# SPOKANE COMMUNITY COLLEGE SUBSTANTIVE CHANGE PROSPECTUS April 30, 2013

#### INTRODUCTION

Spokane Community College (SCC) proposes a substantive change that enhances the college's mission fulfillment and provides for greater sustainability of the institution. SCC is one of two regionally accredited colleges within Washington State Community College District 17, Community Colleges of Spokane (CCS), with a six-county geographic area in Northeast Washington State. The Institute for Extended Learning (IEL) is an unaccredited third educational service unit in CCS as authorized by WAC 132Q-01-006 (1) Organization and Operation. SCC's last regional accreditation report for the Northwest Commission of Colleges and Universities (NWCCU) included information on how IEL has been offering some SCC credit classes under the terms of a "service agreement" modeled on NWCCU's Operational Policy A-6; the initial intra-district, inter-educational unit agreement between SCC and IEL dates back to 2004. Spokane Falls Community College (SFCC), the other regionally accredited college within CCS, has a similar agreement with the IEL.

The following prospectus provides information requested in the Commission's required "Substantive Change" document to be submitted by the accredited college. This substantive change addresses the merger of the majority of IEL programs and offerings into the operations and administration of Spokane Community College. The prospectus will outline how this merger fits well into the existing mission and goals of the college without negatively impacting current SCC and IEL student populations or future student populations of the proposed expanded SCC. With the merger, the separate identity of the IEL will no longer exist.

The IEL, formerly known as Extension Services, was founded in 1970 and had been either a continuing education arm for the District or as part of SFCC over a fifteen-year period. In 1985 the IEL was established to manage, develop, and coordinate diverse non-credit programming throughout the region and to facilitate the offering of credit instruction in the rural communities of CCS. This educational unit within CCS was never regionally accredited and was primarily affiliated with SFCC under the college's accreditation. About ten years ago, SCC and IEL developed partnerships and affiliations. Since 2004, SCC and IEL have had a written agreement that allows the IEL to offer SCC credit courses. Also in 2004, SCC and the IEL were awarded a \$100,000 SBCTC grant to help establish an LPN program in Colville so that SCC could offer licensed practical nurse (LPN) courses at IEL's northern county, Colville Center. The program began in Spring 2005, to meet the need expressed by the local hospital and other health services agencies. SCC worked with the IEL and SFCC to offer the appropriate pre-requisite coursework and the actual LPN preparation classes. Due to decreased enrollment, the program was discontinued in 2009.

The IEL's Rural Northern County service area of Ferry, Stevens, Lincoln and Pend Orielle counties include a population of 74,910, with average earnings of \$34,018, which is well below the state average wage according to the state's Office of Financial Management. Educational attainment includes 10.2% of the population with less than high school completion, 31.5% possessing a high school diploma, and 27.9% with some college. According to EMSI Economic Overview for Northern Counties industry employment data, the top industries for the four northern CCS Service area counties by employment include Government; Agriculture, Forestry, Fishing & Hunting; Retail Trade; Healthcare; and Social Assistance.

As indicated in the EMSI report, the occupations with expected growth through 2015 include farmers, ranchers and other agriculture-related employment, real estate agents, and financial advisors. The largest completion gaps for specific occupations include registered nurses, teachers, personal financial advisors, and financial services and sales. The overall expected growth in employment of 2.5% by 2015 for the Northern Counties will require career and technical education opportunities to assist the current residents and future generations to bridge the skills and completion gaps that exist in order to maintain employment, as well as their current rural community lifestyle.

For many years SCC has collaborated with IEL to offer Washington State's Integrated Basic Education and Skills Training (I-BEST) programs to students who were enrolled through both institutions. The generation of full time equivalent students (FTEs) was divided between IEL and SCC since both provided faculty and instruction. This nationally recognized Washington State program has successful achievement rates by integrating basic education and applied career technical skill development. The two institutions have successfully collaborated on special grant-funded partnerships such as the ShortTerm Rural Aerospace program.

Over fifteen years ago, IEL began teaching basic education courses on the SCC campus to provide opportunities for College Prep, English as a Second Language (ESL), General Equivalency Diploma (GED) preparation, and high school completion students to be on the college's campus and to become more acquainted with SCC's career and technical programs.

In 2011 SCC and IEL collaboratively proposed to both the CCS Board of Trustees and the Washington State Board for Community and Technical Colleges (SBCTC) a capital proposal for a multi-use addition to the SCC student center that could accommodate many IEL operations and programs. The Board of Trustees approved the proposal in November 2011 and work is underway to expand SCC's Building 15 which will house current IEL programs that are dispersed across the SCC campus, as well as current IEL programs that are being relocated from the Hillyard Center in northeastern Spokane.

The history of strong collaborations between SCC and IEL is long and had solidified with prior district Chancellor Gary Livingston. Current Chancellor Christine Johnson, the chief executives of IEL, SCC and SFCC, and the Board of Trustees see this merger as a substantial move to reinforce the sustainability of SCC, while better serving all current and future student populations in the district service area and increasing student achievement. This prospectus outlines why the merger makes sense at this time and how it will be implemented to enhance mission fulfillment of SCC and the overall CCS district.

