

SPOKANE COMMUNITY COLLEGE



SELF-STUDY 2003

Spokane Community College

Self-Study

2003

Accreditation Report Submitted to the
Northwest Association of Schools and of Colleges and Universities
Commission on Colleges and Universities

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Preface to Self-Study Report

The self-study process at Spokane Community College began early in 2001 when several members of the college returned from a workshop about accreditation. They formed the Accreditation Core Group, known as the ACG, in Spring 2001. By summer, the group had set tentative timelines and an overall organizational chart of how the ACG would relate to the Accreditation Steering Committee and the nine separate standard committees.

Fall 2001

At the Fall 2001 orientation meetings, a skit about what accreditation is and why it is important to us was presented. The humor and enthusi-

asm of the presenters engaged many at the fall college meeting who then signed up for the standard area they would be willing to study and report on. Faculty members were the majority of those committing to these groups, but a significant number of classified staff and all administrators also signed up to add their perspectives and expertise.

The rest of the fall quarter was spent getting the various committees together, selecting chairs and liaisons, setting up guidelines for first drafts of reports, and trying to figure out what we were supposed to do. As we began to understand that this accreditation self-study was to be a different process than what had been done 10 years before, we were glad we had begun early!

During Fall 2001, many committees groped their ways through the standard issues, trying to determine what information would be necessary to demonstrate SCC's accomplishments or problems with regard to each item of the standards. More and more, the committee members began to realize that we didn't have a lot of "hard" evidence to support the claims we are wont to make about ourselves. As the ACG became more aware of the need for specific proofs, the idea of a climate survey de-

signed to ask faculty and staff about their perceptions and for their feedback concerning key areas of the accreditation issues became a leading topic at ACG meetings.

Winter 2002

So each standard committee was asked to submit a limited number of questions that the members believed would elicit information needed for their

particular report. One of our sociology instructors, who is a specialist in surveys, worked on designing a document that would be useful for all of the committees as well as the college as a whole. The survey was disseminated Winter 2002 and had a 61 percent return

rate, impressive considering that it took each responder about 20 minutes to fill out. The survey was repeated one year later, with a few questions modified, and had a 57 percent return.

Spring 2002

The student services divisions were equally curious about how students perceive SCC, so the ACT Student Opinion survey was purchased for use. We were able to add 20 questions of our own to tailor the survey to address some issues specific to our campus. This survey was distributed during the 9:30 class hour and the evening classes on a specified day in Spring 2002 with a return rate of 93.9 percent.

Committees had already begun writing first drafts of their standard reports and were finding the areas where we didn't really have good information about ourselves. The Standard One committee had realized that our Mission Statement was out of date and needed to be revised. That committee worked diligently and quickly to involve the campus in determining a 21st century Mission Statement for Spokane Community College. A revised "working" Mission Statement became a top priority because

all standard committees were being asked to gauge the accomplishments pertinent to their areas by how well the results lined up with our mission and goals.

This kind of integration was new to most of us, yet campus members have come to understand that numbers have more power than nice phrases and that when we see how all that we do interrelates, we have a clearer vision of what we are doing and what we should do.

By the end of Summer 2002, all the standard committees except Standard Two had turned in first drafts of their reports. Standard Two was still struggling. With such a complex college, the committee in charge of the ultimate Standard Two report was overwhelmed.

At a special luncheon meeting that included all the key members of Standard Two, a plan for the report was finally decided upon. All the department reports would go to the academic deans who would then merge the important information into division reports. Those reports would be used by a small group of writers to glean information that could address all of the standard issues. But we would still keep the four divisions separate, so each division would address each standard issue separately.

Fall 2002

Committees spent Fall 2002 reviewing and revising their reports, incorporating data from the surveys done the year before. The committees were also spending time trying to find the required documents and exhibits so that we could begin to fill the exhibit room.

In late summer, the CCS district had finally hired a replacement for the institutional researcher position. Almost immediately, we had a multitude of tasks for her to help us with. She became invaluable at assisting many departments and programs to devise assessment tools and to analyze statistics

about their outcomes as everyone on campus worked at completing five-column Nichols models or an equivalent measure of outcomes in our classes. She helped the Standard Six committee devise a survey for administrators and professional exempt employees to gather information that had not been included in the previous two surveys.

Winter 2003

By the time we were asked to present an overview of what our college had been doing for accreditation review to our CCS Board of Trustees, we felt we really had been working for a year and half at understanding ourselves. We had a half dozen faculty members and our ACG chair give a half-hour presentation at the January 21, 2003, board meeting. We even impressed ourselves with the amount of information we had gathered and with how enthusiastic we had become with this entire enterprise.

But we also realized how much we still had to do. In reviewing the second drafts of reports that began arriving Winter 2003, the editors noted that many of the recommendations that committees had made in their first drafts were no longer relevant.

Each time a committee's draft had been revised, the recommendations from that report had been sent to the Accreditation Steering Committee. That body deliberated on how to implement changes that could address each recommendation. Until the second drafts began appearing with all the new recommendations, no one had realized how many changes had been implemented within just a year.

Spring 2003

When we began, we didn't know exactly what we would find. Now that we have completed this new college assessment, we can show clearly the strengths Spokane Community College has, and we recognize the areas where we need to improve. But we also have plans for those improvements!

Executive Summary

What is Spokane Community College in 2003?

Understanding some of our college's past can help us see some of the issues that affect our present and may help us develop some strategies for meeting our future. With this timeline perspective in mind, a bit of history seems an appropriate beginning to an overview of what our self-study shows us about Spokane Community College.

Background

SCC was officially established as part of the state's community college system 40 years ago in 1963 after having been a vocational training facility for the area since 1916. The vocational programs that began offering Associate of Applied Science (AAS) degrees needed some traditional liberal arts courses, such as English and math, to fulfill their new degree requirements.

The curricula at the new college soon diversified to include degrees in business areas and health science fields, so more liberal arts courses, including science and communication courses, were needed. By mid 1960s, SCC was offering a full complement of liberal arts courses as well as an Associate of Arts (AA) degree for students who could then transfer to any of the four-year colleges or universities in the state with junior standing.

This multi-faceted background has given us a multi-faceted college with over 90 programs, making SCC the largest grantor of AAS degrees in Washington. Our strong liberal arts focus, with 371 AA degrees awarded in 2002, makes us the 18th largest grantor of AA degrees in the state.

This multi-faceted background has given us a multi-faceted college with over 90 programs, making SCC the largest grantor of AAS degrees in Washington. Our strong liberal arts focus, with 371 AA degrees awarded in 2002, makes us the 18th largest grantor of AA degrees in the state.

Over the past five years, SCC has maintained a mode average of 72 percent of its students enrolled in professional/technical or workforce training courses as well as a mode of 25 percent of students attending in pursuit of an AA degree. Other students are taking courses in developmental education to prepare for more advanced degree course work or taking continuing education classes.

Four Themes Emerge – First, Our “Image”

Most colleges would be proud to claim either of these accomplishments. Yet in many ways, this dual identity has given our college problems over the years that we still find ourselves dealing with in 2003.

One of the problems has been the persistent image of SCC as a vocational school. We do have a mean average of 63 percent of our students graduating with professional/technical degrees or certificates compared to the state's average of 40 percent. However, many in our community do not realize that these degrees are not the same as the vocational certification that was granted years ago.

Our Mission Statement uses “professional/technical” rather than the word “vocational” to emphasize that these fields of study now have more rigorous academic and industry requirements.

Technology is one of the major changes that has impacted our campus in the last decade. All programs now have computers integrated into their curricula. Some of our technical programs are actually on the

cutting edge of developing the technology that has revolutionized their fields. This change in technology has been felt all throughout our college. Our Health Science programs must include a wide array of new equipment that students will need to understand in order to work in the medical fields. Our Business programs continue to spawn new courses focusing on ever-more specialized computer programs and functions that are used in a variety of business areas.

Another impact of technology change that affects this self-study is that during 2002-03, our e-mail and Web addresses changed their suffixes. Some references in this report and in the committee reports may still have the old address suffixes. They should all end with scc.spokane.edu.

The Library was an area of concern of the 1998 interim accreditation visitation team. While not all the problems of this Standard Five element have been solved, adding more Internet and intranet connections through our Library has increased its ability to serve our students and their programs. A secondary effect of these connections to other sources of information previously unavailable is that all those who use these resources expand their intellectual independence and pursuits.

A college-wide replacement schedule for all the equipment being used was another recommendation made by the accreditation visitation team in 1998. SCC has developed such a schedule, and our students have also adopted a Student Technology Fee that is used to augment the funds we can allocate for purchases of new and replacement equipment.

Second Theme - Diversity

Another issue we can see deriving in part from our past is the notion that our college appeals to a certain blue-collar, working class population; whereas, the reality is that our student population is as diverse as our curricula. It is true that Spokane Community College serves some of the lowest income population in Washington state. Over the last five years, we have averaged 33 percent of our students needing financial aid; whereas, need-based aid was awarded to 15 percent of students as a state aver-

age. Yet these students are pursuing higher education rather than traditional blue-collar avenues of employment.

We have diversified our student population in other ways. In 2001-02, Running Start students comprised 4.1 percent of our student body, and contract international students were 1.7 percent of the total. These percentages are slightly smaller than the state averages, but are significant in our population. In addition, our multicultural advocates have increased the enrollments of minority students to 24 percent over the last five years. SCC has always drawn a large contingency of returning students, and in 2001-02, this segment comprised 66 percent.

Our open-door admission policy is tempered by high admissions requirements of many of our programs. As a result, many students do find that they must take developmental education courses or enroll in classes offered through the district's Institute of Extended Learning in order to bring their skills to a level acceptable for the rigors of their courses of study.

Third Theme – Administrative Instability

A third theme we have found through our self-study is the administrative instability experienced throughout our campus during the past decade. This area of concern might be connected to the constant changes and diversity required by a complex college, factors that many administrators could find overwhelming.

Of course, other factors most certainly play into this weakness in our college, and our self-study has helped us discover some of these. The Standard Six Committee and chapter six of this report, derived from this committee's work, have dealt with data concerning turnover as well as several surveys' results to try to understand the causes and effects of this issue.

Since our board of trustees oversees a large and complex district, we do not often feel a direct connection to its members or function. However, when we at SCC were experiencing difficulties as a result of decisions made by a former district Chancellor/

CEO, we contacted the CCS Board of Trustees and found the members responsive to our concerns as well as to the concerns of our sister college, Spokane Falls Community College.

Until 1998, we have had one CEO for over a decade. Then with a one-year interim Chancellor followed by a replacement who had to be terminated in a little over two years followed by another one-year interim leader, many at the college level were concerned about top leadership. We are hoping for regained stability with our current Chancellor/CEO who began with the district in August 2002.

The instability at the presidential level is of more concern at SCC, however. This administrative position has not only seen similar turnover in the past decade, but has experienced problems of effectiveness that survey feedback over the past two years specifically pinpoints as originating in the President's office. As with all organizations, problems at the top level tend to "trickle down" and affect the productiveness of the Vice Presidents, Deans, and department chairs.

Fourth Theme – Doing More with Less

Finally a fourth theme that pervades our campus is how we all strive to do the maximum amount for our students with ever-decreasing resources. This issue is unfortunately reaching a critical point.

In the Standard Three Committee Report, the analogy of "boiling a frog to death" was used to describe how the members of our campus working in Student Services feel: "In science, students are taught that the boiling point of water is 212 degrees Fahrenheit (100 degrees Celsius) and the difference of one degree lower will cause the water to remain static. If a student places a frog in a pan of water and turns up the heat one degree at a time, no apparent changes in the water occur. However, the frog's systems start to shut down as the water heats up. If the student continues to turn up the heat one degree at a time, one degree after another, at some

point the temperature will reach 212 degrees and boil the frog to death."

Many of the reports filed during our self-study reflected this analogy. From those working in Student Services to those employed to maintain Buildings and Grounds to the instructors in the classrooms, everyone at SCC feels systems shutting down and the water continuously heating up. These adverse conditions, however, highlight the strength of the faculty and staff. In spite of continued cuts in funding, we have managed to increase the number of instructional faculty, both full- and part-time, by 8 percent over the last six years.

From those working in Student Services to those employed to maintain Buildings and Grounds to the instructors in the classrooms, everyone at SCC feels systems shutting down and the water continuously heating up.

Teaching faculty make up over 60 percent of employees at SCC. Most of what we do is focused on classroom teaching. Even though not all faculty have completed assessment processes, most of the faculty have clarified their expectations based on what businesses and industries or four-year colleges and universities tell us they need from our graduates.

Courses have been reviewed to see where improvements are necessary. Additional offerings have been integrated into our college's repertoire to augment the high standards needed for future employment, future higher education pursuits, and future citizenship in the larger community. Our counselors and librarians are also developing ways to assess the services they provide.

Conclusion

Yet in spite of these problematic issues which weave their way through all that makes Spokane Community College – a misunderstood image of who we are, constant changes in technology and student demographics, administrative instability, and ever-decreasing resources – we find the single most important attribute of who we are is amazingly positive and felt throughout our community: our students and former students.

Wherever we go in Spokane – in our hospitals, our automotive service garages, our schools, our government agencies, or our businesses – we find people who tell us, “I went to SCC! It was great!” Those moments compensate for many of the frustrations and motivate us to deal with misconceptions, uncertainty, and economic depression.

Spokane Community College has met the 25 eligibility requirements of the Commission on Colleges for 40 years. Most of those eligibility requirements have been alluded to in this overview of our self-study report. Each standard’s section of this report will give more specifics about how well SCC is meeting the requirements for continued accreditation.

Strengths

The strengths that pervade our analysis are as follows:

- ◆ Our students, with increased overall enrollment as well as increased enrollment in specific areas, bring diversity and achievement to our college and our community.
- ◆ Our staff, with their dedication to supporting teaching and to providing a variety of services to our students, augment the ability of the college to continue its mission of serving in a variety of ways.
- ◆ Our faculty, with continual assessment of courses and programs, keep our diverse curricula vigorous and our students prepared for the 21st century.
- ◆ Our programs, with constant revision and input from community advisory groups as well as four-year institutions, continue to be exemplary and used as models for other colleges throughout the nation.

Areas for Improvement

The areas where we need to continue to work in order to become even better follow:

- ◆ More formal and consistent assessment, not only of our individual courses and programs but of the college as a whole, needs to be done on an ongoing basis. As more assessment workshops are held, our curricula are being more systematically addressed to determine what changes need to be made for improvement. When our Office of Institutional Effectiveness is established, we will have the means to coordinate our data collection and analysis so that all areas of the college will have information about what we do and how well we perform those services.
- ◆ The instability from administrative leadership needs to be dealt with. As more campus-wide committees take on decision-making roles and shared governance becomes again an ongoing process for SCC, many of the issues that have plagued the college will be resolved. Our new Strategic Planning Committee as well as the Budget Advisory, Campus Planning, and Program Review committees will undoubtedly bring stability to decision making.
- ◆ Budget issues and diminishing resources are endemic throughout all of higher education; SCC is not immune. We have had our travel budgets slashed to zero dollars in most departments. We have had to implement new fees to charge students for continued upgrades in technology. Our Library still is unable to provide the kind of resources a college of our size and complexity should offer. But we are working on new sources of revenue other than the traditional state funding we had become too dependent on. As faculty and staff join administrators in soliciting funds and equipment to provide the necessary environment for our students, we may begin to feel the temperature lower and not face the irrevocable death of the “boiled frog.”

STANDARD I

INSTITUTIONAL MISSION AND GOALS



Standard One - Institutional Mission and Goals, Planning and Effectiveness

This first standard for accreditation review asks us to look at our college's mission and the goals we set for ourselves. In addition, we need to see if the planning we do is consistent with this mission and our goals and then check to see how effective we have been in serving the community in the ways we intended.

SCC's Mission Statement

What we found when we began this process was that our Mission Statement had become out of date since its last review in 1996. The Mission Statement revisions highlight SCC's emphases on professional/technical programs, distance learning, and services supporting student success. We now emphasize the four learning abilities, also known as the Student Learning Outcomes, that have been infused throughout our college by listing them in our Mission Statement: "responsibility, communication, problem-solving and global awareness."

In addition to refocusing our image from a "vocational" school to a "professional/technical" college, the revised Mission Statement also recognizes the second major theme that has come to light during our self-study: diversity. We no longer refer to the citizens of our community as our regional population; we have now included the word "diverse" to describe the people we serve. With more low-income students, immigrants, Running Start students, workers needing retraining, and international students, our classes are indeed more diverse than they were 10 years ago.

It is encouraging to know that 86 percent of faculty and staff surveyed in the Winter 2002 Climate Survey responded that they are familiar with our Mission Statement and 56 percent of respondents felt confident that SCC's policies are driven by this statement. Our Mission Statement is published in the colleges' catalog and our class schedule tabloids as well as on our Web site, plus we have posted this statement of purpose at prominent locations around

Mission Statement of Spokane Community College

(revised January 16, 2002)

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,
- Educational programs that emphasize four critical learning abilities: responsibility, communication, problem-solving, and global awareness,
- Instructional support and student services that enhance and promote student success.

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.

our campus. We have begun to publish an annual report that shows how our goals and progress relate to our Mission Statement. Not only will these yearly reports be shared with our campus and community, but also with our legislators so that they are aware of our needs as they pertain to our goals.

We offer our community many services that show how our mission and goals are part of our relationship. SCC offers performances, speakers, special events, and services open to the public. Through internships and cooperative learning opportunities, SCC students gain experience in all aspects of their chosen vocations as part of their overall educational programs. Examples include The Greenery, Orlando's, the Bakery, Cosmetology salon, and a host of non-credit personal enrichment activities/classes.

In addition, the Community, Career, & Employment Center, with an on-site WorkSource counselor, offers services for SCC students as well as the general public. SCC students are also encouraged to participate in service learning as part of their college experience.

SCC's Relationship to CCS

Our college's Mission Statement clearly relates to the statement created for our entire district. With "quality" as a primary guiding principle from the district throughout our multi-college system, we know that our desires as a college are supported by the purpose our district sees for all of us.

Community Colleges of Spokane Mission Statement

The mission of Community Colleges of Spokane is to provide a quality, multi-cultural, comprehensive, student-centered education, and learning opportunities accessible to all individuals who can benefit.

Integrating the Mission and Goals

While the connections between our college's mission and our district's mission are clear, unfortunately the connections among our Mission Statement, college-wide goals, planning, and effectiveness have not been clearly or consistently made

throughout the last decade. We did try to plan for the college's future with the development of the 1995-96 Strategic Plan, but with the turnover in top administrators during the next couple of years, the entire plan was never implemented. This problem of instability in our college administration is in evidence throughout the Standard One Committee Report in statements such as, "Due to rapid turnover in the administrative ranks, a strategic planning process has not been consistently implemented since 1996."

Many departments and programs, on the other hand, have continued to plan for their own futures based on the goals each had developed over the years. Hiring of new faculty and admission of students into programs have been consistent with the mission and have served to direct planning at this level of operation.

But without an overall guiding process for integrating these diverse plans, the college has had difficulty making budget allocations that meet the college's mission of "industry-standard," "developing and continuing education," and "support and student services that enhance and promote student success." Because all of our programs – including Liberal Arts and Student Services – have become dependent on technology, the budget constraints have impacted our abilities to live up to many aspects of our mission effectively.

Spokane Community College has recognized this shortcoming and has made a serious re-

commitment to set policies in place that will ensure procedures are in place to make plans and decisions using our Mission Statement as a guide. Reviving a strategic planning committee was just the beginning.

