall invest funds in a manner which secures principal with the potential for the highest investment return, while meeting the daily cash flow demands of the College and conforming to all state laws governing the investment of public funds. The Vice President of Administrative Services is delegated the responsibility to invest funds not immediately necessary for the operation of the College. Under the Vice President’s oversight, the Director of Business Services manages college investments to improve the College’s financial position within the limits imposed by the Public Deposit Protection Act (RCW 39.58), which delineates the types of investments appropriate for public agencies.”</p>	<p>While this has always been the policy of the College, this opportunity to formally codify the investment policy provides written evidence that our current practice is consistent with state laws and regulations.</p>