# **A. MISSION AND GOALS**

SCC will become responsible for the administration of a majority of the educational offerings and services that are now offered by the Institute for Extended Learning (IEL). Most of the IEL will be merged into SCC. While the current SCC mission does not include specific wording, "adult education or basic skills/education," it does include "accessible and affordable educational opportunities responsive to the needs of our diverse population" and lifelong learning opportunities. This part of SCC's mission would include adult education opportunities needed by populations within the community.

This change of administration of current IEL programming fits well into the SCC Mission statement that reads as follows:

At Spokane Community College, we strive to provide our community accessible and affordable educational opportunities responsive to the needs of our diverse population. We do this through:

- Industry-standard, professional-technical certificate and degree programs
- Liberal arts and professional-technical programs transferable to four-year institutions
- Developmental and continuing education, distance learning, and lifelong learning opportunities
- Education programs that emphasize four critical learning abilities: Responsibility, communication, problem-solving and global awareness

As we carry out this mission, our skilled and dedicated faculty, staff and administration continuously support the individual and professional growth of our students and the economic success of our region.

The Board of Trustees approved the SCC Mission statement in January 2002 and reaffirmed in September 2011.

The inclusion of current IEL educational offerings and services into SCC's administrative authority would allow for the following:

- SCC would offer not only academic transfer courses and programs in Ferry, Stevens, and Pend
  Oreille counties (Northern Counties), but most importantly, SCC would be able to offer its
  current inventory of career and technical programs (CTE) to support the individual and
  professional growth of students and to support economic success of the CCS service region.
- SCC would oversee the operations of current IEL centers in the rural counties (Colville, Newport, Republic, Ione, and Inchelium) which are fully functioning with facilities, personnel, equipment, and other resources that are already part of the CCS District. These extensive resources will be under the management and direction of SCC with this substantive change.
- SCC would be better able to sustain its current offerings and services and existing IEL programs.
   The dissolution of the IEL's senior executive positions and streamlining of administrative functions provide SCC's fiscal stability without a cut in educational services. SCC will guarantee increased and relevant educational programming throughout the CCS service region. Limited fiscal resources will go directly to student programming.

Under the Revised Code of Washington (RCW 28.B.50.020), CCS is already authorized through its colleges to grant associate degrees and certificates. In light of this authority, this proposed change merely shifts the administration of these current IEL-supported operations to the direct administration of Spokane Community College.

Utilizing data from the 2011-2012 <u>IEL Annual Report</u> as a baseline for projection, this proposed change will mean that in 59% of the annual full time equivalent credit students (FTEs) generated in AY 2011-2012 through IEL's offering of either SCC or SFCC credit courses (59% of 566.7 FTEs =335.9 FTEs) will be directly offered by SCC after implementation of this merger. The balance or 41% of the 566.7 IEL-generated credit FTEs will be offered by SFCC in Whitman County (Pullman Center and the town of Colfax) and will remain under authority of SFCC's accreditation as it has been.

The IEL, as the third education unit of Community Colleges of Spokane, has offered many "transitional programs" that are designed for specific students to achieve their educational goals and further their studies and abilities to secure employment. The five major transitional programs listed in the IEL's July, 2011 Transition Programs: A Comprehensive Look include College Prep, ESL Transitions, I-BEST, Career Builder, and Change Point. This report provides the transition to credit coursework by program completers, and 78% of those transitioning into credit instruction go on to SCC. With SCC providing these programs as part of this proposed change, the actual numbers of students transitioning are most likely to increase because the transitions and coordination will be seamless. The primary purpose of most of IEL's programs is to better prepare participants for future employment and self-sufficiency.

SCC's trustee-approved core themes are workforce development, academic transfer, student success, and community responsiveness. In keeping with the designation by the CCS Board of Trustees to be the District's primary career and technical college, SCC reported in its <a href="Year One Report">Year One Report</a> to the Northwest Commission on Colleges and Universities (September 9, 2011) that approximately 70% of its students were pursuing a professional technical certificate or degree and approximately 30% were preparing to transfer to a four-year college or were attending for personal enrichment. SCC, as a legislatively defined comprehensive community college with a strong workforce development emphasis, is well poised to support this substantive change.

With the economic development and workforce development needs of the district's extensive six-county region becoming more acute; with the need to increase both student success and fiscal efficiencies in a poor budget climate; and with stricter accountability measures demanded from legislators, this proposed substantive change is deemed in keeping with Spokane Community College's mission, core themes, and goals. It is also wholly consistent with the mission of Community Colleges of Spokane, which was approved by the Board of Trustees in June 2011:

To develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for our students and our state.

In its year one report to the NWCCU, SCC detailed how its own core themes addressed and were consistent with the four strategic priorities of CCS as outlined in the district's board-approved strategic plan. This proposed substantive change enhances SCC's work in achieving the <a href="CCS four strategic priorities">CCS four strategic priorities</a>: Student Success: Strengthening Engagement; Collaboration and Communication: Building Productive Communities; Sustainability: Enhancing Operation Efficiency and Effectiveness; and Innovation: Supporting a Culture of Continuous Improvement.

The current IEL mission statement, adopted by the Board of Trustees in 1989 and revised in 2005, reads:

The Institute for Extended Learning, one of three educational institutions of Community Colleges of Spokane, develops individual potential and enhances economic prosperity of the communities we serve. In collaboration with our accredited partners, we provide a dynamic and responsive spectrum of education and training programs and services for the benefit of individuals, families, employers and organizations. The Institute for Extended Learning uses time tested and innovative educational delivery systems to give students, both urban and rural, access to learning opportunities they otherwise might not have.