New facilities, budget, and program review committees have formed with objectives that direct their activities and are in concordance with the Mission Statement. These committees with their policies and procedures should reduce the reliance on key administrators for effective planning and consistency and stability in the institution.

Recognizing and Addressing our Problems

While we are addressing the administrative instability issue, we believe that having methods for planning in place and functioning effectively are the best ways to prevent the problems we have dealt with during the past five to seven years. In an interview early in 2003, our Vice President of Enrollment Services and Student Development stated that if as a college we set solid goals based on our Mission Statement, we can progress forward regardless of leadership turnover.

One of the first steps in solving our problems was

by identifying the top concerns of the campus during the Winter 2002 Climate Survey. During the Fall 2002 orientation, faculty, staff, and administrators were asked to look through the list that came from the survey and rank their top five issues. The issues that emerged from the 40 percent who responded are as follows, in their rank order:

- #1 – resources/funding
- #2 – staffing issues
- #3 – equipment and technology needs
- #4 – college leadership
- #5 – morale/trust.

The newly formed Strategic Planning Committee developed a set of goals for the college. These and our General Values are given below.

Institutional Goals 2002-03

(approved December 19, 2002)

- 1) Spokane Community College will offer educationally responsive programs and services to meet the diverse changing requirements of individuals, institutions, and industry.
 - a) Conduct an external environmental scan to determine community needs (June 2003).
 - b) Evaluate and integrate the recommendations of Advisory Committees, Program Review, Professional Associations, Program Accreditation, etc.
2. Spokane Community College will develop a plan to balance resources and expenses with the demands of the population served and the services provided (June 2003).
 - a) Identify new revenues and resources (including income, technology, equipment, etc.)
 - b) Conduct an internal environmental scan of services and instruction for the past five years (qualitative and quantitative).
2. Develop a plan to support or improve morale and trust issues identified by Campus Climate Surveys (June 2003).
 - a) Develop a process to provide the broadest possible participation by all stakeholders in appropriate campus decisions.
 - b) Establish a recommitment to the SCC General Values (SCC Strategic Plan, 1997):

SCC General Values

(revised April 17, 1996)

We value an atmosphere of open communication where there is honesty, integrity and mutual respect.

We value an environment that recognizes and promotes accountability, a strong work ethic and quality.

We value teaching and learning as our most important mandate.

The Campus Planning Committee has developed a facilities Master Plan that has cataloged the current facilities and has begun a list of needs throughout the campus.

Finally, the Budget Advisory Committee began meeting in February 2002 to establish fiscal priorities and guiding principles that will help with budget planning and long-range fiscal plans.

Assessing Ourselves

Evaluating these new processes and procedures will take time. At the snapshot date for this report – February 10, 2003 – we had very little feedback available to see whether members of the college even knew about these changes let alone whether their implementation had had the desired effects.

However, one indicator that these three committees are having a positive impact was found in the Winter 2003 Climate Survey. When faculty and staff were asked whether “campus administration maintains a positive overall climate for the open discussion of issues,” 46.4 percent disagreed or strongly disagreed on the Winter 2002 survey. The Winter 2003 survey produced more positive results: 56.3 percent agreed or strongly agreed with the same statement while only 33.7 percent disagreed or strongly disagreed.

Part of the reason for the rise in numbers can be found in the response to the statement “The development and work of the Strategic Planning Committee, Budget Committee, and Facilities Committee have improved communication among various college units.” This was a new item in the Winter 2003 Climate Survey, and the committees were formed partly as a result of the responses to the 2002 survey. In the 2003 responses to this statement, 54 percent agreed that these committees have had a positive impact on communication.

At the classroom and Student Services level, more

structured assessment of department and program goals has been taking place. All of the professional/technical programs have analyzed their goals using the Nichols model. Many of them have found results that can be used to strengthen or modify their procedures. Liberal Arts departments are still working to find more concrete methods of assessing the teaching that goes on in these classes. More on the specific classroom assessment tools will be found in chapter two of this report. Likewise, the specifics for the methods the Student Services component of our campus has been developing will be found in chapter three.

Another reason we have had difficulty in this realm of data gathering and analysis for this self-study project is that we really had no college agency to help coordinate and interpret these efforts. While the district had an institutional researcher who posted annual enrollment reports, she retired in December 2001.

For many months, we were without an institutional research manager. Finally in Summer 2002, the district hired a manager who splits her time between the two colleges. She has helped many of us understand what kinds of data can be collected and how that information can then be used.

Her work is being coordinated through the newly established Office of Institutional Effectiveness. This central space will contain research information, a budget analyst, and the office of the Associate Dean of Workforce Education. For the first time in several years, the campus community is taking a formal look at our current institutional research, planning, and evaluation efforts. What is apparent is that there are many discrete planning activities, but these have not always been integrated.

We do realize that we have much work to do throughout our college when it comes to determining how effective we are in our endeavors. In the past, our assessments of ourselves have been vague or qualitative without quantitative data or statistics to concretely back up our claims. Learning these

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new ways of evaluating ourselves and learning to make sense of the numbers will be asking all of us to again do more than before. Some at SCC may be resistant to this change in thinking and action.

Yet seeing how the information from systematic assessment is used in planning for future facilities and budget allocations will reinforce the importance of gathering data about what we do and how well we do it. The Technology Planning Advisory Committee has shown many that when numbers of computer users or statistics on success rates are incorporated into requests for money, the committee is more likely to grant the request.

Conclusion

This self-study process has been an enlightening experience for everyone involved with our college. We have learned more about who we are and what we do. We have recognized areas where we need to improve. We have made changes and plans to effect those improvements.

We are admittedly in the first stages of integrating the information we have collected, but we are seeing how we can correct our problems, stabilize our organization, and plan for the college that will continue to provide our community the education we promise in our Mission Statement.

Strengths

Looking at this standard's findings, some positive aspects are apparent.

- ◆ Most of the employees at SCC are familiar with our mission statement, and we support the mission and goals of our college by serving a di-

verse population, by offering performances, speakers, special events, and other services to the community, and by providing hands-on opportunities for our students.

- ◆ We are committed to the policies and procedures that guide us, willing to assess and implement them as necessary. We have revived the Strategic Planning Committee and have formed new committees such as the Program Review Committee, Budget Committee, and Facilities Committee to improve communication between administrators, faculty, and staff and ensure that all policies and procedures are understood. Our new office of Institutional Effectiveness will also help us in determining the best possible actions to improve the future status of our college.
- ◆ Assessment in instructional programs are strengthened with the implementation of the five-column Nichols model in professional/technical fields and similar methods of assessment in other areas.

Areas of Improvement

As will be seen in other chapters of this report, the challenges are obvious and need to be emphasized. Two such challenges pertinent to this standard are as follows:

- ◆ Budget constraints make it difficult to stay abreast of the technology needs of our students and staff.
- ◆ Instability in our college administrative ranks has had a negative impact on the overall status of the institution.

STANDARD II

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS



Standard Two – Educational Program and Its Effectiveness

Standard Two provides an analysis and appraisal of the educational programs and their effectiveness at Spokane Community College. The college is composed of four Instructional divisions – Business, Hospitality, and Information Technologies; Health and Environmental Sciences; Liberal Arts and Vocationally Related Instruction; and Technical Education.

Because our college is so large and complex – we are in effect four colleges – those who worked on the Standard Two Committee realized that presenting all the information about our programs would be complicated. Therefore, the standard report and this chapter have been organized to address the general issues that pertain to all our academic programs at the beginning of the self-study analysis, then to divide the four divisions into separate units for more specific analysis, and finally to end with a look at the physical education, continuing education, and distance learning components of our college.

Organization

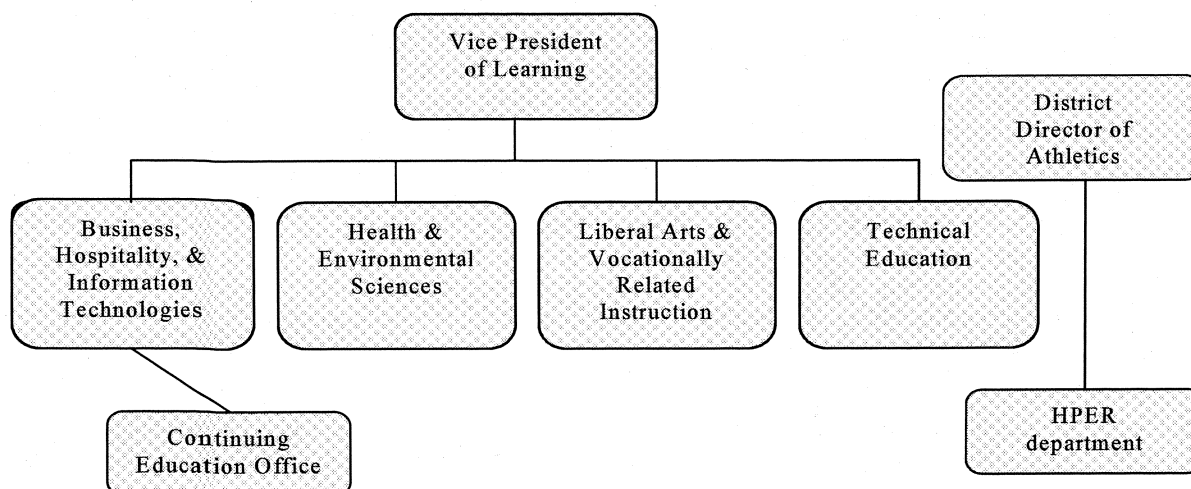
The organizational chart below shows the relation-

ships of the components discussed in this chapter.

The atmosphere on our campus is derived from the diversity of our programs and the diversity of our student population. This breaks down to approximately 70 percent professional/technical students and 30 percent academic/transfer students. The full-time equivalency counts are incorporated in the separate division sections of this chapter. While each division is unique, there are common threads that run throughout all four.

General Requirements

Spokane Community College offers collegiate level classes that can culminate in three degrees – an Associate of Arts (AA), an Associate of Science Transfer (AST), and an Associate of Applied Sciences (AAS). The information can be found in the Community Colleges of Spokane 2001-03 catalog, the quarterly schedule tabloid, and the Web site <http://www.ccs.spokane.edu>. Additionally, the information is available in the Counseling Center, at the registration stations, and through the Deans' offices.



The community colleges and baccalaureate colleges and universities in Washington have adopted an inter-institutional transfer agreement. Under this agreement, those earning transfer associate degrees shall be granted junior standing upon admission to baccalaureate institutions. This agreement is designed to facilitate transfer between commu-

degree, are urged to plan their courses of study by reference to the specific degree requirements of the college or academic program in which they intend to earn a bachelor's degree. Program planning information is supplied to intended transfer students by all colleges. Below are the explanations given in our college catalog for the requirements of our

three degrees.

Associate of Arts degree

A candidate for an associate of arts degree must complete 90 quarter hours in academic courses numbered 100 or above with a cumulative grade point average of 2.0 including the following distribution. A minimum of 65 credit hours in courses numbered 100 or above must be chosen from the following specified categories: communication skills – 10 credits, quantitative skills – 5 credits, humanities – 15 credits, social sciences – 15 credits, mathematics/science – 15 credits, health-related and physical education/recreational and leisure activities – 5 credits, and 25 credits in approved academic electives. At least one 5-credit writing intensive course (W-designated) must be included in the distribution requirements. At least 30 credit hours must be earned from Spokane Community College/Spokane Falls Community College. All prior college-level credits and grade points are transferred for calculating total credits and GPA.

The college also offers professional/technical certificates which can be earned in one to four quarters. Complete lists of certificate requirements are found in the Community Colleges of Spokane catalog and in the career planning guides. Both are included as required exhibits with the Standard Two report.

The table on the next page shows the number of degrees and certificates awarded in the past three years.

Associate of Science Transfer degree

The associate of science transfer (AST) degree is intended for students majoring in science who wish to transfer as juniors to four-year institutions in the state of Washington. Three different options are offered: 1) biological science, environmental/resource sciences, chemistry, geology, and earth science or 2) computer science, physics, and atmospheric science or 3) engineering. Students earning this degree transfer with about half of the lower division general education requirements of the baccalaureate colleges and universities. Remaining general education courses may be taken after transferring. This degree allows students to concentrate on fulfilling pre-major coursework in their intended field of study.

Associate in Applied Science degree

The associate in applied science (A.A.S.) degree candidate in a professional/technical area must complete a minimum of 90 quarter hours in program requirements with a grade point average of 2.0 or better. Many programs require more than the 90 quarter hours. The candidate must earn at least 30 credit hours from the Community Colleges of Spokane and the last quarter completed in residence. A minimum of 12 credits must be completed in related instruction. Related instruction areas are defined as communications, computation, and human relations/leadership. A minimum of 3 credits must be completed in each area. Applicable safety and hygiene requirements must be completed. A student possessing proven competencies in the program requirements and/or related instruction area may be granted advanced standing. Advanced standing placements must be approved by the appropriate associate dean. All credits and grade points received from the time the student enrolls in the program are used for GPA calculation.

Providing for so many different options for students requires sufficient resources. SCC does provide for the financial, physical, and human resources to accomplish this task.

Financial Resources

nity colleges and baccalaureate colleges and universities. Students who enter community colleges with clear intentions regarding transfer to a particular baccalaureate college, with or without a transfer

The lack of financial resources is a recurring theme in all the program and division reports. The lack of monies impacts a myriad of areas including the number of full-time faculty positions, the number

Degrees and Certificates Awarded 1999-2002			
	1999-00	2000-01	2001-02
AA	345	378	371
AAS	712	638	623
Certificates	315	324	223

of classes taught by part-time faculty, the budgets for goods and services, the purchase of new equipment, the repair of old equipment, the continuing education and training of faculty members, the ability for faculty to travel, and more.

Because of the budget crisis, many faculty have become innovative regarding classroom needs. Programs have formed partnerships with industry, such as the Electronics department, which partners with and receives equipment donations from Fluke Industries and others; the Applied Education department, which outfitted an entire classroom and a mock interview room with donations from Boeing; and the Carpentry program, which builds an up-scale house each year in part with local industry donations. Although faculty are appreciative of the help from outside the college, it does take time away from the primary function of a college instructor – educating students.

Currently, monies from Perkins, Worker Retraining, Workforce grants, Inland Northwest Health Services, and WorkFirst, to name just a few sources, aid in keeping classes open.

However, even with a budget crisis, there does not seem to have been a negative impact on the students' perceptions of Spokane Community College. During Spring 2002, a sample of SCC students were asked to complete a survey. The purpose of the survey was to measure students' impression of the college, their usage of and satisfaction with student services, and their satisfaction with key components of the college environment – instruction, admissions, rules and policies, facilities, registration, and the college in general.

Overall, SCC students reported satisfaction with their college experience. Respondents chose SCC as their college of choice primarily because of the courses offered, a good chance of personal success,

our convenient location, and the low cost of tuition. More than 80 percent reported that SCC was their first choice in considering options for higher education. In addition, more than eight in 10 respondents reported that the quality of education was either excellent or good. SCC student respondents rated SCC overall fairly well. Almost eight in 10 respondents reported “definitely yes” or “probably yes” that if they could start college over, they would choose to attend SCC (79.3 percent). More about this survey is found in chapter three of this self-study report and in the Standard Three Committee Report.

Physical Resources

The main campus of Spokane Community College is located on 112 acres in the northeast quadrant of Spokane. In addition to the main campus, the Aviation department is housed at Felt's Field, located approximately one mile from the main campus, with the Apprenticeship and Journeyman training center located in the same vicinity. The Business division also holds many of its classes in downtown Spokane at the Holley Mason Building.

Classroom space at peak hours is scarce or unavailable. Another problem faced during the peak hours is the availability of parking spaces for both students and faculty.

The conditions of the college facilities vary widely. A \$13 million addition and remodeling of the Health Science building (building 9) has recently been completed, nearly doubling the space available. Classrooms and laboratories are equipped with industry-standard and/or state-of-the-art equipment, as a result of a \$2.6 million budget for furniture and equipment.

At the other end of the continuum, the Science building (building 7) is in dire need of renovation.

Students have to walk through occupied labs and classes to reach their destinations.

Human Resources

A second recurring theme throughout the division and program reports is the strong belief that the major strength of the programs is the quality and qualifications of the instructors. In programs when a master's degree is required, all faculty members have at least a master's degree. In professional/technical programs, the faculty are qualified either through degrees or their industry experiences and training. Lists of faculty and their qualifications are found in the division reports.

Also available in the Deans' offices are tenure reviews and student evaluations as required by the Master Contract Article XIV, Section 1 and 2. The evaluations reinforce the belief that the faculty are doing their jobs well. Some programs rely heavily on part-time faculty, but they too must meet the same criteria as the full-time faculty, thereby ensuring a quality education for the students. Student evaluations of part-time instructors are conducted according to the Master Contract Article XXIV, Section 7, and are available in the Deans' offices.

Mission and Goals

The Mission Statement of Spokane Community College is most evident through our educational programs as we provide "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, [and] educational programs that emphasize the four critical learning abilities: responsibility, communication, problem-solving, and global awareness." Without exception, the division and program mission statements and their goals reinforce the college's Mission Statement – to prepare students for the future by preparing them for a career or transfer to a four-year school.

In Spring 2001, the college adopted the five-column Nichols model to be used as our primary tool for assessment. Designated faculty members

received release time to meet with those programs and instructors who requested help with writing instructional goals and assessment plans. All the Nichols models begin with the SCC Mission Statement.

During Fall 2002, meetings were held within each division, and additional training was given to help instructors "close the loop" on their Nichols assessment plans. Overall, this has been a rewarding experience for most instructors. The overall feeling on campus is that the assessment models will be updated annually and that additional means of assessing will be added to our existing plans. These assessment models and plans can be found as part of the exhibits accompanying the Standard Two report.

In keeping with the Mission Statement, programs are using a variety of assessment tools that include, but are not limited to, portfolios, student evaluations, capstone projects, pre-, mid-, and post-testing, student surveys, college transfer data, alumni focus groups, feedback from advisory committees, job placement reports, and feedback from industry and licensing bodies.

Student Learning Outcomes (The Four Abilities)

In 1995, SCC adopted four college-wide abilities – responsibility, communication, problem solving, and global awareness. These abilities were added to the Spokane Community College Mission Statement in 2002. SCC hopes that through our curricula and assessment, students will develop these life-long learning skills. Therefore, throughout the years, discussions have occurred within divisions as to how instructors can assess these abilities. This is often an easier task in the technical/professional programs as these abilities are inherent in the assessment of a student's ability to successfully enter the workforce. However, Liberal Arts faculty also have devised ways to assess the abilities; in fact, they've become the leaders of the movement on campus.

The following table lists the college-wide abilities, gives their definitions, and shows one possible sample assessment of each one.

Ability	Definition	Sample Assessment
responsibility	The ability to recognize, understand, and accept ownership for learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.	1. Come to class on time and be prepared for the day's lesson.
communication	The ability to create meaning, to listen, to speak, and to write effectively using words, graphics, electronic media, computers, and quantified data.	1. Prepare and present ideas logically in an oral presentation using charts, graphics, and PowerPoint.
problem solving	The ability to access, evaluate, and apply information from a variety of sources and in a variety of contexts.	1. Using library and Internet research, write a report on the current political situation.
global awareness	The ability to demonstrate an awareness and appreciation of the world – its scientific complexity, its social diversity, and its artistic variety.	1. Take part in a classroom discussion and accept the fact that other students may have a differing point of view.

It is important to note that a third recurring theme in the program reports is the commitment of the faculty to incorporate, teach, and assess these abilities, which are now incorporated into syllabi across the campus. In addition, the SCC Curriculum Committee requires that these abilities be addressed in all curriculum proposals.

Curriculum

The SCC Curriculum Committee has become an important council at the college. More about how this committee has changed and involved faculty is presented in chapter four of this report. The faculty have the responsibility for the design, integrity, and implementation of curriculum. The professional/technical programs rely on advice and guidance from advisory committees and licensing bodies and must include advisory committee meeting minutes with their proposals. All faculty rely on understanding their fields or disciplines and

their students when creating or modifying courses or programs.

Approval of new curricula or curricular changes lies with the SCC Curriculum Committee, composed of representatives from faculty and administration. Their statement of purpose is in the accompanying box.

In looking at curricula across the disciplines, we see that many of the courses are sequenced to allow maximum student success. As an example, students enrolled in the Culinary Arts program begin by learning how to prepare soups and salads and progress through the six quarters to culminate with

The mission of the college curriculum committee is as follows:

- Recommend college curriculum policies
- Explore new trends in curriculum and delivery
- Recommend approval of college-specific curriculum packets
- Ensure intra-district, SCC/SFCC/IEL communication concerning curriculum issues
- Provide a forum to resolve inter-college issues
- Review major course/program changes
- Communicate curricular changes, status and potential changes to the college community
- Encourage philosophical exchanges with the college and the district
- Develop and recommend associate degree requirements

the planning and execution of their final, a Presidential Luncheon. This multi-course meal must follow strict department guidelines: cost per serving, dietary content, seasonal/available foods, presentation of the plate, and other criteria designated by the faculty.

Another example is the Administrative Offices Systems department which sequences its classes. Nearly all courses in the short certificate programs are also required in the AAS degree. Often, students who had not planned on completing a degree will do so when they realize they are halfway to completion of the degree. As an example, students completing the Front Office Professional sequence, a three-quarter certificate, will frequently continue with the degree program.

In the event of elimination or significant changes in a program, the 2001-03 Community Colleges of Spokane catalog under the heading *Degree Requirement Time Limitation* states, "In instances in which changes in professional degrees and certificates make the above guidelines inappropriate, the respective division, working with the individual student, shall determine which degree requirements to follow."

Programs provide career guides in the Counseling Center, in hallways of the various buildings, at the desks of building secretaries, and on the intranet. The guides explain the program goals, the course objectives, and the suggested quarterly schedules to follow for successful completion of degree or certificate requirements. Program brochures are also available. Both are updated annually or biannually to ensure that students have the most current information.

Scheduling

To accommodate the diverse and complicated lives of the majority of our students, most classes taught at Spokane Community College are taught during the day with the highest percentage taught during the peak hours of 8:30 a.m. to 1:30 p.m. Experimentation with late afternoon and evening classes has been disappointing; the classes are often cancelled due to low enrollment. There are many reasons for this: students have part-time jobs, they

have daycare issues, or they come from backgrounds that support traditional school hours.

One noteworthy exception to this practice is in the English department which offers an English Composition 101 class at 6:30 a.m. The class fills each quarter, and the instructor reports that it is one of the most rewarding classes he teaches. The students in this class exemplify how many of our students are members of the working community and are serious about their education.

Our "block" programs usually begin at 7:30 a.m. or 8:30 a.m. This choice is a conscious decision on the parts of the professional/technical instructors because they believe it reinforces the work ethic required for success in the "real world."

Prior Experiential Learning

For the most part, Spokane Community College does not award credit for prior experiential learning. However, in rare cases, credit can be awarded only upon recommendation of the program faculty. One example of this is the Automotive Technology program, which awards up to two quarters of credits to incoming students who have ASE certification as well as at least two years of current work experience in the related areas of certification. A letter of intent is filed with the Dean's office. All programs that have an experiential learning component are listed in the required exhibits.

Use of Library and Research

Our library and media resources are definitely integrated into most of the curricula at SCC. Numerous faculty take their students to the Learning Resources Center (LRC, building 16) each quarter. The library staff work closely with faculty in designing assignments requiring library research. Although many instructors feel our Library's holdings are inadequate, they still create assignments so that students can have the experience of researching for information. If necessary, students can access other libraries through our Library's cooperative arrangements.

In addition, all computers available in the Library and Media Lab for student use have Internet capa-

bilities. Also, students can access the Library Web site from any computer on campus or from their home computers, and from that point they can continue to use the World Wide Web and Internet for research from the various sites the librarians have verified as credible.

Assessment

As stated earlier, assessment of what we do at SCC takes many forms on our campus. The forms may vary according to the program or department; however, some methods that are consistent within all programs are student evaluations of faculty and courses, assessment of the four college-wide abilities, and programs' attention to ensuring that the SCC Mission Statement is supported and reinforced in all classes.

The technical/professional programs are, in part, guided in their assessment efforts by advisory committees, which meet with the program instructors at least twice a year. The feedback provided by the committee members is used to design new curricula and update current curricula in response to industry's needs. Instructors from all programs report that feedback from their committees is invaluable for the education of their students. A number of our graduates are hired by committee members.

In addition, many of the technical/professional programs must meet rigorous state and national accreditation standards. Therefore, the assessment of the programs comes under close scrutiny of the licensing bodies.

Program Review

The programs themselves are now being assessed by the college. Our Program Review Committee was established in 2002, is composed of represen-

tatives from the four instructional divisions and administration, and has been meeting weekly.

The programs chosen for review are notified in advance in order to plan a 15-minute presentation. The presentation must include information about the curricula, the FTES, the student/teacher ratio, the job market for graduates, and other areas of importance. Following this presentation, the committee continues to question the faculty about the program being reviewed until all necessary information is understood.

For the 2002-03 academic year, the committee was to finish reviewing the low-enrollment programs

- ◆ Electrical Maintenance and Automation – Nov. 1, 2002
- ◆ Architectural Technology – Nov. 8, 2002
- ◆ Automotive Machinist – Nov. 8, 2002
- ◆ Hydraulic and Pneumatic Automation Technology – Nov. 15, 2002
- ◆ Business Computer Programmer – Nov. 15, 2002
- ◆ Aviation Maintenance – Dec. 6, 2002
- ◆ Administration of Justice – Jan. 10, 2003
- ◆ Accounting – Jan. 24, 2003
- ◆ Administrative Assistant – Jan. 31, 2003
- ◆ Agriculture Technology – Feb. 7, 2003
- ◆ Automotive Collision and Refinishing Technician – Feb. 21, 2003
- ◆ Automotive Technology – Feb. 28, 2003
- ◆ Baking, Commercial – March 7, 2003
- ◆ Biomedical Equipment Technician – March 14, 2003
- ◆ Business Administration – April 11, 2003
- ◆ Business General – April 11, 2003
- ◆ Business Occupations – April 11, 2003
- ◆ Culinary Arts – April 18, 2003
- ◆ Civil Engineering – May 2, 2003
- ◆ Cosmetology – May 9, 2003
- ◆ Carpentry & Cabinetry – May 16, 2003
- ◆ Dental Assisting – May 16, 2003
- ◆ Auto Collision – May 30, 2003

and begin with an alphabetical series of programs. The programs and the dates for their reviews through May are found in the box above.

The committee may make recommendations, which the program members need to follow with the assistance of the committee. It may offer suggestions for program enhancement and share some of the best practices being utilized on campus. Or the committee may give commendations for exceeding the normal standards and as praise for the program.

Divisions and Programs

At this point in the chapter, we are going to shift from a general overview of how the educational programs at Spokane Community College operate to looking at the four Instructional divisions as separate entities. Each of these division sections will present information about budgets, FTES data, faculty and their qualifications, examples of faculty evaluations, and detailed information about the elements addressed in Standards 2.A, 2.B, and 2.C.

The format for all of this information has been organized for each division to begin with general information that pertains to the division as a whole. Then specific departments are presented with a brief description of the department; an analysis and appraisal of how that department is doing; and an

ending that lists two strengths, two areas for improvement, and some future plans the members hope to pursue.

In addition to the themes we have recognized that affect all the areas of our self-study process, we have found some common threads that run throughout the four divisions: the lack of financial resources, the excellence of the instructors, the reliance on part-time faculty, and the commitment to including the four college-wide abilities into all curricula. Therefore, these have been eliminated from most of the division synopses of this report. Moreover, the decision to list only two strengths and two areas for improvement was made to highlight only the most notable ideas in those areas. Most departments have far more extensive lists that can be found in their department reports.

Business, Hospitality, and Information Technologies

This division has a complex mission encompassing two-year degrees; one-year certificates; short-term, self-contained programs for entry level positions; and transfer to four-year institutions.

The vision of moving through the 21st century, ready to meet the challenges of educating and training individuals for success in business, hospitality, and information technology careers, will be realized by doing the following:

- preparing students with the necessary business, hospitality careers and related course knowledge and skills to enter business occupations
- upgrading knowledge and skills for those who wish to return to work or improve their present employment skills
- providing business support courses for other college programs (for example, computer skill training for Automotive students)
- providing business transfer courses for students intending to transfer to four-year institutions
- providing basic business skills in self-contained courses and programs (such as Financial Services/Teller, training etc.)

- providing exploratory business courses for students undecided about their future careers

The division's vision also includes having all students show success in the student learning outcomes of responsibility, problem solving, global awareness, and communication (written and oral).

Organization

The Business, Hospitality, and Information Technologies division is comprised of four instructional departments: Administrative Office Systems (AOS), with six degrees and 13 certificates; Business and Management, with seven degrees and six certificates; Computer Information Systems (CIS) and Accounting, with four degrees and two certificates; and Hospitality, with three degrees and one certificate. In addition, one college-wide academic support office has been added to the division: the Continuing Education office. A separate section of this chapter will focus on the issues pertaining to this office. The table on the next page shows the numbers of full-time equivalent students (FTES) for each of these areas for the last four years.

FTES per department				
	1998-99	1999-2000	2000-01	2001-02
AOS	259	261	250	299
Business & Management	391	362	391	403
CIS & Accounting	303	406	545	472
Hospitality	101	113	111	116
Noncredit	14	15	4	2

General Information

Classes are offered in traditional modes, on line, during the evenings and Saturdays, and through interactive intercampus collaboration. The breadth and depth of these classes are constantly under scrutiny from advisory committees. The division has, on a continual basis, changed the course offerings and upgraded the curricula to reflect the changes in industry and technology. Faculty use current publications, and they supplement their curricula with current industry trends as communicated by the advisory committees. Several new programs, options, and courses have been added in all the departments in the division.

The move to the off-campus Holley Mason Building for some classes brings needed computer lab space, additional revenue by partnering with other school districts, and a presence downtown that helps the college serve this population. However, it brings other problems: a separation of faculty and support staff, transportation and parking issues for students and faculty, multiple site licenses for software, and security of the equipment.

The division is doing very well in its mission to provide the citizens of our community the educational opportunities that are responsive to their needs. Following are the strengths, the areas for improvement, and opportunities that were identified through the department reports that apply to the division as a whole.

Strengths

- a divisional culture that rewards innovation and creativeness

- updated equipment
- effective and engaged advisory boards
- commitment to continuous program assessment
- trained and supportive staff

Areas for Improvement

- budget constraints that limit faculty and staff development
- college and district course duplication that affects efficiency
- potential college tuition increases that may affect student access
- high administrative turnover

Opportunities

- relationships between our district and the college instructional divisions that will assist in reducing degree and course duplication
- grant writing opportunities

Having presented a brief overview of the division, the report will now look at each department within the Business, Hospitality, and Information Technologies division.

Administrative Office Systems

This department changed its name from Office Technology to Administrative Office Systems effective December 2000.

Description

The primary mission of the Administrative Office Systems (AOS) department is to prepare students through industry-standard, certificated and two-year degree programs to be successfully employed in careers related to their educational preparation.

A secondary mission is to provide courses for individuals who need to upgrade their knowledge and skills or who want to explore career options.

The AOS department consists of four areas: Administrative, Computer User, Legal, and Medical. Each area has several programs. Ten full-time faculty and four to six adjunct faculty teach the courses offered by the department.

Analysis and Appraisal

This department is known as a leader in many ways. The members have been among the first to offer online and Saturday classes, to develop articulation agreements for high school students, and to develop articulation agreements with Eastern Washington University (EWU). Articulation agreements with EWU are in effect for the Administrative Assistant and Customer Service Representative programs.

Many AOS department courses have a library component. The library offerings in general are adequate; however, the number of books pertaining to these fields is inadequate.

The appendices to this chapter contains a list of the programs (degrees and certificates) available in the department.

Faculty stay current on new procedures (medical billing and coding), new releases of software (Microsoft Office and WordPerfect), new technology (digital cameras and copiers), and new methods of delivering distance education (platforms and technology such as voice and video). They also use common assessment tools: SAM (Microsoft Office Specialist assessment), shared exit exams for AOS 90 and 109, and common exams for many computer-based courses.

In 1998, the department began to offer online classes. Since then, Washington Online (WAOL) grants have been received to develop three online courses for the WAOL consortium to be taught by SCC AOS faculty: Business Communications 109,

Office Procedures 231, and Presentation Graphics 257.

Key Changes

In order to stay current with industry's needs, the following changes have taken place within the departments:

AOS department changes

- creation and ongoing update of department student handbook
- updated software to Office XP and WordPerfect 10 for all programs Fall 2002
- marketing to prospective students listed on the Inquiry Reports who expressed interest in our programs

Administrative program changes

- new courses added to the curriculum: Introduction to Outlook 120, E-commerce for the Office 180, Project Management 280, Word Processing 165, Notetaking 140
- outmoded courses dropped from the curriculum: Formatting 103, Word Processing 262, Word Processing Transcription 245
- changes made in Grammar 90 and Business Communications 109 (Grammar and Punctuation) courses to include more writing
- a student-planned Professional Seminar, open to other students as well as the community

Computer User program changes

- Computer User program transferred to AOS department in Fall 2001
- Data User (two-quarter program) and Advanced Data User (three-quarter program) added to the "sequenced ladder" of the Computer User program (available Winter 2002)
- the course designator of some courses changed from BCS (now CIS) to CATT (Computer Applications Technology/Training); some AOS course designators were changed to CATT

Legal Office program changes

- new programs created and offered: Legal Office Receptionist and Legal Information Processing certificates

This department is known as a leader in many ways.

- upgraded to WordPerfect 10
- began offering online classes (Legal Formatting 239, Legal Formatting Procedures 249, Legal Terminology 236, and Legal Office Procedures 216)

Medical Office program changes

- added Chiropractic Assistant (available Spring 2001) and Chiropractic Technician (available Fall 2001)
- added new courses for the chiropractic programs
- added a portfolio development course to enable those employed as chiropractic assistants to receive credit for prior learning
- program brochure created for Chiropractic programs (Spring 2002)
- a DATA analysis organized for the Medical Transcription program
- Medical Transcription advisory committee membership expanded Winter 2003 (The committee had not met on regular basis, and active membership had dwindled.)

The department programs enjoy excellent reputations in the community as evidenced by the number of organizations that call our program coordinators directly; among those who make such contacts are Grange Insurance, Spokane Cardiology, Heart Clinics Northwest, Northwest Orthopedic and Fracture Clinic, and many of the area's legal offices.

The SCC Program Review Committee reviewed the Administrative Assistant program on January 31, 2003. The program review report resulted in two suggestions, no recommendations, and 10 commendations.

One strength that is worthy of further explanation is the use of common syllabi. The Administrative area instructors have used common syllabi for many years for courses that are taught by multiple instructors. With the new courses in CATT, most instructors agreed to the development of and use of common syllabi, grading, and tests for on-campus day, evening, Saturday, and online classes.

Strengths

- offering a wide variety of programs, constantly creating new programs, and updating curricula

- quarterly to keep current with software and business/office trends in conjunction with industry advisory committees
- designing courses that build on one another by promoting the transfer of knowledge from one course to the next and gradually increasing the standards from the beginning skills to the higher-level skills while developing problem-solving skills and independent learning

Areas for Improvement

- an insufficient number of full-time faculty in AOS to teach both the on-campus and online classes
- difficulty in keeping current with technology regarding curriculum and software revisions

Future Plans

- develop online classes in the medical area
- develop an entire certificate online for the Legal programs
- revise the Office Applications Specialist (Office Information Systems) degree program (proposed for Fall 2003)
- design a new course – Administrative Office Management (Fall 2003)
- create fast-track programs for currently employed office support staff

Business and Management

Description

This department's mission is threefold: prepare students for marketable job/career skills through AAS degrees and/or certificate programs; prepare students for transfer to four-year colleges and universities; and offer students "selected" classes for personal use, for promotional job/career opportunities, or for related coursework requirements to satisfy other degrees/certificates offered on our campus.

Many of the enrolled students are either part of the WorkFirst or Worker Retraining efforts. A large percent of the students not only attend college but also work part-time or full-time and have family responsibilities. Since September 11, 2001, there are fewer international students in these programs. However, there are more transfer students enrolled in our Business Law 205, Business Statistics 217, and Economics 201/202 classes; faculty teaching

those classes have high standards so students will succeed when they transfer on.

Analysis and Appraisal

One of the more impressive accomplishments of this department is the number of articulation agreements these programs have. The list of department programs found in the appendices of this chapter gives the pertinent information and has added a column showing those programs that have agreements in place with our regional state universities.

It is significant to note that the Paralegal program, including the Legal Nurse Certificate, has just been re-approved for a seven-year period through the American Bar Association (ABA).

Students in the Financial Services/Teller certificate program are getting job offers and accepting them – some after only the first quarter, a 165-hour course.

Faculty assign coursework requiring research; however, the paralegal law collection at the SCC Library lacks resources. Often, students go to the Gonzaga Law Library to do the research. Faculty would like updated videos added to our Library.

The department constantly reviews and evaluates curriculum offerings aided by suggestions from various advisory committee members. After the ABA site visit in 2001, several curriculum changes were made that included Legal Careers Orientation, Introduction to Paralegal, and Introduction to Legal Nurse. Within the past five years, Legal Ethics, Instrument Drafting, and Professional Effectiveness have been added.

New General Business offerings include Special Business Topics 284 and 285. New Management offerings include Management Information Systems 240 and Introduction to Consulting 245. Internet Marketing 109 has been added to the general course offerings.

After receiving a Campus Compact grant in 1994,

One of the more impressive accomplishments of this department is the number of articulation agreements these programs have.

Supervised Volunteer Experience (Mmgt 100) was added to the course offerings. It is now a required class for all business students; it can be an elective class for any SCC student. Since its inception, more than 16,000 hours have been contributed to our community.

Strengths

- departmental communication and willingness to share information
- a desire to provide quality, up-to-date instruction

Areas for Improvement

- budget cuts that have impacted goods and services, travel, computer lab space
- lack of leadership in upper level administration

Future Plans

- increase the number of Worker Retraining students
- increase the number of international students
- increase the emphasis on e-commerce
- increase the amount of distance learning coursework
- explore inter-departmental course offerings in team-teaching situations
- assign Basic Accounting 51 and Basic Accounting 52 either in Business and Management or in Accounting

Computer Information Systems and Accounting

This department changed its name from Business Computer Systems and Accounting to Computer Information Systems and Accounting effective Spring 2002.

Description

The mission of the Computer Information Systems (CIS) and Accounting department is to provide up-to-date instruction and support in computer technologies and in the field of accounting. The department currently offers degrees and certificates in Business Computer Programming, Network Engi-

neering, Web Development, Web Multimedia, and Accounting, as well as providing general and specific discipline support for computer literacy and applications to the campus at large.