This substantive change prospectus will illustrate how IEL's mission will be subsumed under SCC's mission and goals in its provision of educational offerings with an appropriate budget as well as student support, ancillary services, and appropriate governance.

## **B. AUTHORIZATION**

Per Revised Code of Washington (RCW) 28B.50.140 Board of Trustees – Powers and Duties, by written order, the Community Colleges of Spokane Board of Trustees has delegated to the district's Chancellor, powers and duties related to district organizational structures and the running of the district and its colleges. Chancellor Christine Johnson has updated the trustees on the decision and rationale for the merger of IEL into SCC, the accredited college. IEL has never been a regionally accredited institution of higher education; therefore, it was never authorized to grant any degrees or certificates. Authorization to do so is not needed given SCC's existing authority. Besides ongoing updates for the trustees, Chancellor Johnson has also involved constituents including all classes of personnel throughout the entire district in the planning for the proposed re-organization. The IEL has no standing with the Washington State Board for Community and Technical Colleges (SBCTC) and is not recognized as a separate entity in program operations, data collection, and financial aid. SBCTC has no authority over how CCS organizes itself as long as there is maintenance of the two regionally accredited colleges, SCC and SFCC.

# **C. EDUCATIONAL OFFERINGS**

Spokane Community College is a comprehensive community college that offers degrees and certificates: the Associate of Arts (A.A.) transfer degree; the Associate of Applied Science (A.A.S.) terminal degree for career/technical programs; certificates for career/technical programs with usually 45 quarter credits or less; the Associate of Applied Science Transfer (A.A.S.-T) degree for some specific career/technical courses that transfer to designated four year institutions, and the Associate of Science Transfer (A.S.T.) for state-approved science transfer degrees. All of these degrees have been approved through SCC's Curriculum Committee, and the transfer degrees are also offered by Spokane Falls Community College (SFCC) whose Curriculum and Graduation Requirements Committee approved the content of the degrees as well as every course within the degree. Career/technical degrees and certificates are specific in scope and sequence to particular programs, for example nursing, legal administrative assistant, automotive technology, hotel and restaurant management, accounting assistant, network design and administration, etc., are listed as SCC Programs. Faculty members, with the input and

approval of the program's community-based advisory committees and subsequent review and approval by the SCC Curriculum Committee, developed all of these program courses, degrees and/or certificates.

Currently in the Northern Counties of Ferry, Stevens, and Pend Oreille, where the IEL is providing educational opportunities in its rural centers, instructors are offering coursework for the A.A. degree. This degree is part of the "direct transfer agreement" degree (DTA) that facilitates the transfer of a Washington State community college A.A. degree holder to all Washington State baccalaureate institutions (BI) and to most private BIs in the state. After the merger proposed in this prospectus, the students who have earned credits for courses that are part of the DTA will easily utilize these credits towards the A.A. degree granted by SCC.

After the substantive change, it is likely that there may be continuing students who completed career technical courses at the IEL's rural centers prior to the merger of the IEL into SCC. These courses were offered by the IEL, according to the Policy A-6 agreement between SFCC and IEL and utilizing SFCC's approved curriculum. They are SFCC courses and were transcripted utilizing SFCC's course inventory prefixes, titles, and numbers. To protect continuing students from any negative consequences from this proposed substantive change, both instructional and student services leadership at SCC, including faculty members and administrators, have agreed that these particular students will be assisted in working towards and completing their degree goals through utilization of course substitutions and a crosswalk of some courses.

Besides degree and certificate credit programs approved by SCC and the Washington State Board for Community and Technical Colleges (SBCTC), many additional educational programs will be merged into SCC's administrative oversight with the implementation of this proposed substantive change. The following paragraphs will describe these educational offerings. They do not offer credit and most are unique transitional programs and/or adult basic education courses.

Adult basic education (ABE) courses and programming include high school completion courses, English as a second language courses for immigrants and refugees, GED preparation, People Accessing Careers and Employment (PACE), and Supported Education and Employment Enhancing Rehabilitation (SEER). PACE and SEER are specifically designed for students facing significant obstacles to learning, employment, and independent living primarily due to disabilities. These programs have administrative, instructional, and support staff as well as facilities and existing curriculum. No changes in programming and resources will occur as a result of the proposed change.

Transition programs are designed for specific students to achieve their educational goals or further their studies. These students are not yet adequately prepared to move into college credit courses, and these programs help them explore educational and career options as well as help them to develop the needed skills to prepare them for college credit courses. The programs include College Prep, ESL Transitions, I-BEST, and Career Transitions.

 College Prep, which has been offered at SCC, is similar to a bridge program and is a one-quarter course to prepare students for college. Students are often simultaneously enrolled in adult basic education (ABE) classes.