Appraisal and Analysis

The CIS and Accounting department offers the following programs:

- Computer Information Systems (CIS) is a program designed to offer classes that emphasize system design and analysis, database management, mini- and mainframe operating systems, and supporting programming languages. This program offers an AAS as a terminal degree or can be a step to transfer toward a Business MIS degree.
- Network Engineering offers courses in the major networking operating systems including Microsoft, Novell, and Unix. It also offers courses in computer hardware and CISCO certification. The program offers a two-year AAS degree, or a one-year certificate and prepares students for industry certifications including MCSE, CNE, CCNA, and A+.
- Web Technologies offers coursework in Web page development along the Microsoft NET track and the Java track. It also offers an option of Web Multimedia. This program offers a two-year AAS or a one-year certificate.
- The Accounting program offers a two-year AAS degree in Accounting as well as a one-year certification as a Financial Information Assistant, provides instruction to a variety of programs in the first year offerings, and concentrates on Accounting majors in the second year. The program continues to offer a solid curriculum and has reacted to the advice of its advisory committee by adding the one-year certificate program; however, the program has declined slightly in its FTES enrollments in recent years. The reasons for the decline have been discussed by SCC and SFCC members, but no specific cause for this reduction has been determined.

The department currently schedules seven 24-station labs and one lecture room on the SCC campus plus utilizing the Learning Resources Center

(LRC, building 16) teleconference room to schedule up to six teleconference classes accessed by students in Colville, Washington. Additionally, access to three 30-station labs and one lecture room at the Holley Mason Building is available.

The major change in the computer area has been the addition of new program offerings.

The major change in the computer area has been the addition of new program offerings.

The department's original focus was mainframe technology, and it offered an AAS in Data Processing which evolved into Business Computer Programming. The department eventually added PC support and computer literacy as support courses for various programs that needed a computer component as part of their curricula. The Networking program began around 10 years ago, and the department has since added Web technologies to its list of programs. The department is continuing to look into Network Security, Web Multimedia, Database Management, Wireless Networking, and other possible programs.

Within the programs, numerous courses have been added and changed. CIS now offers classes that support Web development through the Microsoft .Net track, the Java track, and numerous Web multimedia classes. The Network Engineering program offers classes towards Novell CNE, Microsoft MCSE, and CISCO certifications. Classes have recently been developed for Network security, and joint development with the electronics department in the area of wireless networking is being studied.

The computer application course (CIS 110) that is required by various programs throughout the college is offered with 18 to 20 sections per quarter. The specialized vocational computer course (BCS 105) is offered to five to seven different departments per quarter.

The Accounting area has added a one-year Financial Information Assistant certificate and made some modifications to its two-year AAS degree in Accounting.

Numerous online classes have been added to the programs. Most of the growth has been in the Web area with the goal of offering all of the first year of the Web program on line.

Strengths

- provides worker retraining to a large number of displaced workers in the community, such as former Kaiser Aluminum workers, primarily through CIS programs
- offers training to update workers' skills for companies such as Keytronics, Byte Dynamics, and Linesoft

Areas for Improvement

- rapid changes in curriculum and programs require communication with counseling and registration; failure to do so causes scheduling problems
- district marketing, advertising, purchasing, and scheduling created bottlenecks in developing new programs and courses that stay current with technology demands

Future Plans

- add high demand programs to our offerings, including Web Multimedia, Network Security, Database Administration, and Wireless Networking
- offer a number of transferable courses in the computer area
- increase online delivery
- offer cross-departmental courses, for example:
 - Cyber-Law may require team teaching from two disciplines
 - Network Security may be jointly offered between SFCC and SCC
- move Network Engineering labs to the instructional tech area

and to meet the needs of the international hospitality industry.

The department has three programs: Commercial Baking, Culinary Arts, and Hotel and Restaurant Management. All three culminate in AAS degrees; the baking program also has a one-year certificate.

The Hospitality department includes three chef instructors accredited by the American Culinary Federation, one commercial baking instructor, one dining room instructor, one restaurant management instructor, one hotel management instructor, and a program assistant who has the responsibility of the restaurant cashier as well.

Analysis and Appraisal

There have been major changes in the baking industry; the Commercial Baking program has found it hard to adjust to these changes but is struggling to work with its advisory committee on these changes. The last two advisory meetings have been very positive, and it is believed that the delivery of instruction in the baking program has been improved.

The SCC Bakery is in need of an upgrade in its retail operation. Funding for these improvements will occur with capital improvement dollars allocated in conjunction with the dining room upgrade. The baking equipment is current, but there is a need to change the method of baking theory instruction.

Local industry requested a one-year program, which was added seven years ago. Graduates work as bakers and decorators in the baking industry, but the pay in the Spokane region is low in comparison to state averages.

The Culinary Arts program recently renamed its

Hospitality

Description

The mission of this department is to provide technical training, to instill professional management skills and work ethics, to train students for employment opportunities within the hospitality industry, to provide Continuing Education classes for people in the hospitality industry,

The department has three programs: Commercial Baking, Culinary Arts, and Hotel and Restaurant Management.

program the "Inland Northwest Culinary Academy" or INCA. It is believed the name change will attract more stu-

dents from across the Northwest United States and Canada that may otherwise look at a private and

more expensive education. Currently, the program enrolls 25 students each quarter. The attrition rate is usually around 20 percent. The American Culinary Federation has accredited the Culinary Arts department for the past 10 years. The next accreditation review will take place in 2003.

Currently, students may use the SCC Library, which has a good selection of cookbooks; however, some of them are out-of-date, and few periodicals are available. There are some videos and movies available in the Media Center, but most are over 15 years old and out-of-date.

The department is currently seeking articulation agreements with one or more four-year schools that will allow students to complete a bachelor's degree after transferring from SCC with a two-year culinary degree.

Hotel and Restaurant Management has updated its student computers and video presentation equipment with Student Technology Fee monies. In order to grow, the restaurant management program needs to have the Culinary Arts program expand to give the management students more hands-on training.

The program has out-of-date video training and no hotel facilities for training students. On the advice of its advisory committee, the students go to local hotels for training purposes.

Strengths

- having an identity as a high quality Hospitality department within the community of Spokane

and the Inland Northwest region

- the remodeled Hotel/Restaurant classrooms with continual upgrades in audiovisual equipment and computers
- current bakery equipment for proofing, baking, and decorating pastries.
- the remodeled kitchen that gives Culinary students a state-of-the-art facility in which to work, including the following items:
 - a rational combi-oven
 - a commercial ice cream machine
 - an espresso machine
 - small-wares, that is, cutting boards, sauce pans, and food processors
 - a bright and sanitary facility for food preparation

Areas for Improvement

- lack of understanding of the hospitality industry by top level administration
- limitations on the number of new students who can enter the program due to space limitation of the culinary facilities
- stress among the faculty and changes to instructional delivery that are detrimental to students because of the increased production needed to generate sales dollars

Future Plans

- a scheduled remodeling of the student-run restaurant (With the upgrade of the facility, the program will also upgrade the curriculum. These changes will enable the department to actively market its programs in direct competition with private culinary schools.)

Health and Environmental Sciences

Graduates of this division are employed in professions that guard the health and safety of our citizens and our environment. The programs meet rigorous state and national accreditation standard, and graduates requiring certification and licensure to enter their profession have a high success rate. The programs all support the mission of SCC. While the Health and Environmental Sciences division is

the smallest within SCC in terms of full-time equivalent students and budget, it is also the primary economic industry cluster.

Organization

The division includes four departments with the following programs:

Allied Health

- Advanced Life Support – Paramedic
- Dental Assisting
- Emergency Medical Technician
- Health Information Technology
- Health Records Clerk
- Health Unit Coordinator
- Industrial Safety First-Aid
- Medical Assisting
- Invasive Cardiovascular Technician
- Noninvasive Cardiovascular Tech
- Nutrition Therapy
- Pharmacy Technician
- Respiratory Care
- Surgical Technologist
- Vision Care Technician

Nursing

- AAS – Registered Nurse
- Certified Nursing Assistant
- Licensed Practical Nurse

Agriculture/Horticulture

- Agribusiness
- Agriculture Technology
- Floriculture
- Horticulture

Natural/Water Resources

- Natural Resources
- Water Resources

Most of the Health Science programs are operating at full student capacity, given budget constraints. Many have lengthy waiting lists, and applicants may have to delay entry for a year or more to be accepted into their preferred program of study. To respond to this high level of demand and to shorten the waiting list, the Pharmacy Technician program admitted a second class of students during Winter 2003 on a self-support basis.

While some programs within the Environmental Sciences have a waiting list, others have experienced a reduction in student numbers. This decline is due in part to several of the courses being removed from the AA degree's distribution list of transferable courses, resulting in hesitation on the part of counselors to recommend and of students to

enroll in these courses. While the process to remedy this issue is lengthy, efforts are underway to document the transferability of these science-based classes.

Although the production agriculture and lumber industries have reduced the size of their required workforces, other disciplines within the environmental sciences have become more important. Programs have responded by focusing on new skills and areas of expertise our graduates require. Content areas that have become increasingly more vital include landscaping, conservation planning, Global Positioning Systems (GPS), Geographic Information Systems (GIS), and hazardous materials training (HAZ-MAT).

The table on the next page shows state-funded annual full-time equivalent students (FTES) enrolled in the division by program in 2001-02. Department totals are given in the right column in bold face type.

General Information

In 2002-03, the Health Sciences departments secured three grants that funded additional students and online classes:

- A grant of \$192,000 from Inland Northwest Health Services allowed the Nursing program to enroll an additional 10 students in both spring and fall quarters of 2002.
- A High Demand grant from the State Board for Community and Technical Colleges of approximately \$96,000 supported the development of seven new online classes, each to be piloted during Spring 2003.
- A \$150,000 Industries of the Future grant from the Employment Security Division matched with \$150,000 of in-kind support from three major medical facilities supports an additional 22 students in our LPN to RN program and the delivery of online classes.

The Agriculture/Horticulture department is supported by a full-time greenhouse manager, a part-time greenhouse technician, and a part-time green-

FTES in Health and Environmental Sciences programs for 2001-02		
Program	Program Total	Department Total
Agriculture	22.09	
Horticulture	91.69	113.78
Natural Resources	112.34	
Water Resources	28.02	140.36
Dental Assisting	45.31	
Nutrition Therapy	8.27	
Health Education	34.84	
Health Information Technology	15.76	
Health Record Clerk	12.09	
Health Unit Coordinator	27.20	
Industrial First Aid	24.45	
Invasive Cardiovascular	21.87	
Life Support (EMT, Paramedic)	46.98	
Medical Assistant	23.67	
Noninvasive Cardiovascular	28.78	
Pharmacy Technician	19.09	
Respiratory Therapy	20.22	
Surgical Technology	20.62	
Vision Care Technology	12.33	361.47
Nursing Non-Credit	2.52	
Nursing	155.44	157.96
Division Total		773.57

ery manager who supervises the floral/greenhouse retail outlet.

The Natural/Water Resources department conducts much of its training at various field and water-gaging stations. There are two gaging stations on the Spokane River and an additional two on the Little Spokane River. The Natural Resources program frequently uses Mt. Spokane, the Turnbull Wildlife Refuge, and property owned by the Inland Paper Company for field study.

Following are some of the strengths and areas for

improvement that this division has identified. In addition, opportunities that the programs need to take advantage of are given if they apply to the division as a whole.

Strengths

- a highly educated and experienced faculty with skilled support and technical staffs
- new Health Sciences facilities and renovated Greenhouse facilities
- a reputation locally, nationally, and internationally for quality programs
- high student demand, graduate placement, gradu-

ate passage rates on state and national exams

Areas for Improvement

- budget constraints that impact professional development, facilities requirements, equipment replacement, and program development
- class transferability challenges
- uncompetitive salaries that make it difficult to recruit in some disciplines

Opportunities

- high demand in health and environmental fields
- new courses requested, programs needing re-vamping, and distance learning modes that can be used in these programs
- changes in industry require more advanced training and continuing education for practicing professionals
- current and future grant writing success

Having presented a brief overview of this division, we will look at the separate departments, in reverse alphabetical order for a change.

Natural/Water Resources

Two programs are offered in this department. Because they are so different, they will be looked at separately.

Natural Resources

Description

The general objectives of this program are to:

- prepare students to work as technicians in forestry, parks and recreation, soils, and wildlife/fisheries
- encourage transfer to four-year colleges and universities
- assist in preparing students for successful life experiences

The program maintains a Logger Sports site on the northeast corner of campus. The site is used as a practice facility for the Natural Resources Association club, which sponsors the Logger Sports competition, as well as for hosting competitions with other colleges and universities in traditional Logger Sports events.

Analysis and Appraisal

The Natural Resources program's Forestry option is recognized by the Society of American Foresters, which sets rigorous standards.

Assessment occurs through, but is not limited to, field exercises in cooperation with federal, state, and county agencies and private companies. The Natural Resources program regularly helps with timber inventories at Turnbull Wildlife Refuge and on Inland Empire Paper Company property.

Graduates have been successful in pursuing degrees at universities and in following successful careers. An alumni newsletter is being started to more effectively track former students and keep them informed about the SCC program. Most students successfully complete the required summer internship (Occupational Work Experience), as documented by the employer evaluations each must submit to the department.

Regular department and advisory committee meetings provide a solid platform of assessment. Recognition by the Society of American Foresters is an example of external assessment. Assessment reports from similar programs at other schools are another avenue for evaluation of SCC's program.

Strengths

- knowledgeable and active advisory committee members, who donate time and equipment which improve our programs
- being one of two such programs in Washington state and the largest in the Pacific Northwest

Areas for Improvement

- buildings, facilities, and equipment are old and not adequate for future growth
- technology is increasing very fast, resulting in equipment that is still serviceable but becoming obsolete

Water Resources

Description

The program prepares students for careers in the field of water resources. This program is a mix of field-oriented and academic classes that provide students the opportunity to learn the skills needed to be employable in the field: to take field and laboratory measurements to solve problems with

water rights, water laws, water quantity, water quality, fisheries, and stream or lake restoration.

There is a high demand for technicians to assist professional personnel in the investigation, interpretation, and analysis of data for proper management of water resources.

Student assessment takes place through projects, portfolios, objective tests, oral presentations, and field practicum tests. In addition, program assessment is by graduates, from past and present employers, from advisory committees, from guest interviewers, and from other professional/technical instructors.

The Water Resources program is the only program specifically dealing in natural water courses and lakes in the United States. The program was established in 1973 and has educated many of the water technicians throughout the country. The U.S. Geological Survey hires many of our graduates each year for placement in permanent full-time positions.

The curriculum was rewritten in the spring of 2002 to update the course requirements to the standards recommended by the Water Resources advisory committee. The addition of new equipment donated by government agencies along with the addition of new classes in Hazardous Materials (a 40-hour HAZ-MAT Certificate), Geographic Information Systems (GIS), and Stream and Lake Restoration has updated the program to industry standards.

Analysis and Appraisal

A completed Nichols model and other assessments help instructors determine that students are learning what they need to in the program. The table above shows an example of assessments and results.

Students	Activity	Assessment
all second-year students	Each was paired with an industry representative and required to make a stream discharge measurement at a stream-gaging station.	Students did very well with only minor suggestions of items to emphasize in future classes. All students completed in a satisfactory or better manner.
all students finishing summer internships	Our goal was that 75 percent of the students would receive satisfactory or above and 90 percent would receive a rating to be rehired.	100 percent of the students in 2002 summer program had satisfactory or above ratings.
all graduates of 2002	Our goal was to have 50 percent of our graduates employed in the water field or be continuing their education.	The last three years many of our students have continued toward a bachelor's degree: <ul style="list-style-type: none"> • 2000 - 50% • 2001 - 50% • 2002 - 60% In 2001 and 2003, 20 percent were working full time in the field. (See Data files.)

In 2002, a pre-test for incoming students was started. It is part of a nationwide test in Earth Sciences through a Harvard-Smithsonian grant by Dr. Julie C. Libarkin. This was followed by a post-test at the end of Spring 2003 and a set of interviews conducted by Dr. Libarkin. Analysis shows how SCC students matched up with students from other community colleges and four-year universities.

The program has been successful in placing students seeking full-time work in the field. In the last few years, there has been a large percentage of students who desire to continue their educations by pursuing a bachelor's degree. This is due in part to working with students from four-year institutions during the summer internship.

Strengths

- equipment that meets industry standards, including new boat and weather station equipment and water laboratory testing equipment and laboratory
- good working relationship with government agencies and future employers

Areas for Improvement

- lack of funding for travel, training for instructors, and equipment
- expectations of knowledge by industry beyond what can be done in a two-year program

Future Plans

- add GPS course to the program
- add Environmental Planning course to the program
- take part in the Environmental Sciences courses and degree program
- add courses in water management for Agriculture and Horticulture students
- upgrade equipment for stream flow measurements and modernize stream gaging stations

Agriculture/Horticulture

Description

This department trains students for entry-level positions in agriculture-chemical, farm supply, and grain and farming industries.

Analysis and Appraisal

Assessment takes place through projects, portfolios, objective tests, oral presentations and field practicum tests. In addition, program assessment is given by graduates, from past and present employers, from advisory committees, from guest interviewers, and from other professional/technical instructors; also, the Nichols model that has been completed for each of these programs.

Recently, the Spray Technician and Small Equipment Repair Specialist certificates were created to address the needs of WorkFirst students.

Natural Resources and Water Resources students routinely take Shop Skills, Small Engine Repair, Soil Management and Fertility, and Pest Management.

Plant Biology, Soils, and Pest Management are taken by Liberal Art students interested in non-lab science courses. Finally, Pest Management and Arboriculture are classes that typically attract workers from area businesses.

Strengths

- new equipment
- industry-centered faculty and curriculum with a student-first emphasis

Areas for Improvement

- a weak agriculture economy, which contributes to low numbers in the programs and low numbers of graduates since jobs in the industries are typically low wage
- inadequate communication/collaboration with Natural/Water Resources department (The two separate departments do see themselves as a single environmental sciences unit.)

Future Plans

- create a Shop Skills (including welding) program area
- track graduates better
- continue to update equipment and building plans
- collaborate more with Natural/Water Resources
- determine how to attract more students to the Agriculture curriculum
- develop Arboriculture and Floral continuing education courses

Nursing

Description

This department's programs are fully accredited by the Washington State Nursing Care Quality Assurance Commission and the National League for Nursing. Students who continue in Nursing for a total of seven quarters are eligible to take the National Council of Licensure Examination—Registered Nurse (NCLEX-RN).

The department provides for an alternate track (an upward mobility track) for licensed practical nurses to enter into the second year of the program and complete the associate degree Registered Nurse program. Upon successful completion, they are eligible to take the NCLEX-RN licensing exam. The Nursing department remains attuned to the needs of the health care community by meeting twice per year with a Nursing advisory committee. This committee is composed of representatives from a wide range of health care agencies in the CCS service area. The committee gives input to the

faculty on agency, health care, and community changes that may impact curriculum planning. The Nursing advisory committee also solicits support from the community and the Legislature for departmental and educational needs. The advisory committee also advises the faculty in curriculum revision.

Graduates of the first year of a Nursing program continue to attain 100 percent pass rates

on the National Council of Licensure Examination – Practical Nursing (NCLEX-PN). The graduates of the second year of the Nursing program

achieve pass rates of 92 to 94 percent on the NCLEX-RN. These pass rates are above the national average for PN and Associate Degree Nurse (ADN) programs.

Outcome surveys by employers report that graduates consistently demonstrate a high level of skill in their nursing practice. Many of the graduates have continued their educations to obtain a baccalaureate degree and a nurse practitioner degree.