- ESL Transitions courses are the highest level of ESL and geared towards college preparation. They have been offered on the SCC campus since 1997.
- I-BEST is the Washington State Integrated Basic Education and Skills Training program for unemployed or under-employed students who need educational support to strengthen their math, writing, and/or English skills while acquiring workplace skills to obtain and keep entry-level jobs in high-demand career fields. Students are enrolled in courses that integrate both basic skills and career technical skills development, similar to learning communities with enhanced teaching and learning opportunities. I-BEST is taught utilizing basic skills instructors and college career technical program instructors with the end goal being a certificate or degree awarded by the college.
- Career Transitions, formerly known as Change Point (a displaced homemaker program), is a six-week transition program for individuals who have been laid off from work, suffered other life changes such as divorce or widowhood, and/or other situations that require a person to join the workforce, while not having updated, employable skills. This program supports unemployed or under-employed adult students to acquire skills in computer applications, business English and math, and QuickBooks. Multi-generational workforce content is integrated into all of the course materials.

These transition programs and courses have funding, instructional and support personnel, curricula, and facilities which are already in place and will be maintained after the proposed change of management from IEL to SCC.

Continuing education and customized workforce training for incumbent workers are consolidated under the CCS district's Center for Workforce and Continuing Education (CWCE). This centralized effort works with both colleges to meet the economic development and avocational needs of the communities within the district. The CWCE coordinates, as appropriate, with discipline and content experts from the faculty in the colleges. Also the district's Human Resources office provides support for acquiring appropriate instructors for the CWCE offerings. The merger of IEL into SCC will not negatively impact these noncredit educational offerings since the consolidated entity already has CE and customized training merged into a single center serving the entire district.

Other special programming that will move from IEL to SCC with this proposed merger will include SBCTC's "retirement courses" called ACT2, and parent education/preschool cooperatives. Both programs have existing management, resources, and plans that will simply be under SCC's administrative oversight after the IEL merges into SCC. Current or prospective students will experience no negative impact.

An educational program for incarcerated individuals at Airway Heights Correction Center is funded by Washington State Department of Corrections. There is an established statewide curriculum, and after the proposed merger, SCC will execute the contract. The courses taught are those approved through the SCC and/or SFCC curriculum committees. As long as the contract continues, there will be no changes caused by this management change.

There are two large, non-credit educational programs that the IEL operates utilizing grants and contracts. They include a federal Head Start program for low-income families and their preschool age children and Washington State Early Childhood Education and Assistance Program (ECEAP) that is similar to Head Start but state-funded. These are totally soft-funded and CCS is the grantee with administrative oversight currently assigned to the IEL. After the merger, CCS will remain the grantee but the management of the operations will move to SCC. These changes will have no negative impact on the programming and their participants.

SCC has a well-established academic policy body, comprised of teaching faculty members and some staff and administrators. This Curriculum Committee (CC) must review and approve any credit courses and proposed program degrees and certificates. For established programs, any changes in curricula, number of credits, course additions and/or deletions, and other major changes, must be reviewed by the Curriculum Committee. The CC may send back any changes that come forward to be improved and resubmitted before the Committee forwards their recommendation to the Vice President of Instruction. Changes cannot be implemented without the approval of SCC's Vice President of Instruction. The SCC CC also coordinates fully with the SFCC Curriculum and Graduation Requirements Committee for any shared courses that are on both colleges' inventories and the shared transfer degrees. All courses that the IEL has taught for credit have been vetted through SFCC's committee, if a liberal arts/transfer course; and through the district's academic policy group, District Education Council (DEC), if a career technical course and program or non-credit program.

#### **D. PLANNING**

In Washington State, community and technical colleges have faced rising costs and decreasing state support for their operating budgets. Since 2008-09, CCS operating budgets have been cut 24%; this includes cuts totaling 39% of state operating allocations. The state allocation during that period dropped from 71.5% of the CCS operating budget in FY 2008-09 to about 54% in 2012-13. Also the demand for enrollments, especially in equipment-rich programs—career and technical programs, has risen. The sustainability of SCC's operations whose program mix is approximately 70% career technical enrollments to 30% transfer or liberal arts remains a concern due to inadequate state allocations and revenue generation.

Chancellor Johnson outlined the specific and intentional consolidation of numerous administrative positions which totaled over \$750,000 that CCS assumed to address decreasing state fiscal support, including the decrease from three presidents (chief executive officers of SCC, SFCC, and IEL) to two beginning academic year 2012-13 and the additional elimination of two vice president positions. Though there were other administrative changes and decreases throughout the district, these executive-level positions were most significant. This administrative restructuring was opportune and resulted from sudden vacancies occurring late during spring quarter 2012 at Spokane Community College as all three of its executives – president, vice president of student services, and vice president of instruction – left SCC. To continue operations and services with no harm to students, the three executives from IEL were asked to serve in acting positions to fill the vacancies for this academic year while maintaining their responsibilities at the IEL. In 2012-13, this action demonstrated how SCC executives are able to

manage the responsibilities of both institutions. handling the responsibilities of managing the IEL. The reorganization decision for this substantive change was ultimately made by the Chancellor in consultation with executive leadership throughout the district. The Chancellor also consulted and gathered input from the faculty union leadership as well as classified staff union stewards.

This approach reinforced the partnerships that existed and were continuing to be formulated between SCC and IEL program personnel. The collaboration between IEL and SCC that began about a decade ago were primarily formulated to meet student and community needs for more technically skilled graduates in Spokane County and in the northern counties of the CCS district. With asynchronous and other distance learning modalities, the need for liberal arts courses was met at a greater rate than career/technical classes; career/technical classes were not offered to rural students. This merger would assist in solving this deficiency of programming for career/technical classes and providing more opportunities for future students and their communities.