Students are assessed quarterly on their clinical performance by clinical faculty. Faculty use the data gained from the clinical assessment tool to evaluate and revise clinical experiences, approaches, and agencies.

Graduating students and graduates of the program are also surveyed on a regular basis. The information provides suggestions for curriculum and policy development. NCLEX-RN annual surveys, NCLEX-RN and NCLEX-PN results, and Health Information System Incorporated (HESI) results also provide faculty with information to guide curriculum and departmental changes.

Strengths

- development of new courses: Nursing 216 Health Care in the Community, Nursing 231, Advanced IV Therapy, and Nursing 107 Women & Health

- updating computer-assisted instructional programs in nursing fundamentals, psychiatric nursing, medical/surgical nursing, and medications math review

Areas for Improvement

- increased workloads for full-time faculty to meet demands of the program
- dependence upon adjunct faculty for theory presentation and clinical supervision

Future Plans

- plan and implement approaches to improve data collection of student outcomes
- procure adequate, appropriate clinical sites to accom-

modate the increasing numbers of students currently enrolled in the program.

- incorporate rapidly changing health care technology within the curriculum.

Allied Health

Description

This department is large and complex. This report will first cover the areas that these diverse programs have in common, including strengths and areas for improvement. Then we will look at the programs, many of which are grouped as related units. Some program areas give additional strengths and areas for improvement as well as future plans, and some only give future plans.

Enrollment targets have been met for most Allied Health programs. Many of the programs have a waiting list, with some students having to wait for up to a year for entrance into their preferred program. Many of these students complete their Liberal Arts requirements, giving them an improved basis of scientific knowledge and the option of obtaining the two-year Associate of Applied Science degree.

Health care advances have driven numerous changes in the policies, requirements, and procedures in the Allied Health programs. Students entering the programs now have drug tests, Washing-

ton State Patrol checks, increased immunizations, and increased awareness of individual confidentiality issues. More requirements have been instituted to hold the students responsible for their learning process.

The faculty are teaching problem solving and communication skills early in the programs followed by ethics and jurisprudence. Many of the programs are enhancing the curricula with critical thinking skills, which emphasize decision-making and judgment building skills. Students are computer knowledgeable and adapt quickly to the high technology in the rapidly changing medical environment.

Analysis and Appraisal

Faculty utilize a variety of teaching methodologies. The process of developing teaching methods is derived from needs assessment, context analysis, setting learning objectives, developing learning activities, and determining learning styles. Numerous teaching innovations have been employed. Examples include role playing, student discovery through critical thinking, computer-assisted learning, clinical simulations, and team building by group participation.

The next few years will see an expansion in the distance learning opportunities. Programs are developing curricula to be offered on line for the rural areas. More of the education information will be given to the student over the Internet. Due to increased need in health care, the number one employer in our demographic area, other programs will emerge to meet these demands.

Allied Health graduates achieve scores on national certification or registration exams of 80 to 100 percent, which is above the national and state average success rates. Employment rates of Allied Health graduates are excellent. Employer satisfaction is high (as evidenced by surveys, advisory committees, employer contacts, and placement). In addition, many former graduates hold leadership positions in the community as managers and directors

of clinical departments.

Accredited and non-accredited programs are evaluated on an annual and intensive basis through student course evaluations, peer review, self study, and site visitation by the affiliated professional organizations.

Strengths

- enrollment high in almost all programs
- programs with the four student learning outcomes strongly embedded in their curricula
- students successful on certification and registration exams and with a high employment rate

Areas for Improvement

- keeping up with all the changes in policies, requirements, and procedures
- becoming more involved in distance learning

Dental Assisting

Description

SCC's Dental Assisting program is accredited by the Commission on Dental Accreditation, a specialized accrediting body of the American Dental Association recognized by the Council on Postsecondary Accreditation and by the U.S. Department of Education. Upon graduation, Dental Assisting students are eligible to take the nationally recognized Dental Assisting National Board Examination to become Certified Dental Assistants.

Analysis and Appraisal

Student and employer satisfaction play an important role in the Dental Assisting program's assessment activities. Survey data are collected and analyzed. In addition, student success on the Dental Assisting National Board examination is a key quality control indicator.

The faculty has developed an online course for practicing professionals which addresses OSHA standards and other issues of interest. The Dental Assisting program partners with the Eastern Washington University Dental Hygiene program to provide oral hygiene education to Ecip and Head Start sites.

Allied Health graduates achieve scores on national certification or registration exams of 80 to 100 percent, which is above the national and state average success rates.

Future Plans

- continue discussion with the University of Washington School of Dentistry to attract dental students to complete a portion of their externships at SCC

Cardiovascular Technology Invasive and Noninvasive Cardiovascular Technician

Description

The Noninvasive Cardiovascular Technician program focuses on the diagnosis and treatment of patients with cardiac and peripheral vascular disease through various types of ultrasound equipment. The program is combined with the Invasive Cardiovascular Technician program for the first three quarters.

The second portion of the curriculum is an intensive study in noninvasive cardiovascular technology. Upon completion of the training, the student is assigned to a major medical center to complete a one-quarter internship. As clinical space is limited in Spokane, many students complete their internships in major out-of-town medical centers.

The Invasive Cardiovascular Technician program employs specific high technology equipment to perform procedures leading to the diagnosis and treatment of congenital and acquired heart disease and peripheral vascular disease.

After successful completion of six quarters of training, students select an out-of-town medical center to complete a final quarter of clinical internship.

The program is the only one approved by the Committee on Accreditation of Allied Health Education Programs in the northwestern United States.

Analysis and Appraisal

Both programs are at full enrollment with waiting lists. Student placement for both the Noninvasive and Invasive Cardiovascular Technician programs approaches 100 percent. The student pass rate of the Cardiovascular Credentialing International (CCI) registry examination for Cardiovascular Invasive Specialist is a major criterion for success. Another goal is for each student to perform a minimum of 100 cardiac catheterization procedures and

to complete the preliminary reports during their practicum. Program outcomes are also judged on student placement and salary levels.

Assessment criteria are similar for the Noninvasive Cardiovascular Technician program. The goal is for a minimum of 90 percent of graduates to pass the CCI registry examination for Cardiac Sonographer. Students perform a minimum of 100 echocardiographic examinations with preliminary reports during their clinical practicums. In addition, students must present a capstone project to the class and invited guests from the medical community.

Both programs use satisfactory assessments during their clinical practicum as part of their student outcomes measurements.

Future Plans

- develop additional programs since there is significant demand for programs that fall within the cardiovascular technology area
- pursue possible cooperation with other colleges in Washington state in program development. (For example, discussion is ongoing with four community and technical colleges in the Tacoma area to cooperate on a joint program which would allow SCC students to avail themselves of cardiovascular experts in the Tacoma area and allow Tacoma-area students to enroll in the SCC program with much of the didactic portion of the program being delivered via distance learning mediums.)

Medical Assisting

Description

The Medical Assisting program is one of the newest programs in SCC's Allied Health department. The program is accredited by the American Association of Medical Assistants. Graduates may sit for the Certified Medical Assistant examination. SCC is a testing site.

Analysis and Appraisal

SCC's four-quarter Medical Assisting certificate program accepts up to 30 students each summer quarter. An AAS degree is attainable typically with seven quarters of study.

Student mastery of medical assisting skills is pri-

mary in program assessment, together with professionalism. Assessment activities have identified the need to revise the internship skills list to accommodate the variety of healthcare settings currently used by students.

Future Plans

- continue to fine tune the curriculum to meet the changing needs of the industry
- identify any curricular efficiencies that can be attained in cooperation with other SCC programs

Medical Records

Health Information Technology, Health Records Clerk, & Health Unit Coordinator

Description

SCC has several programs within the general category of medical records including the following:

- Health Information Technology (HIT) graduates assist in the documentation of patient care and provide clinical information for research as a basis for planning and continuity of care. The six-quarter program culminates in an AAS degree.
- Health Record Clerk (HRC) graduates assist data documentation in hospitals, long-term care, ambulatory care clinics, and other health-related areas. Students receive an HRC certificate after successful completion of the three-quarter program.
- Health Unit Coordinators (HUC) graduates provide communication support to nursing services and ancillary departments in the collection and dissemination of patient data. The three-quarter program culminates in a HUC certificate.
- Outpatient Medical Coders and Advanced Outpatient Medical Coders have expertise in billing forms and coding systems that encompass the payment process for medical care. Each of the coder programs is one quarter in length.

The HIT program is fully accredited. Graduates are eligible to write the National American Health Information Management Association Registration Examination. Upon completion of the program, HUC graduates may sit for the certification examination given by the National Association of Health

Unit Coordinators.

Analysis and Appraisal

Employer and graduate surveys are used to validate the program's preparation for employment and verify that graduates possess the skills necessary to succeed in the workplace. While assessment is ongoing, current data suggest that the curriculum is meeting student and employer needs.

Future Plans

- develop online courses
- since the skill of coding is of ever increasing importance in the medical records professions, identify ways to best prepare students in this area

Pharmacy Technician

Description

The program is accredited by the Washington State Board of Pharmacy and by the Committee on Accreditation of Allied Health Education Programs. Individuals who graduate from accredited programs are licensed by the State Board of Pharmacy.

Analysis and Appraisal

Approximately 25 to 30 students are admitted each fall quarter. There is a waiting list for entrance into the program; the program has been of substantial interest to individuals in the community who are seeking retraining. Because of this strong demand, a second section of students was admitted on a self-support basis in Winter quarter 2003. Piloting this self-support section will help determine whether there is sufficient demand for the program to continue two classes each year and enough jobs for full employment of additional graduates.

Employer surveys are used as an assessment tool for the Pharmacy Technician program. A modified method of teaching pharmacology has been implemented as a result of program assessment activities.

Future Plans

- seek additional accreditation by the American Society of Health System Pharmacists (A September 16, 2003, site visit is scheduled.)
- in accordance with advisory board recommendations, evaluate and/or implement program entrance standards to ensure that students entering the program are familiar with the field of phar-

macy and the role and responsibilities of pharmacy technicians

Nutrition Therapy

Description

This program is approved by the American Dietetic Association Council on Education, Division of Education Accreditation/Approval, a specialized accrediting body recognized by the Council on Post Secondary Education and the U.S. Department of Labor.

Analysis and Appraisal

While an excellent program, enrollment has been low which may relate to two university programs competing for clinical sites and changes in the demand/work role of dietetic technicians compared with registered dietitians. The program is being phased out.

Future Plans

- continue program accreditation for another year to allow those students who have completed the required nutrition classes, but who must take additional liberal arts classes, to receive their AAS degree

Pre-hospital Programs

Description

SCC's Pre-hospital program consists of the following three programs.

- a two-credit Industrial Safety First Aid course taken by many students in professional/technical programs
- a one-quarter Emergency Medical Technician (EMT) program
- a 74-credit (four quarter) Advanced Life Support program (paramedic)

The EMT course is the 120-hour basic program based on the U.S. Department of Transportation curriculum, which is the national standard. The program develops skills in emergency care procedures, techniques, and symptom recognition currently considered to be within the responsibilities of an EMT providing medical care. Students tend to be current or future fire department, ambulance service, or police department employees.

The paramedic program is designed for providers of advanced emergency care under a supervising physician through direct radio communication or written standing orders. Enrollees must have one year of prior EMT experience.

The program is fully accredited and meets all of the requirements established in the 1998 National Highway Traffic Safety Administration, Department of Transportation Curriculum, and the Washington State Department of Health 1999 Curriculum.

Analysis and Appraisal

An online Industrial Safety/First Aid class has been developed. However, it will be taught as a hybrid class since it is necessary for students to come to campus for written and skills testing.

The EMT and paramedic programs operate at full capacity and typically with waiting lists. Paramedic students perform a minimum of 130 patient contacts during their internships with a paramedic preceptor overseeing their performance. Leadership and communication are crucial in the patient care situation, and these qualities are emphasized in the curriculum. The students have been successful on the National Registry Exam for Paramedics. All EMT students taking the National Registry for EMT-B over the last two years have passed.

Future Plans

- add CPR to the EMT program, bringing it to a 12-credit program
- expand both the EMT and paramedic programs to increase the number of students trained each year

Respiratory Care

Description

This program trains students for the high-tech, high-touch field involving direct patient care to those with disorders of the cardiopulmonary system. SCC's respiratory care program operates under the guidelines established by the Committee on Accreditation of Allied Health Education Programs in collaboration with the Joint Review Committee for Respiratory Therapy Education.

Upon completion of the program, students qualify for an AAS degree and are eligible to apply to take the national entry level Certified Respiratory Therapist (CRT) and advanced practitioner Registered Respiratory Therapist (RRT) examinations offered by the National Board for Respiratory Care (NBRC). Additionally, graduates are qualified to sit for the NBRC specialty exams for pulmonary diagnostics and perinatal/pediatric respiratory care.

Analysis and Appraisal

Employer surveys and clinical evaluations are among the techniques used to assess outcomes. However, success with the entry level (CRT), advanced level (RRT), and Entry Level board exams are key, with a 100 percent student pass rate for all students taking the exams over the last three years. Equally important, 100 percent of students are employed when follow-up surveys are completed.

Future Plans

- make distance learning a high priority
- more online course work developed
- faculty follow up contact with other community colleges concerning cooperative efforts to deliver respiratory care classes

Surgical Technologist

Description

This program prepares students to function in cooperation with the surgeon and nurses in the operating room. The Surgical Technologist program is accredited by Committee on Accreditation of Allied Health Education Programs. Upon completion of the program, students earn an AAS degree. They are eligible to write the National Certifying Examination for Surgical Technologists for qualification as a Certified Surgical Technologist.

Analysis and Appraisal

Approximately 22 students are admitted each fall quarter. Availability of clinical space drives student numbers. Additional programs in Walla Walla and Yakima may become operational in the near future.

Assessment tools include, but are not limited to, employer surveys, passage rates on the national certification (typically 100 percent), and student satisfaction. A new clinical evaluation tool was de-

veloped and will be implemented in the upcoming year.

Future Plans

- as required by accreditation standards, add four additional content areas to be taught in Surgical Technology
- change curriculum to increase program credits by one credit to accommodate additional requirements
- explore distance learning opportunities

Vision Care

Description

This one-year certificate program prepares students to assist practitioners of optometry, ophthalmology, and opticianry to provide a full scope of vision care. Students may earn a Vision Care Specialist certificate by taking the three-quarter professional vision care curriculum. SCC's Vision Care Technician program is accredited by the American Optometric Association (AOA). Graduates are prepared to sit for the nationally recognized Assistants Registry Exam. Students pursuing an AAS degree take an additional three quarters of liberal arts curriculum.

Analysis and Appraisal

The program enrolls up to 18 students each fall quarter. The program has had healthy numbers in the last two to three years after lower enrollment in the late 1990s.

The program director secured a small grant from the Washington Campus Compact for curriculum development to expand the services students assist in providing to Gospel Union Mission clients. The program has a strong and committed advisory board which has been helpful over the years in curriculum suggestions and equipment purchases.

Future Plans

- purchase a chair for disabled patients to complete the fourth examination room in vision care laboratory
- expand the on-campus clinic to include filling contact lens prescriptions
- change curriculum to expand the number of hours students spend in their internships

Liberal Arts and Vocationally Related Instruction

Liberal Arts and Vocationally Related Instruction Mission Statement

The Liberal Arts are focused on building an environment to enable students to comprehend and enrich their lives. We do this by encouraging appreciation of and experience in the humanities, social sciences, natural sciences, mathematics, and communication. We develop graduates from a broad range of academic backgrounds to flourish in a complex world. We provide our students with a means of transferring to a four-year institution with a well-rounded education as well as offering related education courses in support of students in professional/technical programs. We offer our students an educational opportunity to master basic skills laying a solid foundation for academic accomplishment at the college level.

The mission of the Liberal Arts division is directly supportive of the college mission.

Organization

This division offers a full range of courses leading to university transfer, related education courses in support of professional/technical programs, and developmental courses in mathematics and English for students who have graduated from high school but are not ready for college-level work. The division is composed of five departments: Communication Studies, English and Foreign Languages, Mathematics, Science, and Social Sciences and Humanities. Liberal Arts serves approximately 2,200 full-time equivalent students (FTES), as noted below:

General Information

The division offers two transferable degrees: the Associate of Arts (AA) and the Associate of Science Transfer (AST); however, it does not offer certificated programs, award credit for prior experiential learning, or have formalized articulation agreements for individual courses. Those students who do complete an AA or AST degree are accepted at junior standing in any of the colleges and universities participating in the Intercollege Relations Commission consortium.

The requirements for the degrees and for each course within the de-

grees are published in the college catalog. In addition, the division requests syllabi from faculty members in an effort to assist students if questions about courses arise.

A core of English and/or Communication Studies courses is required by the AA and AST degrees. Students are also required to take at least one course that is designated "W" (writing intensive), and in Fall 2003, students will be required to take one course designated "D" (diversity) to satisfy degree requirements. In 2002 the division awarded 296 AA degrees and transferred 325 students to Washington baccalaureate institutions in 2001.

The division has a well established Interdisciplinary Studies (IDS) program, which began offering team teaching opportunities in Winter 1990. The program has been supported with training and materials offered through the Washington Center for Improving the Quality of Undergraduate Education.

One of the most exciting new projects for this division has been the creation of a Biotechnology pro-

Liberal Arts Division Enrollment by Department for 2001-02

Department	Annual FTES
English/ Foreign Language	642
Social Sciences/Humanities	543
Mathematics	517
Science	299
Communication Studies	247

gram. Having received a \$578,000 grant from the Department of Education, the new program offers a Biotechnology certificate to Running Start high school student who would ideally complete the coursework in grades 11 and 12, a two-year Associate of Applied Science (AAS) degree, and a track leading to an Associate of Science Transfer (AST) degree.

The first certificate would allow those who complete the requirements to work as laboratory technicians, and after two years of work experience, students would be at the level of an associate scientist. The program is also designed for students who will complete the AAS degree and transfer to the Biotechnology department at Eastern Washington University (EWU). At EWU, students would complete a Bachelor of Science degree. A formal articulation agreement with EWU is currently in negotiation.

Although the grant is designed to serve high school “tech-prep” students, other college students may enroll. The long-term goal is to build a strong Biotechnology program that will meet the needs of a burgeoning Spokane biotech industry.

Issues from Previous Accreditation Visits

In this last decade, the Liberal Arts and Vocationally Related Instruction division has made three important changes based on recommendations from previous accreditation teams’ reports:

- **related education:** We have now resolved the conflicts between Liberal Arts faculty and departments and the professional/technical programs for which they supplied related education courses. The resolution was the establishment of the Applied Education (APLED) department within the Technical Education division; this resolution received a favorable response in the 1998 interim report.
- **full-time faculty core:** Since 1993, the Liberal Arts disciplines with new full-time faculty positions are English, Geology, Political Science, and Spanish. A position in Anthropology/Geography was approved in 2000-01 and a

search conducted, but the search was canceled because of budget restraints. Full-time faculty will be replaced in the Science division for the 2003-04 year in Physics, Microbiology, and Anatomy and Physiology. Replacement of a History position is also underway, but as of the February snapshot date, position approvals had not been obtained. Also, Geography and Anthropology are in dire need of a full-time faculty member. Additional faculty members in other areas are needed to deal with rising student enrollment.

- **evaluation of part-time faculty:** Recent Master Contract negotiations have clarified the process for adjunct evaluations. The evaluation policy calls for observation and evaluation of part-time faculty in all courses in their first two quarters, and in at least one quarter in subsequent years.