In an environment of shared governance, the critical recommendations for the implementation of this proposed substantive change were assigned to four district-wide subcommittees that report to the IEL-SCC Transition and Integration Taskforce. Tri-chairs of this taskforce include the chief academic officers of SCC and SFCC and the district provost. The subcommittees are comprised of employees from all classifications (e.g., faculty, administrative and professional exempts, classified staff) and from SCC, IEL, SFCC, and the central district administration. Per the employee contracts with CCS, members were chosen by the Chancellor, following contractual guidelines and practices. Each subcommittee has staff from institutional research to assist in the deliberations and provide information for data-informed decision making. The subcommittees are Academic Issues, Student Services and Support, Personnel Relations, and Marketing/Facilities/Space Utilization. The Chancellor's "charge" to the taskforce (Appendix A) includes guidance materials with specific questions that guide the work, criteria for membership, expected outcomes, a timeline for recommendations for action, and subcommittee memberships and affiliations. Members were selected based on their demonstrated experience in developing solutions to problems, demonstrated commitment to continuous improvement, demonstrated experience in cross discipline/area collaboration, experience/expertise in subcommittee's area of influence, broad representation from various areas of the Colleges and District, and knowledge/experience with the Colleges and the community. The Chancellor selected members from nominations sent from each employee category. The subcommittees started meeting during winter quarter 2013.

There will be no negative impact on the educational offerings to students throughout the district, and in fact the merger will provide for more diverse programming, especially in the rural communities and counties, which are all located outside of Spokane County. SCC's main campus is in the city and county of Spokane, as is SFCC's main campus. Since students can only earn their degrees and certificates from either of the existing accredited colleges, SCC and SFCC, this merger of the IEL into SCC does not change the awarding structure. This substantive change will also allow for a greater seamless transition for students between basic skills education and college credit coursework. According to the 2011-2012 IEL Annual Report, even though the majority (78%) of students successfully completed their IEL basic skills programs, the total percentage who actually transitioned was less than 50%, except for the I-BEST

program that combines basic skills and credit instruction. This percentage is deemed too low, and this substantive change is part of a strategy to improve the percentage and better help students to achieve their career goals.

## **ORGANIZATIONAL STRUCTURE**

To accommodate this substantive change, SCC will not need to make major organizational changes. Adequate faculty, staff, and management personnel are currently in place at the IEL, and while there may be some changes in supervisory reporting, SCC's executive leadership team (president, vice president of student services, and the vice president of instruction) will oversee existing SCC programming and the merged IEL activities. All personnel are already part of CCS, District 17, which offers centralized supportive services including: human resources; business and fiscal oversight; health, safety, and security; information technology support and oversight; facilities, building and grounds, including capital projects; marketing and outreach and public information services; distance education (learning) and international education support; library and information resources; and continuing education and customized training. Incumbents in these functional areas will easily work to support the SCC post-substantive change just as they have been for the entire district. Also collective bargaining agreements are the same for CCS personnel, no matter to which unit an employee reports.

It is recommended that dedicated efforts be made to bring together CCS employees who have identified with the IEL, with CCS employees who have identified with SCC for the purpose to celebrate the increased sustainability of learning opportunities and services for students and communities afforded by this merger (substantive change). It is the prerogative of SCC to make decisions and changes to existing departments based on a thoughtful assessment and analysis to continuously improve operations.

Spokane Community College and Spokane Falls Community College have consolidated their continuing education and corporate training divisions to streamline administration and increase efficiencies. The new Center for Workforce and Continuing Education (CWCE) supports CCS's mission and strategic initiatives by providing "results-oriented partnerships among education, business, labor and community leaders that strengthen workforce development," and specifically advances the core theme, shared by both colleges, of the responsiveness to community needs for workforce development and community partnerships.

Consistent with its mission, CCS offers continuing education opportunities, encompassing non-credit, open enrollment, lifelong learning, professional, personal enrichment and corporate/contract training for the communities that the institution serves. These offerings provide training for upgrading jobrelated skills, skill development, as well as personal and cultural enrichment.

In response to meeting community need, CCS provides customized training for local business and industry by offering cost-effective, short-term, intensive, skill-based training programs. Professional development courses also serve as an outreach strategy for particular departments and colleges as a whole by linking students to high-quality programming and opening the door to further education.

The District Education Council (DEC), comprised of the chief academic officers of each institution, the provost, and the chief workforce development officer, is the body responsible for discussing and addressing issues related to continuing education programming.

CCS's Center for Workforce and Continuing Education (CWCE) drives the economic development of our region by providing lifelong learning opportunities to current and future employees and entrepreneurs.

Continuing education activities consist of classroom instruction, workshops and seminars, responding to industry need. Most courses are offered on evenings or weekends to accommodate the schedules of working adults. Corporate/contract training is customized to fit industry need and is usually delivered on-site, Monday-Sunday, during the hours of operation of each individual business.

Appropriate procedures are established within CCS to ensure that each continuing education course includes a planned educational experience under capable direction and qualified instruction. All full-time CCS faculty members are eligible to teach continuing education courses as supplemental assignments. All part-time faculty members are eligible to teach continuing education courses. Such assignments are considered workload and contribute towards benefits eligibility.

Once per month during the academic year, the Human Resources office posts a general job announcement on the CCS job opportunities website, and all faculty members who wish to be considered for potential employment in any instructional area of continuing education and corporate training are required to submit an application.

When training opportunities arise, the Director first reviews applications in the college's human resource system, NeoGov, to determine if a current CCS faculty member meets the requirements and needs in order to achieve the training objectives. A qualified faculty member is then selected.

The Director for the Center of Workforce and Continuing Education meets annually with department chairs to discuss training demand, projected popular subjects, and development of program content into training modules.

CCS does not currently issue continuing education units (CEUs) for continuing education activities but will conduct a thorough analysis in 2014 to determine if and when CCS should offer CEUs and how they would be incorporated into CCS's mission and strategic initiatives.

If it is deemed an appropriate function for continuing education to offer CEUs, CCS would utilize the standard unit of measurement: ten contact hours is equal to one continuing education unit. At that time CCS will follow the guidelines and standards established by the International Association for Continuing Education and Training (IACET).

All self-support, non-credit courses are required to follow the established SBCTC Student Management System (SMS) and processes. The college maintains enrollment and other student records for all self-support courses and programs in both the SMS and Campus CE management systems. Community Colleges of Spokane's CWCE maintains records of courses, syllabi, and course objectives for non-credit courses delivered.

#### **D.4. TIMELINE**

The <u>timeline</u> for completing the projects identified in the Prospectus began in April 2013 and will be completed by January 1, 2015.

## E. BUDGET

Revenues from three fund sources currently support the general operating budget of each institution as noted below and in <u>SCC's IPEDS Financial Report</u>:

- 1. Student tuition the state legislature and the state board control the tuition rates;
- 2. State general fund the state legislature appropriates funds to the state board for community and technical colleges which in turn allocates funds to the CCS district, which in turn allocates funds to the 4 units within CCS: central district operations; SCC, IEL & SFCC; and
- 3. Operating support to supplement the two main sources of revenue consists primarily of revenues from: Running Start, excess enrollment, distance learning, international, and fund balance. SCC is currently spending from its fund balance; IEL is not.

As noted in the A. "MISSION AND GOALS," courses and programs offered in Whitman County, primarily at the Pullman Center, will continue to be offered under SFCC and its accreditation. SFCC will administer programming in Whitman County that is currently managed by the IEL. To accommodate the management change, approximately \$600,000 that reflects the current Pullman Center budget will transfer to SFCC as well as the obligation to generate 135 FTEs. This change is effective July 1, 2013.

Table I, below, shows SCC and the IEL budgeted revenue and expenditures for the current year—2012-13—and projections three years into the future.

	current			combined projection		
	2012-13	2012-13	2012-13	2013-14	2014-15	2015-16
	SCC	IEL	combined			
Tuition	11.2	3.9	15.1	15.6	16.1	16.6
State General Fund	15.8	5.9	21.7	22.8	22.8	22.8
Operational Support	1.4	0.5	1.9	2.1	2.3	2.5
Sub-Total	28.4	10.3	38.7	40.5	41.2	41.9
Pullman Center Adjustment				-0.6	-0.6	-0.6
Total				39.9	40.6	41.3

\$ in Millions

Assumptions: Tuition - increases will average 3%/year over the next 3 years; State general fund - the legislature will restore in 2013-14 the one time cuts it made in the current year; Operating support — expenditure levels that have relied on expending fund balance will be reduced to a level that is sustainable from annual revenue.

This analysis includes only the general operating budgets of the two institutions. It does not include dedicated revenues such as student fees, auxiliary enterprises, financial aid or capital development. With the exception of a few student fees (for example, the SCC comprehensive fee not currently charged to IEL credit students), none of these budgets will be impacted by the merger.

The merger itself will not negatively impact the revenue or expenditures of the new merged entity since tuition rates and waivers are the same at both institutions. State general fund allocations for the entire CCS district come to one source and are allocated among operational entities, including the two accredited colleges. Opportunities to generate revenues for operating support are also unchanged with this proposed substantive change.

Savings from the consolidation of executive positions are estimated at \$430,000. With the existence of IEL, there are two CEO/presidents and four vice president positions as part of CCS. Under the new organization proposed in this substantive change, there will be one CEO/president and two vice presidents. Other savings may be identified as the two institutions are merged and reorganized, but it is too early to speculate on the specific organization and specific dollar savings. These savings from the executive consolidation will be directed to areas of the new entity to be determined after the merger

and reorganization. However, of primary importance is bringing the SCC operating budget back into balance, aligning expenditures with revenues.

Currently both educational units, the IEL and SCC, are part of the state system of community colleges as well as a part of the Community Colleges of Spokane District 17. As a result the budget allocations, other sources of revenue, accounting structure and practices are all similar if not identical. This substantive change reflects a management decision to promote sustainability in better serving current and prospective students and communities and stabilizing overall budgets. Budget development processes are different at the two entities; therefore, budgets for 2013-14 will be built independently this spring under the respective budget processes of the separate institutions. The budgets will be merged into a single budget over the course of 2013-14. There will be a single process for budget development for the 2014-15 budgets.