Strengths

- a broad variety of courses offered for Liberal Arts transfer students and professional/technical programs
- the Interdisciplinary Studies program
- Liberal Arts’ contribution to the Running Start program
- division-wide involvement in starting formal processes for outcomes assessment
- part-time faculty involved in the decision-making process
- departments’ mentoring systems to ensure quality part-time faculty

Areas for Improvement

- college governance and committee work shared by a small number of full-time faculty
- funding (and incentives) for faculty/staff development nearly non-existent
- incentives for professional development, including release time, needed

Opportunities

- the \$578,000 grant from the Department of Education for the new Biotechnology program

After this overview of the division, it is time to look at the individual departments that comprise the Liberal Arts.

Communication Studies

This department changed its name from Speech Communication to Communication Studies effective Fall 2001.

Description

The department's strategic plan was written in May 1996 and revised in January 1998 with the goals listed in the box below.

Goals of the Communication Studies Department

Develop graduates who are capable of communicating in a complex world.

Ensure a collaborative speech communication faculty. We do this by sharing ideas and accomplishments to encourage excellence.

Respond to an increasingly broad range of student needs in the area of speech communication. We do this by continuing to offer a comprehensive selection of transfer and professional/technical courses.

Continue to promote the Communication Studies Department within the college community and the Spokane community at large.

will be used to assess the ability of students "to actively listen, comprehend, and effectively synthesize verbal and nonverbal information." The tape includes a commencement speech, a dramatized discussion among jurors (small group), and an interpersonal conflict. Students view each segment and are tested/assessed on their understanding and memory of each scenario. The assessment began Winter 2003 in the SPCH 102 classes and will later be expanded to include SPCH 101, SPCH 103, and SPCH 220.

Strengths

- consistent course content, particularly in the core courses (Speech 101, 102, and 220), ensures students will have similar experiences in the basic speech courses
- part-time faculty involved in decision-making and encouraged to offer input and feedback on courses and policies

The Communication Studies department offers 18 courses including the core classes of Speech 101, 102, and 220. Students may opt to enroll in the Speech 101/English 109 combination course to meet the Communication Skills requirements of our AA degree.

Analysis and Appraisal

The Communication Studies department has designed two assessment tools. The first assessment occurs in SPCH 101, Introduction to Speech Communication. The instructors designed an instrument used to assess whether students could "effectively create, organize, present, and adapt verbal and nonverbal messages to diverse audiences." The criterion for success is that 80 percent of the students in Speech 101 would earn a passing score from two faculty members (their own instructor and one instructor observing for the day). The data indicated that the goal of 80 percent is being met.

In addition, this department recently completed the creation of a customized videotape instrument that

Areas for Improvement

- oral communication still not a separate required distribution area in our AA degree
- most department courses not accepted as fulfilling requirements for the distribution areas of Humanities or Social Sciences in our AA degree

Future Plans

- develop and implement more instructional assessment tools

English and Foreign Languages

Description

The purpose of this department reinforces the division's mission. English courses include composition, literature, technical writing, and journalism. Foreign language courses include Chinese, French, Spanish, and American Sign Language.

In addition, the department is a major presence in the ongoing success of Interdisciplinary Studies courses in the Liberal Arts division.

Analysis and Appraisal

Since 1993, several courses have been developed in the department: English 97 (Basic Writing: Sentence to Paragraph), English 100 (Composition Preparation), English 210 (Introduction to Shakespeare), and English 278 (Women Writers). English 97 and English 100 were added as part of the ongoing assessment of the English 101 Portfolio evaluation. The two sophomore-level literature courses were additions initiated by faculty interested in broadening our transfer-level options.

Foreign Languages began to consistently offer the second-year of French and Spanish in 1998. While both languages have been popular, the second year of Spanish has been particularly so. Additionally, there are now two new language options: American Sign Language and Chinese.

The department has been on the cutting edge in the development of online and Web-enhanced or hybrid courses. Both English 101 and 201 are offered on line every quarter.

Another change in the department has been the advent of the statewide Running Start program where some high school juniors and seniors take classes at the college. Many of these students choose to enroll in English classes. The impact of this program has yet to be fully felt or measured.

Since 1995, there has been a steady increase in the numbers of students who transfer from SCC to four-year colleges or universities (2.8 percent overall in 2001). For transfer rates to specific institutions, the numbers are even more dramatic: Since 1995-96, there has been a 5.4 percent increase in the number of SCC students enrolling at Eastern Washington University (EWU), and a 10.4 percent increase in those enrolling at Washington State University (WSU). The department report gives more details about this.

The most empirical and concrete evidence for the department's success lies in the ongoing, constantly

evolving English 101 writing portfolio process, where all English Composition students develop a writing portfolio that is evaluated by members of the English department. In brief, each student completes a mid-quarter impromptu response that is evaluated by a faculty member other than the student's instructor. Assessment takes place in organization, development, language usage, and the writing process.

At the end of the quarter, the student completes a final in-class essay based on the quarter's core text. This, along with a typed, revised essay, completes the student's final portfolio, and these two documents are read by two faculty members other than the student's instructor. If the work is not deemed acceptable, the final portfolio, cannot receive above a 1.9 in the course.

The department has been on the cutting edge in the development of online and Web-enhanced or hybrid courses.

Thus, we have an ongoing and fairly accurate sense of student performance in our core course. This "snapshot" of student strengths and weaknesses allows for constant refinement and revision of the process. One such revision is the introduction

of a core book for all 101 students. This was the result of many students' inability to develop coherent ideas from readings. Data for the past several years is in the department report.

Another addition to the department has been the creation of a language lab. This room, part of the Liberal Arts Center (LAC) complex, houses computers with programs designed for foreign language practice. In addition, our students learning English as a second or additional language can use this lab to practice their English speaking and listening skills. Space in the center of the lab gives our Foreign Languages students a place to practice their conversational skills with each other and with the tutors assigned to this area.

Strengths

- online classes successfully developed and offered
- ongoing development of a comprehensive Writing Center

Areas for Improvement

- nominal but persistent tensions between adjunct and full-time faculty
- Running Start monies not adequately returned to department and/or division

Future Plans

- create assessment models for literature courses
- create assessment tools for use in Interdisciplinary Studies courses
- obtain a humanities grant

Mathematics

Description

The mission of this department is to assist students in developing mathematical problem-solving skills, to increase their appreciation of mathematics, and in becoming more aware of the role that mathematics plays in real life. The curriculum is consistent with the standards in *Crossroads in Mathematics* published by the American Mathematical Association of Two-Year Colleges. The mathematics requirement for the AA degree includes one course beyond intermediate algebra.

Analysis and Appraisal

The department offers courses from Arithmetic through Calculus, Finite Math, and Mathematics for Elementary Teachers. A significant number of the department offerings are at the developmental level; Math 99 (Intermediate Algebra) and courses below 99 are not transferable to four-year institutions.

Courses are offered both days and evenings and in lecture, telecourse, and computer-aided instruction modes. The Math Lab offers a self-paced basic arithmetic course. We also offer a self-paced Basic Arithmetic course where students earn variable credit. This course is taught in the department's Math Lab in the Liberal Arts Center.

Some of the projects used in math classes incorporate real life data, often gathered by students themselves, written words and calculations, and technology. The department has been working to develop a formal assessment of outcomes. A common final for Intermediate Algebra, our gateway course to transfer level classes, has been developed. Data has been collected and analyzed.

While no official conclusion has been drawn, information gathered by the analysis has proven to be a valuable tool to measure student understanding.

Also, a class placement process exam has been in place for several years. The department has worked diligently to ensure correct placement of students based upon their ASSET scores.

Strengths

- an organized, structured placement process to ensure that students enter the math sequence at the appropriate point thereby increasing the probability of student success
- new course offerings: Math for Liberal Arts, Mathematics for Elementary Teachers II, Introduction to Probability and Statistics, and Elementary Algebra I and II

Areas for Improvement:

- department members split among three buildings
- Math Lab facilities too small, which makes incorporating computer use for instruction and using other modalities to accommodate different learning styles difficult for teachers and students

Future Plans

- enhance instruction and create new opportunities through technology
- focus for the next three years on acquiring mathematical software that will expose students to computational power currently available in industry
- provide time and training for faculty to become proficient with software

Some of the projects used in math classes incorporate real life data, often gathered by students themselves, written words and calculations, and technology.

Science

Education all indicate that rigorous science coursework enhances subsequent student performance.

Description

This department's primary objectives are to offer 100- and 200-level courses in the biological and physical sciences for fulfillment of the Liberal Arts AA

and AST degree requirements as well to provide the required courses for various professional/technical programs.

Laboratory science courses include both lecture and lab components. The typical five-credit laboratory science curriculum involves three hours of lecture per week and a total of four hours of laboratory time per week (44 total laboratory hours per quarter).

Analysis and Appraisal

Most science courses require a writing component through descriptive reports, journal article reviews, data analysis reports, and/or short essay test questions. A writing-intensive (W course) curriculum has been developed for the Pacific Northwest Geology course where students develop technical report writing skills from an integrated field-based series of exercises. An interdisciplinary approach to teaching introductory science has been done through the development of several Interdisciplinary Studies (IDS) courses.

A 15-credit IDS curriculum was developed integrating Environmental Biology, English Composition, and Philosophy. Another fifteen-credit IDS curriculum involved Physical Geology, Political Science, and English.

The Science department continues to have a reputation for rigorous courses and high grading standards. Students who are not accustomed to taking such courses have difficulties.

However, informal discussions with the SCC Health Science program directors, with EWU faculty, and with former students who have succeeded in Health Science programs, at four-year institutions, and at the Intercollegiate Center for Nursing

The Science department continues to have a reputation for rigorous courses and high grading standards.

The Science department has developed and is currently using a student survey as a means to ascertain the department's overall teaching ability to provide students with the means to comprehend and analyze scientific problems. The results of the survey should indicate the percent of students who demonstrate a comprehension of scientific inquiry and the percent of students who process and solve problems based on scientific information.

Strengths

- maintain cooperative relationships with local industry professionals
 - work with local organizations such as Friends of Turnbull National Wildlife Refuge
 - host community meetings and presentations for Friends of Turnbull National Wildlife Refuge
- work with local and national science professionals for student internships
 - Association of American State Geologists student summer internship program
 - Department of Energy, Community College Initiative program at Lawrence-Berkeley Laboratory
 - host and coordinate the Annual Science Olympiad, NE-Regional competition.

Areas for Improvement

- communication regarding specific curriculum issues between adjunct and full-time faculty is often inconsistent or incomplete
- the SCC Science Building is by far the most serious weakness
 - the building is at capacity, thus unable to accommodate (expected) future increased enrollments
 - the building is obsolete in regards to infrastructural facilities, which preclude the ability to deliver the most up-to-date instructional techniques
 - the acoustics in the lecture rooms allows for ambient noise (from adjacent rooms) which disrupts test-taking scenarios
 - laboratories are poorly designed, making

teaching modern laboratory, college-level science difficult and less effective

Future Plans

- diversify offerings in the environmental-based sciences
- develop a field and lab-based environmental curriculum involving biology, chemistry, and geology. This integrated program would expose students to field and laboratory-based issues in the environmental sciences and would provide practical training with respect to each of these disciplines.

Social Sciences and Humanities

Description

This department offers transferable courses in Art, Drama, Education, Humanities, Music, Philosophy, Anthropology, Geography, History, Political Science, Psychology, and Sociology.

A significant improvement over the last 10 years has been the reduction of the maximum class caps from 60 to 45 in many of our classes and from 40 to 35 in the 200-level classes.

A significant improvement over the last 10 years has been the reduction of the maximum class caps from 60 to 45 in many of our classes and from 40 to 35 in the 200-level classes. The department continues its active involvement in the Interdisciplinary Studies program.

Analysis and Appraisal

The Humanities distribution area for our AA degree requires that students take three courses, with two allowed from the same discipline. These courses are divided into three categories and include Art, Drama, Foreign Languages, Humanities, one Journalism course (Mass Media), Literature, Music, Philosophy, and one communication studies course (Intercultural Communication).

The Social Sciences distribution area for our AA degree requires students to take three courses in these fields also with only two courses allowed from any one discipline. The courses are divided into two categories and include Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology. To help facilitate students' ability to meet this requirement, three new courses have been added to the curriculum: Political Philosophy, Comparative Government, and World Music.

In addition, some courses that were in the catalog

but had not been offered for several years are now being taught to help students fulfill these two distribution requirements. These include a geography course, The Violent Earth; Introduction to Jazz; and Nonwestern Art. Also, while Women's Studies courses added to the curriculum have not been granted distribution area status, they are used to fulfill some students' transfer requirement for diversity at their baccalaureate institutions.

Service learning has also been incorporated into the Social Problems course; students are required to work with a non-profit community group or agency, and report on their experiences. An innovative program tying an anthropology course with a course for International students has also been implemented.

plinary Studies program.

Strengths

- high involvement in Interdisciplinary Studies program
- beginning formal assessment processes to verify outcomes

Areas for Improvement

- incentives for professional development, including reassigned time
- process for hiring, mentoring, and evaluating adjuncts

Future Plans

- hold at least one department retreat yearly
- schedule regular meetings throughout the year with minutes taken to be shared with faculty unable to attend
- full-time faculty from each discipline charged with interviewing, mentoring, evaluating, and assisting adjunct faculty members, with the assistance and support of the department chair

for fields without full-time faculty members (for example, history, anthropology, and geography), involve faculty from the disciplines most closely related

- develop assessment tools for two outcomes

Developmental Education (DEVED)

Description

Spokane Community College does not have a separate Development Education (DEVED) department; instead various, interconnected courses have been designed through the English and Mathematics departments to support the SCC mission. The DEVED component of the educational program at SCC is supported by staff in the Liberal Arts Center (LAC). Courses are taught by faculty members. In the Writing Center and Math Lab, instructors are assisted by tutors, recruited from the student body, and well trained educational technicians.

Analysis and Appraisal

English DEVED

Students in the English DEVED classes are assessed regularly through quizzes, exams, and writing assignments, each course having prescribed methods of assessment. As an example, students' writing assignments in rough draft form are usually peer-edited; then, the rough draft is evaluated by the instructor; next, it is rewritten by the student; and the final draft is assessed by the instructor using the rubric designed for that particular course.

In addition, reading and writing students are assessed three times during the quarter—at the beginning of the quarter when correct level of placement occurs, at midterm when the assessment is used to advise students whether to retake the current level class or to advance to the next level, and at the end of the quarter which is often an in-class exercise similar to the diagnostic assessment they might expect in the next course of the sequence.

Strengths of English DEVED

- mandatory assessment and placement using multiple measures
- revised and strengthened core set of courses
- faculty teach the spectrum of classes—DEVED, transfer, and professional/technical

Areas for Improvement in English DEVED

- DEVED has not had consistent representation at the state level or at state board sponsored workshops because DEVED faculty teach the spectrum of classes

Future plans of English DEVED

- establish and maintain training and conversation to ensure curriculum coherence and strategy transfer elements exist within the offerings
- discuss and determine whether or not to implement an English 99 assessment similar to the current English 101 portfolio assessment

Mathematics DEVED

DEVED Offerings and Programs at SCC	
English Reading and Study Skills	ENG 94 and ENG 96 (ENG 100 also has a focus on reading as it pertains to compositions based on text material.)
English Writing Skills (sequential offerings)	ENG 97, ENG 99, and ENG100
Writing Center (part of the LAC, coordinated by the English department)	ENG 98 tutoring provided for all students, at any level, for any writing assignment or issue
Mathematics (partially sequential offerings)	MATH 20, MATH 21, MATH 91, MATH 92, and MATH 99
Math Lab (part of the LAC, coordinated by the Mathematics department)	tutoring provided for all students, at any level, for any math class
LAC tutoring	tutoring provided for all students, at any level, for any subject for which the center has been able to hire a qualified tutor

In mathematics, the usual modes of assessment take place. However, an important stage of assessment was reached by the Mathematics department in Spring 2002. Because Math 99 serves as a prerequisite to six-transfer level math courses and because Intermediate Algebra is required for an AA degree, critical assessment of this course is of vital importance. Therefore, the Mathematics department instituted a department final for all students taking Math 99. It is expected that critical analysis of the results of the common final will, in the future, affect curriculum and pedagogy in the lower courses of the DEVED math sequence.

Strengths of Math DEVED

- creating and maintaining instructional alternatives and support that students may use to reach

and complete Math 99

- reviewing and updating curriculum to conform to the American Mathematical Association of Two-Year Colleges standards described in *Crossroads in Mathematics*

Areas for Improvement in Math DEVED

- growing enrollment affects the tutors, the physical space, and the full-time/ part-time faculty ratio

Future plans of Math DEVED

- explore immediate solutions to the limited space in the Math Lab
- work closely with administration to design and plan a new Math/Science building that will meet the space needs of the students and faculty

Technical Education

The mission of the Technical Education division is to:

- provide professional/technical education programs that are responsive to diverse needs of students from the community served
- provide students the opportunity to maximize their talents to the fullest through quality education programs that prepare them for life and work
- provide professional/technical education programs that respond to the community, local business and industry employment needs

In 1999, the Manufacturing and Engineering Division merged with the Technical Education Division plus Apprenticeship to form what is now known as the Technical Education Division.

Organization

The division is comprised of 13 departments offering 34 AAS degrees and 27 certificates. The Vocational Group of courses in Occupational Education (OE) is also within this division. The Apprenticeship Center offers a Multi-Occupational Trades AAS degree and 17 certificates for 17 apprenticeship programs through its Journeyman Training and Pre-apprenticeship/Line Construction offerings and reports to the Dean of this division.

The division serves approximately 1,500 full-time equivalent students (FTES), as shown for the aca-

demic year of 2001-02. The table on the next page shows the departments in bold face type with any major programs within the departments listed in regular type. The Apprenticeship offerings are on page 2-37.

The division continues to grow as evidenced by the number of degrees and certificates since the merging of the two divisions, shown also in a table on page 2-37.

General Information

As a result of the 1999 merger, it has become almost impossible for the division office to satisfy the organizational needs of so many programs. The multitude of budgets, schedules, advisory committees, and various other types of support needs place high demand on the administration and staff of the

division.

Recent corporate downsizing and layoffs have cre-

ated a need for short-term retraining opportunities. To meet this need, the Technical Education Division has identified modules embedded within exist-

FTES per Program/Department for 2001-02		
Department/Programs	Program Total	Department Total
Applied Education		114.7
Architectural/Engineering		136.5
Architectural Technology	50.5	
Civil Engineering Technology	42.8	
Mechanical Engineering Technology	43.2	
Automotive Collision and Refinishing		43.0
Automotive		136.1
Automotive Machinist	18.5	
Automotive Technology	117.6	
Aviation Maintenance		73.1
Carpentry and Cabinetry		36.4
Cosmetology, Manicuring, and Esthetics		104.8
Diesel/Heavy Equipment		62.5
Electrical Maintenance and Automation		82.9
Electronics		106.7
Hydraulic and Pneumatic Automation		52.8
Metal Trades		115.4
Heating, Ventilation, and Air Conditioning/ Refrigeration	40.4	
Machine Shop	39.8	
Sheet Metal	1.1	
Welding Technology	34.1	
Public Safety		135.5
Administration of Justice	99.1	
Fire Science Technology	36.4	
Vocational Group (OE)		1.0
Non-credit – automotive, electrical, welding, machine shop		6.3
DIVISION TOTAL		1,207.8

Department/ Programs	Program FTES	Department FTES
Apprenticeship Center		312.3
Apprenticeship	241.7	
Journeyman Training	23.8	
Pre-Apprenticeship/Line Construction	46.8	

ing programs that can prepare students for employment.