### **F. STUDENT SERVICES**

Student services personnel, existing processes and procedures, as well as ongoing continuous improvement support the ability for student services to effectively accommodate the proposed substantive change. SCC and IEL already have appropriate programs and services to support student learning needs at both center sites, e.g., on the main SCC campus and rural centers, as well as through technology, 24/7 library reference assistance and etutoring, both offered through college consortia memberships. Currently, through both the SCC and IEL webpages, current and prospective students can find information on tutoring, library services, disability support services, financial aid, career services, behavioral intervention processes, assessment for appropriate course placement, counseling, veteran services, bookstores, e-learning, and multicultural services. During the 2013-14 academic year, the IEL information/webpages will be merged into the SCC website to reflect the substantive change.

Critical information and procedures in student services are already aligned among SCC, IEL, and SFCC primarily due to extensive LEAN processing work conducted throughout the district in 2011.

Management, staff, and faculty worked with consultants to redesign the admission, registration and enrollment processes; financial aid processing; student portal; and new student orientations. Students reviewed the new student portal and were surveyed regarding their feedback. Since membership of the redesign teams represented the entire district (SCC, SFCC, IEL, and district administration) the improved, leaner, value-added student services processes were adopted at all three educational units. Therefore, the IEL already uses most of the same procedures as SCC, which means that current IEL student support personnel will adopt few new processes to support the students impacted by the proposed change. In turn, the SCC student services team will serve the current IEL students who are "merged" into SCC with the assistance of front line support staff at the IEL centers. Also, current IEL students continuing into 2014-15 will not be subject to new processes due to the transition.

There are adequate and appropriate student services resources from existing IEL student services staff members to be merged into the overall SCC student support operations. Besides qualified staff and management personnel, faculty counselors providing assistance at any sites off of SCC's main Spokane

campus will be provided training to ensure they are able to advise students fully on SCC degree and certificate requirements.

There will be students who began taking their college classes from IEL and thus took SFCC courses. For these continuing students enrolled in in career/technical programs, SCC counselors and SCC instructional faculty members, in the applicable programs, will work carefully with students to ensure no earned credits are lost and degree requirements are met by utilizing a course cross-walk or allowing for course substitution. For associate of arts or associate of science transfer degree students, both accredited colleges—SCC and SFCC—offer the same courses towards the degrees. All credit courses and degrees have been developed by faculty members of both institutions and reviewed and approved by each college's faculty curriculum committee.

The recording of credits earned, and the GPA of current IEL students who will become SCC students after the merger, will be handled like any other student who attends multiple accredited academic institutions. The student will have two transcripts, one from SFCC and one from SCC. Students who complete their program of study and all academic requirements for an associate of arts degree will be granted a degree by SCC. The credits transferred in and the GPA will be included on the student's transcript once the degree is posted.

All district students use the same online catalog (<u>i-catalog</u>). The calendar of classes, breaks, deadlines and exams also are the same district-wide. The district-wide i-catalog will continue to provide comprehensive information to prospective and continuing students. Its annual update is due in February 2014 and will reflect the substantive change.

IEL student services staff will continue to assist students in completing financial aid paperwork, while SCC financial aid staff will determine student aid eligibility, award aid as approved, and track student academic progress.

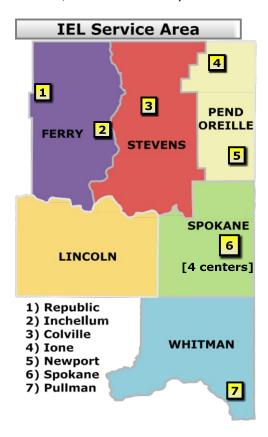
Support for and procedures guiding student activities and student government are uniform throughout the district. Support personnel are currently in place throughout the IEL and at SCC who can guarantee no negative impacts will result due to the merger.

Due to the adequacy of existing student services personnel, budgets, and policies and procedures coming together as a result of the substantive change, the rest of the existing student body should not experience any negative impacts. The alignment of the majority of the student support processes and the common technology-backed Bigfoot portal for SCC, SFCC, and IEL students also eases any transition concerns of students. The senior executive administrative consolidation resulting from the proposed substantive change will benefit the provision and sustainability of comprehensive student services.

# **G. PHYSICAL FACILITIES**

The IEL currently uses a network of 52 centers and sites across CCS's 12,312 square-mile service area to deliver educational services to more than 12,500 students. This includes six rural centers offering

comprehensive services, 10 Spokane County centers primarily emphasizing adult education and student services, and 36 sites mostly devoted to instruction.



SCC will have adequate facilities and equipment needed to maintain the programming once offered by the IEL. With this merger, the district-owned and leased properties now housing programs operated by the IEL (Appendix B) will remain under the maintenance of the CCS District's centralized Facilities and Grounds Department. This department provides oversight of maintenance, building improvements, janitorial and grounds services, as well as lease agreements. While the site management of the buildings will shift from IEL to SCC, there will be no loss of facilities or maintenance.

All of the physical plants currently have equipment and adequate supply budgets to support program requirements and the merger will not negatively impact the learning environments for students. Also based on prior collaborations, SCC's capital improvement project in Building 15, with a projected September 2014 completion, will soon provide additional and upgraded space for current IEL programming on the SCC campus. This project was approved and funded prior to the decision to merge IEL into SCC, and it fortuitously supports the substantive change.

With the addition of career/technical offerings at future rural SCC sites, the college increases its probability to receive workforce, economic development, and targeted funds that often support purchases of equipment and specialized materials. Other special transitional programs, such as People Accessing Careers and Education (PACE) and Supported Education and Employment Enhancing Rehabilitation (SEER) that the IEL currently offers for students with significant disabilities and obstacles

in meeting educational and employment goals, were of special consideration in this merger. Currently the management of these programs and the offering of many of its classes are on the SFCC campus. After the merger, there is a commitment to have these programs continue to occupy space throughout the SFCC campus but administered by SCC with no change for students. Students will be housed at the Lodge and sn-w'ey'-mn on the SFCC campus, as in current and prior years. These facilities meet the special transportation and other accommodation needs of these special population students.

The facilities and equipment are adequate and programs will experience little or no disruption because of the change/merger. Technology and support for information technology services are centralized throughout the CCS district. This approach maximizes services throughout the six-county service area and guarantees that this substantive change is supported by the existing structure.

# **H. LIBRARY SERVICES**

Library services and information resources are centralized under the direction of an executive director, who reports to the CCS provost. In a major efficiency consolidation, faculty librarians, support staff, library inventories, electronic reference databases, and libraries were merged under the direction of a single administrator beginning in academic year 2012-2013. The executive director regularly attends meetings of instructional administrators at both colleges for necessary communication and responsive service to each college's needs.

The library inventories plus personnel that were available to SFCC, SCC, and IEL students were maintained, as they will be after the substantive change merger. In fact, the utilization of over 20 electronic databases and other digital resources ranging from full text periodical databases such as ProQuest and Academic Search Complete, to more specialized databases such as Datamonitor (business) and CINAHL (nursing and allied health) guarantees adequate resources and access for students. The merger of IEL into SCC will result in no negative changes in the adequacy of library and information services. With the recent consolidation of services, all current and future students have access to increased resources.

Several of the current IEL centers have libraries and one full-time faculty librarian has been assigned to the IEL. With the CCS consolidated library services; existing agreements with other higher education libraries, e.g., Gonzaga University and Washington State University; access to electronic databases; and existence of public libraries, current IEL students and future SCC students in rural centers will continue to have excellent access to information resources.

Through the utilization of a 24/7 virtual reference collaborative, students can access reference desk services at any time. The collaborative includes reference librarians from Washington State. These services will continue to enhance and sustain reference services for all students after the proposed merger.

#### I. FACULTY

IEL faculty teaching credit courses under the auspices of SFCC's accreditation are deemed highly qualified as a result of a detailed approval process that was outlined in the A-6 modeled agreement between SFCC and IEL. Discipline and program faculty, as well as the appropriate dean of instruction at SFCC, reviewed the qualifications of all IEL instructors proposed to teach an SFCC course. Also SFCC instructors were involved in the screening process for any IEL full-time instructors. The implementation of these processes was assessed annually by the IEL and SFCC. SCC will develop a similar approval process for vetting IEL faculty. Following the merger, all instructional units of SCC will follow a similar process that all faculty will meet the educational and professional experience qualifications of their assignments.

Currently, since both SCC and SFCC as well as the IEL full-time faculty members are part of the same Collective Bargaining Agreement (CBA) between CCS and the Association of Higher Education (AHE), all faculty are treated the same in terms of compensation, workloads, required qualifications to teach particular subjects and courses, evaluations, supervision, discipline seniority units or reduction in force units, and general working conditions.

The CBA does not designate student-faculty ratios and class size minimums or maximums except for those classes taught online. Generally past practice has been the department faculty members at the college decide on appropriate class sizes depending on teaching discipline, teaching modality, and classroom size. Some career technical programs have specific class sizes per program accreditation standards and depending on the acceptance of cohorts of students, clinical sites, equipment available, and best teaching/learning practices. Therefore, an analysis of faculty members needed for this substantive change will reflect SCC's existing practices. Also, given the already staffed IEL courses and programs, in the first year of the substantive change there will be adequate faculty to implement the change in the administrative move to SCC. The Academic Services/Issues Subcommittee working on implementation recommendations for this substantive change stated that by June 2014, a thorough analysis should be completed and utilized to inform the divisional structures and department chair assignments plus administrative report for SCC. The college's instructional programs have adequate resources; a major outcome of this proposed substantive change is budget savings from administrative salaries and putting savings toward stabilizing the college.

On an ongoing basis the centralized Human Resources office for all of CCS conducts legally executed searches for needed faculty, staff, and administrative personnel. Generally for full-time positions, advertising for applicants is conducted nationally. Depending on the discipline and specific qualifications, trade journals, national associations, and nation-wide higher education publications are utilized. For adjunct faculty positions, searches are usually posted locally and in our rural areas; however, with the maintenance of position postings on the CCS Internet, CCS and thus SCC may find qualified faculty and staff from all over the world. Utilizing established screening and appointment procedures, there is no concern about securing needed personnel after the proposed merger.

A recommendation forwarded from one of the implementation subcommittees for this substantive change also suggested a well-planned information campaign to bring together the former IEL-based staff with SCC personnel. An effort to also share histories, future visions, and college culture is important. The subcommittee recommended utilizing professional development opportunities, communiqués, and celebrations to ease the transition of the merger. Soon, current IEL faculty, staff, and administrators should see themselves as part of SCC, providing educational opportunities to current and prospective students while fulfilling SCC's mission, core themes, and goals.