The division continues to grow as evidenced by the number of degrees and certificates since the merging of the two divisions.

As a result of the 1999 merger, it has become almost impossible for the division office to satisfy the organizational needs of so many programs. The multitude of budgets, schedules, advisory committees, and various other types of support needs place high demand on the administration and staff of the division.

Recent corporate downsizing and layoffs have created a need for short-term retraining opportunities. To meet this need, the Technical Education Division has identified modules embedded within existing programs that can prepare students for employment. A sample of some of the modules can be found in an appendix at the end of this chapter.

Advisory committees are very important to the faculty and programs in this division. The men and women who meet regularly with those involved in our educational programs come from the businesses and industries that will hire our graduates. They know what is happening in their fields and keep our instructors apprised of the changes and innovations that need to be made. They also are major components in the assessment of the programs.

The 1993 Accreditation Report made the recommendation to resolve conflict between Liberal Arts faculty and departments and professional/technical programs for which they supplied related education courses. The resolution was the establishment

of the Applied Education Department (APLED) within the Technical Education Division. The APLED faculty offers program-specific, related education for technical programs. The resolution received a favorable response in the 1998 Interim Report.

Technical Education Degrees & Certificates Awarded for the Years 1999--2002			
	1999-2000	2000-01	2001-02
AAS Degrees Awarded	227	264	248
Certificates Awarded	22	40	21

Following are the strengths and areas for improvement that apply to the division as a whole.

Strengths

- excellent advisory committees and rapport with the industries for which our programs train
- Nichols models for assessment in almost every program
- faculty willing to be innovative and keep programs current

Areas for Improvement

- additional staffing needed to keep up with all the needs of the division
- budget constraints, especially as they impact purchases of equipment
- not all faculty have formalized their assessment processes

Opportunities

- creation of more modules for laid-off and unemployed area residents who can benefit from short-term retraining

Looking at each department in this division and at

many of the special programs they have developed will give a clearer picture of the remarkable diversity our campus offers in terms of educational opportunities.

Applied Education

Description

As just mentioned, the Applied Education (APLED) curriculum was designed and written during the summer of 1994 as a result of the 1993 Accreditation Report. The curriculum is designed to facilitate the professional/technical students in learning the applied communication and math skills needed for entry-level positions in their chosen careers. APLED enrollment is contingent on the enrollment of technical/professional programs. Because of the success of our instructors teaching applied math and communication skills, the number of programs utilizing APLED classes has grown.

APLED has developed into a viable member of the division's instructional team. It currently operates with one full-time instructor, two additional full-time instructors on loan from other areas, and between four and seven part-time instructors, depending on demands placed on the department.

Analysis and Appraisal

Assessment of student learning outcomes occurs through projects, portfolios, objective tests, and oral presentations.

In addition, student and program assessments take place from feedback of graduates, from past and present employers, from advisory committees, from guest interviewers, and from the professional/technical instructors.

Courses are designed to directly apply to the students' needs both before and after graduation. For example, when electrical maintenance students suc-

cessfully apply to Bonneville Power Administration for apprenticeship positions, they utilize the skills honed in APLED 121, APLED 123, and APLED 125.

Strengths

- opportunities for collaboration with core program faculty on student assignments
- students have two instructors monitoring their progress

Areas for Improvement

- combined disciplines in the classroom
- challenges of teaching the applied courses to students with a wide range of competencies in the areas of math, reading, and writing

	APLED 121	APLED 123	APLED 125
ELMT student *	--Fills out application correctly and answers all questions completely --Summarizes life experiences using a technical writing format, correct grammar and correct punctuation --Writes a cover letter to accompany the application	--Answers questions in the interview re: conflict management; how to work in teams; problem solving in groups; team building; effective leadership --Mentally and physically prepares for impromptu speech (the interview)	--Creates résumé --Communicates a professional attitude, both verbally and non-verbally during the interview --Writes a thank you note immediately following the interview --Writes an acceptance letter when offered the apprenticeship position

*The chart could be created showing the success of students in all the programs where we offer support classes.

Architectural/Engineering

Three important programs comprise this department. Each will be looked at separately.

Architectural Technology

Description

The program offers manual and computer-aided drafting techniques. The first year specializes in residential architecture, and the second year em-

phasizes commercial architecture. Its mission is to facilitate entry-level training of work skills, work ethics, communication and team building, and safety practices to a diverse student population, including high school graduates, industry re-trainees, and those seeking to further their educational goals.

The program began in 1967. In the last 10 years the architectural industry has advanced with the development and implementation of Computer-Aided Drafting (CAD).

Analysis and Appraisal

Internal student assessment occurs through drafting projects, objective tests, delineation presentations, and oral presentations. In addition, the program is assessed through feedback from graduates, from past and present employers, and from the advisory committee.

The program's effectiveness has greatly improved over the past six years. Curriculum has been updated three times with the recommendations and approval of the advisory committee. The faculty annually update their CAD skills and continue to work in industry to remain current with architectural trends and practices.

Strengths

- new computers, new plotters, and printers purchased with Student Technology Fees money
- AutoDesk Authorized Training Center License has resulted in using the latest AutoCAD Software

Areas for Improvement

- old, large drafting tables inhibit computer instruction
- ineffective current lab layout (A new lab layout would allow for more computer stations.)

Civil Engineering Technology

Description

Civil Engineering Technology (CET) is a two-year, six-quarter program. Graduates earn an AAS degree. The program's goal is to prepare students as civil engineering technicians for entry-level positions in industry. The program is not intended for students wishing to transfer and earn a BS in Civil Engineering.

Analysis and Appraisal

Assessment of course outcomes occurs through projects, engineering drawings, objective tests, lab reports, oral presentations, and other methods. In addition, the program is assessed through feedback from graduates, employers, advisory committees, guest interviewers, and professional/technical instructors.

Numerous changes have taken place in the CET program. In 1995-96, CET faculty produced a comprehensive program guide for students. The document, in addition to course syllabi, explains the program policies. This guide and other materials can be found with the exhibits pertaining to this program that are part of the Standard Two Committee Report.

The CET program has its own grading scale. The minimum passing grade for a particular class is 70 percent, which is equivalent to a 0.7 (D-). Each instructor assesses students individually based on his or her own criteria. Engineering is very number oriented; therefore, grading is not subjective, and the students rarely complain about the grading. The program is taught by two instructors, and they can readily discuss individual student ability and achievement.

Two advisory committee meetings are held each year where the board provides feedback on the skills of the students and the relevance of the curriculum.

Strengths

- updated equipment and faculty training
- students trained with the latest equipment available in many areas

Areas for Improvement

- instructors not always able to use all the equipment to its fullest extent because of lack of training and time

Mechanical Engineering Technology

Description

The mission of the Mechanical Engineering Technology (MET) program is to provide industry-driven course content, curriculum to a diverse student population, and quality curriculum on current

industry equipment for job-readiness.

Analysis and Appraisal

Students are assessed through testing, oral reports, projects, and demonstrations. Feedback from the advisory committee is used to assess curriculum and learning objectives. In accordance with the advice of the advisory committee, each student in the first and second year has access to a full engineering station with a CAD computer, drafting area, and reference space similar to our industry stations.

Computer-Assisted Drafting Certificate

Description

One of the new modules worthy of additional mention in this self-study report is the Computer-Assisted Drafting (CAD) certificate offered through the MET program in a four-quarter format. Graduates will work in engineering offices and manufacturing companies as CAD drafters or technicians for a wide range of machinery, automated production equipment, electrical or fluid power equipment, mechanical construction components like fire suppression, and even in areas of structural steel or metal fabrication.

Since a large percentage of the requirements for this certificate are parallel to the MET degree program at SCC, the two programs are tied together, both in identification numbers as well as in instructional format, content, and even faculty

Analysis and Appraisal

Assessment of the CAD curriculum occurs through feedback from members of advisory committees, industry contacts, and the employers who enroll our students in SCC co-operative education programs.

Enrollment patterns show that students enrolled in the MET program are now able to switch their intent to the CAD certificate for various funding or

academic reasons. This allows students to pursue work as a drafter after four quarters even if they can't finish the full AAS degree.

Students may also switch to the Manufacturing Technology AAS up until the fifth quarter of the MET program (or vice versa) to work on a transfer degree to move on to EWU or CWU. However, this is a small percentage of our students.

Automotive Collision and Refinishing

Description

This program provides most aspects of training for entry level positions in this trade and many others, for example – fleet repair, aviation repair and painting, and custom coach work.

Analysis and Appraisal

Course outcomes assessment occurs internally through I-CAR module tests, shop performance, and customer satisfaction on “live” projects students have completed. Externally, assessment of the learning outcomes of the program is

gained through feedback from former graduates, past and present employers, and the advisory committee.

The curriculum used is I-CAR Advanced Curriculum. It is a standardized curriculum used widely all over the country. The I-CAR curriculum is updated according to the needs or changes to the trade.

Because the program provides industry with entry-level technicians, we rely on the feedback received from local employers, former students who are successfully employed, insurance companies, glass companies, and local wholesalers. Recently an industry survey was conducted to see how satisfied they are with the caliber of the graduates. The target audience was primarily local collision shops; we had a very favorable response to this survey.

The most important strength of the program is training students for careers in a rapidly advancing industry that is in dire need of quality entry-level

technicians. The program is well established in both the college and in our community. Significant changes have been made in recent years, in order to keep up with the changes in the Automotive Collision and Refinishing industry.

Strengths

- utilizes a widely accepted and up-to-date curriculum based on universal industry standards
- high level of cooperation between instructors and programs within the department

Areas for Improvement

- limited shop and classroom space and high student/instructor ratio
- challenges of teaching a rapidly changing vocation, requiring a wide range of knowledge and skills

Automotive

Two separate programs are found in this department with presentations of each following.

Automotive Machinist

Description

The Automotive Machinist specialist class started the summer quarter of 1977. The course was used as a seventh quarter of "specialization" for auto tech students. In Fall 1977, the program offered a night class for people in industry and the general public.

The Automotive Machinist program now offers a one-year certificate or a two-year AAS degree in all areas of engine remanufacturing and machine work. Graduates are employed by custom engine rebuilders, production engine remanufactures, and jobber machine shops. Other employment opportunities include jobs in the performance industry, in racing industries, and as factory representatives for automotive machine shop equipment.

Analysis and Appraisal

The Automotive Machinist courses are performance based, which allows students with differing learning abilities the flexibility to progress at their own pace. The course is designed to enable students the real world experience of remanufacturing engines and machining engine parts for use when

completed.

Students are assessed in the following areas:

- Shop Performance
- Measuring Tool Standards
- Factory Specifications
- ASE Certification Tests
- Customer and Employer Satisfaction

Employers assess the program through the advisory committee. This is a good "check and balance" to make sure the program is teaching the pertinent information and methods necessary for the students to have a successful career in today's automotive machinist industry. Further assessment takes place internally through the use of tests, quizzes, and hands-on projects.

One instructor delivers the curricula to both years and all levels of students. Development of performance objectives, handouts, videos, and multi-media allows one instructor to be effective. Over the past 10 years, the Automotive Machinist program has seen many changes and updates through the AERA and ASE guidelines.

Enrollment in the Automotive Machinist program has increased steadily since 1992 and now shows a strong waiting list.

The program has gone through changes in both curriculum and equipment and in methods used for machining today's high-tech engines and engine components. Because of the generosity of the automotive machinist industry, we have added seven major machines to the program through donations. Donations have also added computer programs dedicated to this industry.

Automotive Technology

Description

The program prepares the student for employment in many areas of the automotive field. These include dealerships; independent repair shops; and fleet ships and specialty ships such as drivability, suspension/steering, transmissions and brakes.

Upon completion students should be able to do the following:

- understand basic shop operation

- diagnose mechanical malfunctions and performance problems and make necessary repairs
- operate precision automotive diagnostic and repair equipment
- interpret repair manuals and computer-based programs dealing with specifications and repair procedure
- understand importance of good public relations with customers, employers and fellow employees
- work with minimum supervision for or with a journeyman technician
- skillfully use tools and equipment
- assists prospective students and potential employers in identifying “quality” programs
- helps create goals for self-improvement and stimulates programs to seek higher standards
- assists institutions with documentation of training effectiveness and accountability for student outcomes demanded by industry, the public, and government agencies
- involves faculty, staff, and administration comprehensively in assessment and planning
- assists the college to obtain and leverage resources through private investments

Analysis and Appraisal

In assessing both the students and the program, we rely on the feedback from members of our advisory board, industry contacts, industry surveys, and employers who hire our students. The Automotive Technology Advisory Committee is one of the largest on campus. The committee is very involved and committed to the school and students. With their support, the curriculum has been revised. Classes were rearranged to make the sequence easier for student success.

Beginning Fall 2002, the curriculum for Industry Technicians Education Coalition (ITEC) program was offered. ITEC/ATE (Automotive Technician Excellence) is rapidly becoming the national training program standard for the automotive service technicians.

ITEC addresses two primary needs of the auto repair community: educational program accreditation and technician industry endorsement. Value-added components include a major emphasis on workplace mentored training, simultaneous ASE and ITEC certification, and completion of a degree program.

ITEC accreditation is a means of conducting a comprehensive industry assessment of technical and community college automotive training programs.

Achieving ITEC/ATE accreditation gives SCC the following benefits:

- documents that institutions and programs meet established training standards

Students completing ITEC/ATE programs are granted ITEC/ATE technician endorsements and may use the nationally recognized symbol that denotes they are world-class technicians trained, tested, and endorsed by ITEC/ATE.

Toyota & the T-Ten program

While the Toyota Technical Education Network (T-Ten) program is not a degree-granting program, it is another important component of our Automotive department and should have a section explaining its role at SCC.

Description

Toyota and Lexus dealerships partner with college programs to offer the T-Ten program. Toyota’s history with Spokane Community College was established in 1988 as part of the Automotive Technology program, and it struggled for many years. After struggling for recognition, in 1997 there was a new commitment between Toyota and SCC. It was at this time T-Ten became a stand-alone program.

Since then the Toyota program has had its own budget, and one instructor who teaches all sections of the T-Ten program. While Toyota is still under the “umbrella” of the Automotive Technology program, it is separate from the general automotive curricula. The program has two shops and one classroom that are used specifically for the T-Ten program.

Student objectives include the following:

- understanding basic shop operation
- diagnosing mechanical malfunctions and performance problems and making necessary re-

pairs

- operating precision automotive diagnostic and repair equipment
- interpreting repair manuals and computer-based programs dealing with specifications and repair procedures
- understanding the importance of good public relations with customers, employers, and fellow employees
- working with minimum supervision for or with a journeyman technician
- skillfully using tools and equipment

Analysis and Appraisal

Toyota donates many items to the program: new vehicles, electrical equipment, and a hybrid car, which is the latest in automotive technology. The donations help support the Toyota program, but the rest of the automotive programs benefit also. Assessment of the program and its students is from feedback from members of the advisory board, industry contacts, industry surveys, and the employers who hire our students.

The Toyota program teaches the same classes as the Automotive Technology program. However, Toyota's course numbers are different for scheduling purposes. Toyota and Automotive Technology faculty recently revised their curriculum to make a smoother flow for students throughout the program.

To obtain an FAA Airframe and Powerplant (A&P) license, three objectives must be met:

- experience – years of experience or training from an FAA approved school
- knowledge – passing an FAA written knowledge test
- skill – demonstration of one's technical and mechanical abilities

Analysis and Appraisal

The program provides 1,900 hours of training to meet the experience requirement for the students. The Learning Resources Center's Testing Center on the main campus makes available the FAA Computerized Knowledge Test. The third requirement is completed by a designated representative of the FAA. There are two examiners in the local area.

Once all three of these objectives are met, the student receives FAA certification and is licensed to work on United States registered aircraft operating anywhere in the world.

Once all three of these objectives are met, the student receives FAA certification and is licensed to work on United States registered aircraft operating anywhere in the world.

Students are assessed internally through subject area objective tests and by projects with oral and skill competencies. In addition, the FAA evaluates the

learning outcomes of the students and the program through monitoring its knowledge test and through oral and practical examinations.

Aviation Maintenance

Description

The SCC Aviation department had its beginning in 1942 under the emergency federal Power Act at Geiger Field. The facility was soon inadequate for the B-24 bomber and P-38 fighter plane maintenance classes, so three downtown warehouse buildings were provided to house the expanding classes. The program started with 30 students and soon expanded to 1,000 by running three shifts 24 hours a day.

The current Aviation Maintenance Technology program is designed to train students in the construction, maintenance, and repair of aircraft.

The courses are designed in compliance with Title 14 CFR Chapter 1 Part 147 of the FAA regulations. The current curriculum is approved by the local FAA as of June 2000. The subject material content is called out in Part 147, Appendixes A, B, C, and D and as defined in Airworthiness Inspector Handbook 8300.10.

The program mainly produces students with FAA licenses rather than SCC graduates with AAS degrees. To solve this "numbers problem," students now will receive a two-quarter certificate for each

of the areas of General, Airframe, and Powerplant. The program operates under two curricula, one approved by SCC and the other approved by the FAA.

The FAA monitors the success rate of the school in the General, Airframe, and Powerplant areas (as per the FAA document AC8300).

Strengths

- geographic location (We're the only program within a 300- to 500-mile radius of Spokane.)
- Felt's Field location, a general aviation airport that is progressive

Areas for Improvement

- equipment is wearing out
- faculty rely on magazine articles and information from industry to stay current

Future Plans

- finish constructing a scaled-down Cessna 150 (The fuselage has been shortened approximately 3 feet. A working engine has been assembled by the Powerplant students with Airframe students currently working on shortening up the wing span. All of the flight control systems and electrical systems still need to be assembled. When completed, it will be used to promote the Aviation Maintenance program to K-12 schools.)

Carpentry and Cabinetry

Description

The Carpentry and Cabinetry program offers a two-year AAS degree, as well as a one-year certificate in Basic Carpentry and Cabinetry, a one-quarter certificate in Basic Cabinetry, and a two-quarter certificate in Advanced Cabinetry.

Analysis and Appraisal

Graduates with a two-year degree can expect to receive \$10 to \$12 an hour. Wages and benefits in the surrounding area have improved drastically in the past five years; the shortage of trained carpenters in the state at this time has contributed to salary increases.

Internal assessment of the student learning outcomes includes quizzes, tests, and hands-on projects. More importantly, the students are exposed to assessment through Spokane County, Spokane City, and Spokane Valley building inspectors – the first year in the form of a garage built during the third quarter, and in the second year, a house is built in an upscale neighborhood.

This house-building project – known as the Touch the Future project – has saved the program from the lack of funding provided by the state for equipment. Twenty new equipment purchases have been made with monies generated by the project. The program has also received three \$10,000

This house-building project – known as the Touch the Future project – has saved the program from the lack of funding provided by the state for equipment.

grants the past three years – the first from WorkFirst for short-term training and the second and third from Workforce retraining funds because of the shortage of trained carpenters in the state of Washington.

Cosmetology, Manicuring, and Esthetics

Description

The Cosmetology department established in 1968 has grown over the years and now offers three separate programs within its department: Cosmetology, Manicuring, and Esthetics.

Analysis and Appraisal

The current curriculum was written in 1993 as a result of the 1992 amended cosmetology laws by the Washington State Board of Cosmetology, which mandated the separation of the manicuring from the esthetics license resulting in an increase in clock hours, separate curricula, testing, and licensing for both fields. The present curriculum was approved by the State Board of Cosmetology in December 1993 and took effect on January 1, 1994.

The Cosmetology program accepts 52 students per year with new students entering in the fall, winter, and spring quarters; no classes are offered in the

summer. The Manicuring program accepts 32 students per year with new students entering in the fall and spring quarters; classes are continuous through the summer quarter. The Esthetics program accepts 30 students per year with new students entering in the fall and spring quarters; classes are continuous through the summer quarter.

Quarterly practical assessments help faculty and students identify areas of skills that require further effort on the students' part to ensure successful completion of the state's required practical examination. Students must pass testing from the Washington State Board of Cosmetology before attaining employment.

Strengths

- the opportunity to earn an AAS degree, which is not available in private (non-state) schools
- industry recruitment of SCC students because of the AAS degree, their skills, and their maturity

Areas for Improvement

- limited lab space and storage room as well as no lecture classrooms
- understaffed

Future Plans

- seek additional funding sources
- hire another full-time instructional technician

Cadet Instructor program

This special program within the department needs to be recognized separately from the main programs offered.

Description

Begun in 1969, the Cosmetology, Esthetician, and Manicuring Cadet Instructor certificate is a 500-hour program, which prepares licensed cosmetologists, estheticians, and manicurists for the instructor's examination issued by the Washington State Board of Cosmetology.

Analysis and Appraisal

Under the supervision of a licensed Cosmetology instructor, cadet instructors receive 150 hours of training in instructional methods and 350 hours of clinical practice assisting basic students in all phases of that par-

ticular program.

Students must submit a resume and proof of current licensure prior to acceptance into the program. Assessment of student outcomes is through projects, objective testing, oral presentations, and OE classes.

The core curricula reinforce the theory and practical skills required to pass the licensing exams and to succeed in the field of teaching.

Course content is determined by state laws governing the profession, as well as by input from members of the Cosmetology advisory board and professional contact.

Diesel/Heavy Equipment

Description

The Diesel/Heavy Equipment program has evolved from its beginning with the Spokane Trade School at Lewis and Clark High School in the late 1930s. After several moves, which included being housed in the Automotive building at SCC, the program was located permanently in its present location in 1974.

Analysis and Appraisal

The program provides students with theory and hands-on experience. Student abilities are assessed through written tests and shop projects. The program is assessed via feedback from graduates, past and present employers, advisory committees, guest interviewers, and professional/technical instructors.

Electrical Maintenance and Automation

Description

The department offers two AAS degree programs: Electrical Maintenance and Automation and Poser Systems Maintenance Technician (for Bonneville Power apprentices only). The programs are modularized; each class lasts five and one-half weeks.

Analysis and Appraisal

The department has implemented an Integrated Technical Lab and is currently in the process of expanding that lab area to provide for additional

equipment and space requirements. The department has installed its own network server and networked computers for instructional use in the Integrated Technical Lab area to mirror the industrial environment. Also, the department added a limited number of lab stations to the core instructional areas and increased the starting enrollment for new students in the Fall in 2002.

To ensure that the continual upgrading of course content is current, the department meets and works with the program advisory committee and uses ideas from employers, graduates, and surveys.

The department uses data gathered from the employee feedback of the co-operative education program and employer surveys to assist in the necessary program changes. The feedback received from the academic years 2000-01 and 2001-02 indicates that this program is fulfilling its mission.

Placement rates for graduates are high (over 80 percent) and show the department is meeting its educational objectives. According to department's 2001-02 survey records, 18 of 22 graduates are employed in a related field, one is in an unrelated field, one is continuing with advanced education, and two did not respond.

A few companies hire students routinely from the program, which further illustrates the reputation for quality that the program has earned from industry. Former students have moved into management and supervisory positions while other students now

own their own businesses.

Strengths

- faculty members who work effectively with industry to develop partnerships with employers in the Spokane area and also with companies throughout the Northwest
- maintaining a working relationship with the local electrical union (IBEW, Local Union 73) and electrical apprenticeship (Inland Empire Electrical Training Trust)

Area for Improvement

- age of the equipment and instructional materials

Future Plans

- the ITL lab addition (The new lab addition is being located adjacent to the existing ITL lab that was used as a storage area.)
- fabrication of new process control trainers that are being built by the department for use in the Programmable Controller Integration class

Electronics

Description

This department offers five AAS degrees: Avionics, Computer Systems, RF (Radio Frequencies) and Microwave Communications, Plant Systems Maintenance, and Biomedical Equipment. In addition, the Maritime Specialist option is available for students who earn a certificate at SCC and complete the AAS degree while on active duty with the United States Navy.

Summary of Students Taking the Electronic Certification Tests (numbers compiled over three years)			
Electronics Department Option	Test Name	Number taking test	Percent Passing
Computer and Data Communications Technician	A+	66	87
	Server +	21	78
Avionics Equipment Technician	FCC	6	100
	FCC	30	27%
Biomedical Equipment Technician	CET	5	100

* This was a class of eight US and 22 foreign students (Saudi Arabia) who had a difficult time with the exam's written English Language; therefore, only the eight US students passed the exam.

The mission of the department is to provide qualified and technically trained technicians to meet the needs of today's economy locally, nationally, and internationally.

Analysis and Appraisal

Assessment of outcomes is through laboratory construction and test projects, objective written tests, written reports, and industry certification tests. The upper-level class curriculum has been revised to reflect the changing technology in the electronics industry. Also, the entry-level basics courses have been realigned to be more effective and to allow articulation agreements with area high schools.

Strength

- excellent partnerships with industry

Areas for Improvement

- four instructors retiring in the next two years
- many advisory committee members no longer employed at the local businesses, moved out of town, or not now willing to donate time to meetings

Hydraulics and Pneumatics

The name of this department was changed from Fluid Power to Hydraulics and Pneumatics effective December 2001.

Description

Changing the name of the program in this department from Fluid Power Technology to Hydraulic and Pneumatic Automation Technology (HPAT) clarified the purpose and curriculum in the minds of potential students. The change was made after four years of discussion with the advisory board, the Fluid Power Educational Foundation, SCC academic counselors, and faculty of other fluid power schools. This name change will be reflected in current student planning guides, in the quarterly class tabloids, and in the upcoming 2003-05 college catalog.

Analysis and Appraisal

The student outcomes identified for the HPAT program follow:

- read and draw pneumatic circuits using ISO symbols
- design basic hydraulic and pneumatic systems

- size and select correct components
- size, select, and install the correct fluid lines
- use critical thinking skills for troubleshooting hydraulic/pneumatic systems
- repair hydraulic/pneumatic components using machine tools

As the cost of equipment increases, reliance on computer simulation software is used to fill the gap; however, job placement continues to be exceptional. HPAT has had 100 percent job placement since the beginning of the program. There are students who choose not to take a job because they would have to relocate. It is not unusual to have three to four times as many job offers as graduates.

Strengths

- faculty and program's reputation
- hands-on labs within a block program

Areas for Improvement

- no state-of-the-art equipment
- poor lecture rooms and limited lab space

Future Plans

- upgrade hydraulics lab equipment
- upgrade and expand electro-hydraulic and electro-pneumatic lab equipment over next three years
- national certification for all Hydraulic and Pneumatic Automation Technology faculty through the Fluid Power Society
- upgrade CAD drawing software
- upgrade circuit design simulation software

Metal Trades

Four programs are analyzed in this department's section. Three – Machine Shop, Sheet Metal, and Welding Technology – are described, analyzed, and appraised together. The fourth – Heating, Ventilation, Air Conditioning/Refrigeration – is given a separate section for its information.

Description

The mission of the programs in this department is to prepare students for a variety of trade and industrial careers. The department offers two AAS degrees and two certificates.

Analysis and Appraisal

By offering a variety of programs, students may enroll in either certificate or two-year programs.

The short-term certificates (Welding or Machine Shop) are ideal for displaced workers or other individuals requiring training or a career change. The CNC-Machinist program was created at the request of industry and has updated equipment.

However, Conventional Machinist, an older program, needs updated equipment.

Assessment of student learning outcomes is reached internally through tests, quizzes, and shop projects and externally through feedback from advisory committees. In addition, the department has a high rate of graduate employment.

Heating, Ventilation, and Air Conditioning/Refrigeration

Description

This program offers a Heating, Ventilation, and Air Conditioning/Refrigeration (HVAC/R) Technology AAS degree, EPA certification, and a Mechanics I certificate.

Analysis and Appraisal

Instructors work closely with the advisory boards and local employers as well as industry leaders to keep abreast of current industry needs. They are currently working with local area high schools through tours and participation in Career Days activities.

Equipment purchases and industry donations have allowed the upgrade of equipment to meet the changes in the industry and provide the training necessary for students to compete in the job market. Updating equipment and restructuring lab facilities has contributed significantly to the quality of instruction and hands-on learning.

Assessment takes place through testing and hands-on projects. Recently, involvement of the advisory board members in competency tests for both first- and second-year students has been implemented and is being reviewed.

Strengths

- upgrades of the lab equipment through donations from industry partners and purchases

By offering a variety of programs, students may enroll in either certificate or two-year programs.

- equipment via Perkins funding to establish a Direct Digital Controls class to meet evolving industry standards

Future Plans

- upgrade the outside facilities to allow for the installation of Roof Top Units (RTUs) to meet advisory board recommendations for more Light Commercial/Commercial training
- procure a second lab for advanced studies in Direct Digital Controls (DDC) and advanced refrigeration and AC systems
- provide on-site testing and certification for oil-fired systems and low-pressure boilers

Public Safety

Two programs at SCC focus on the safety of the public: Administration of Justice and Fire Science Technology.

Administration of Justice

Description

The Criminal Justice program began at SCC in 1968. Since that time, the program has grown into the Administration of Justice program with several different emphases.

The primary mission of this program is to provide students with all the necessary skills needed to function as entry-level peace officers with any agency in any given jurisdiction, to develop an esprit de corps intervention with a drive for personal growth in all phases of the law enforcement profession, and to develop a sense of pride and a sense of community enabling students to function adequately with people from all walks of life.

Analysis and Appraisal

There are currently 25 students in uniform, comprising the campus Student Security unit. The program assumed the campus security role in 1996 to provide a co-op learning environment for students and a much safer campus. In addition to the ex-

pected student population, there is also a small but consistent female student population participating in the program. The program began offering night classes in 1994 to enable working students to pursue their education.

The program works hand-in-hand with local, state, and federal law enforcement agencies. As an example of its continued partnership with the law enforcement field, the program loans its facilities to both the Federal Law Enforcement Training Center and the Criminal Institution Commission.

Three methods of program self-assessment began in January 2002. The first requires faculty to have a student assessment completed each quarter, regardless of the faculty member's status (tenured, probationary, adjunct). The second assessment will take place every three years and be completed by local field and local academic professionals. The third assessment will be directed at the employers of graduates and former students

Continuing evidence of the program's success is that both graduates and former students of the program are employed by jurisdictions nationwide. (For a complete listing, please see the program report.)

Fire Science Technology

Description

This program trains entry-level firefighters; it collaborates with the local fire service to offer a sound academic and technical program. This has been accomplished through the advisory committee, which represents both management and labor organizations.

Analysis and Appraisal

Course outcomes are assessed, in part, through the International Fire Service Accreditation Congress written and practical skills evaluations, which are administered by the Washington State Patrol Fire Protection Bureau. Students are required to pass the written examination with an 80 percent

and the practical skills evaluation by 100 percent.

Students have been successful on the International Fire Service Accreditation Congress (IFSAC) examination that they complete at the end of their second year. The table below is a synopsis of students' success rates.

The Fire Science Technology program is housed in the old City of Spokane Training Center adjacent to SCC and is comprised of a fire station and a four-story training tower. The fire station was recently expanded to include a larger classroom and two bays to house the fire apparatus. The old bays opened out onto one of the most traveled intersections in Spokane. By turning the old bays into the classroom and building the bays so they face the training tower, the students are no longer in jeopardy when they use the apparatus.

The program owns three fire apparatus. The equipment is not new but still offers the students a realistic hands-on experience. The program has also obtained several used breathing apparatus, PASS devices, and hoses by working with the local fire districts. All equipment is in good working order and currently complies with the appropriate safety standards.

The program has a good working relationship with the local fire service. Many local fire departments have resident volunteer and volunteer programs; they actively recruit the current students to fill those positions, allowing students to work with a real fire department and with modern equipment while they attend school.

Student Success Rates on the IFSAC Exam		
Date	Number of Candidates	Percent Pass
May 1996	12 out of 17 candidates pass	58
June 1997	9 out of 18 candidates pass	50
May 1998	15 out of 19 candidates pass	78
May 1999	16 out of 17 candidates pass	94
May 2000	29 out of 30 candidates pass	96
May 2001	18 out of 18 candidates pass	100
May 2002	24 out of 25 candidates pass	96

The program has an articulation agreement with Eastern Washington University for students to continue their education in business. The transferring students' AAS degrees are used as elective credits. This leaves primarily the core requirements for a degree in business to be completed.

The program has signed a memorandum of understanding with the Pacific Northwest Wildfire Coordinating Group, which allows the program to teach wildland firefighting courses. Currently only one course is offered, but there are plans to expand this training in Spring 2003. Private contractors are having a difficult time obtaining this training, and in light of the four firefighter fatalities that occurred in the Summer 2001, there is now a greater emphasis on quality training.

The Region 9 Fire Training Council offers firefighter training through the Continuing Education office. This relationship has worked well and has even helped the Fire Science Technology program directly by creating a separate budget that has been used to purchase new equipment for this program

through the profits of the courses offered by the region. Also, the Region 9 Fire Training Council has given the college \$5,000 per year for the past four years in order to help develop distance learning opportunities in the five-county region that encompasses the college's and the Region 9 area.

Strengths

- certification testing for IFSAC Firefighter I and Hazardous Materials Operations
- certification testing for Wildland Firefighter II through the Northwest Wildfire Coordinating Group

Area for Improvement

- another instructor would facilitate further growth in a program with high enrollment

Future Plans

- find an area for relocation when North/South Corridor becomes a reality
- develop stronger enrollment for fire officer degree program

Health, Physical Education, and Recreation and Athletics

While the Health, Physical Education, and Recreation (HPER) department and the Athletics program are not a separate division, this component of our college should be covered in a separate section. The organization of material will follow the same format as the department descriptions of the previous four division sections.

Looking back at the organization chart of the first page of this chapter shows that the Athletic program is separate from the college, and that the HPER department reports directly to the director of that program. Because our district competes intercollegiately as a district and not as two separate colleges, a district coordination is necessary. Because the HPER faculty and programs are so intertwined with that district athletic program, the organization for this department reporting directly to the district director also makes sense.

Description

The consolidation of the athletic programs at SCC and SFCC ensures optimum access to athletic facility usage. The HPER department offers a comprehensive academic transfer program as well as Physical Education classes to support professional/technical programs and the 15 athletic teams that compete in the Northwest Athletic Association of Community Colleges (NWAACC).

Health-related/PE/Recreational/Leisure Activities Courses is a required distribution area within the 90 credits of the AA degree. The CCS athletic program is a leader among NWAACC colleges in starting new athletic teams, funding for women's sports, and developing athletic facilities. CCS was the first NWAACC College to start women's softball, golf, and soccer.

Analysis and Appraisal

The success of the CCS athletic program is well-known in NWAACC league history. Each year, four or five teams win league championships and are ranked nationally.

The HPER department has developed a formal assessment tool to determine course effectiveness and student outcomes for all classes in the department. The Nichols five-column model has been adopted, and standard measurements of student outcomes of the Health and Wellness course have been selected for a trial run.

In addition, in 2001 the Student-Athlete Academic Success Program was initiated. It monitors dozens of students and tracks their individual progress throughout each quarter. Then faculty members are able to intervene, advise, and counsel students when remedial help is indicated.

A new area of departmental growth and involvement is the distance learning mode of instruction. We currently have nine physical education faculty members who are certified and actively involved in teaching either telecourses or Washington Online (WAOL)

courses. These courses include Health and Wellness, First Aid, Basic Fitness, Jogging, Fit for Life, Aerobic Fitness, and Stress Management.

Strengths

- construction and completion of new weight training complex (Winter 2003)
- retention of the five-credit Health-related/PE/ Recreational/Leisure Activities Courses distribution area in our AA degree (Spring 2002)

Areas for Improvement

- lack of adequate funding for needed remodeling and repair projects
- lack of adequate funding for needed equipment, travel, and goods and services

Future Plans

- Insist that our gym/foyer remodeling project keeps its place in the capital improvement listing.
- Increase the number of staff who are qualified and certified to deliver distance learning courses.
- Expand both the number and variety of distance learning courses.

Continuing Education and Distance Learning

The final section of chapter two deals with Continuing Education (CE) and Distance Learning (DL) at Spokane Community College. CE traditionally provides vocational supplemental, short-term occupational preparatory, and skill upgrading courses. The Standard Two Committee Report has all the required documents and exhibits pertaining to these methods of delivery, including how we address Policy 2.6.

With regard to the other Special Learning Activities specified in Standard 2.G, SCC does not currently offer travel/study courses, nor do we offer external degrees or degree-completion programs.

When credit is given for experiential learning, it is at the discretion of the instructor and division Dean.

Continuing Education and Non-credit

As with all educational programs at Spokane Community College, the Continuing Education program operates in accordance with the SCC Mission Statement. This office's own mission statement echoes the key idea of "lifelong learning" and states that its offerings are "consistent with the educational mission and goals of the institution." This office is located in the Learning Resources Center,

is responsible for Continuing Education (CE) activities and for coordinating Distance Learning (DL) courses, and reports administratively to the Dean of Business, Hospitality, and Information Technologies.

SCC's CE office is responsible for educational activities that do not provide academic credit, with the exception of those programs and courses facilitated through the college's Apprenticeship Center. The non-credit programs and courses facilitated through the CE office comply with appropriate institutional policies, regulations, and procedures. Proposals for non-credit programs and courses are facilitated through the appropriate departments and Deans for review and approval. The state provides SCC with the appropriate Classification of Instructional Program (CIP) and Educational Program Code (EPC) designations for the program or course.

CE programs that do not offer academic credit are specifically referred to as "non-credit." Non-credit programs and courses are further differentiated by their funding structure. Non-credit activities funded by state resources are referred to as "state-support" courses or activities. Non-credit activities supported entirely by the individual, an agency, or an organization are referred to as "self-support."

Continuing Education topics include, but are not limited to, personal interest/hobbies, creative activities, recreational activities, skills assessment, counseling, enrichment courses for both men and women of all ages, professional/technical courses, international programs, and quality assurance programs.

Non-credit activities funded by state resources have a specialized purpose and are intended to meet the unique educational needs of a specific category or group of students. The purpose is to provide the individual student with a skill or basic body of knowledge. Continuing Education non-credit state-support programs and activities are those that are funded through state resources. They are not designed to provide academic credit applicable to an associate's or higher degree.

Five examples, to list just a few, include:

- Automotive Restoration/Street Rodding Techniques
- National Electrical Code Update
- Fluid Power Certification
- Introduction to Virtual Gibbs
- Shielded Arc Welding

Non-credit activities supported entirely by the individual, an agency, or an organization have the purpose of meeting community, cultural, recreational, and personal skill needs. These courses are typically not applicable to degrees, diplomas, or certificates.

Five representative examples include:

- Intermediate Wildland Fire Behavior
- Commercial Cake Decorating
- ICD-9-DM Coding for Ambulatory Care
- Surgical Skills for Registered Nurses (Lecture and Clinical)
- Lifeguard Training

Those Continuing Education programs and activities that do offer academic credit are the responsibility of the appropriate academic faculty, department chair, and Dean; however, they may be facilitated through the CE office for course scheduling into the institution's Student Management System (SMS). The CE office may also help with faculty contracts and compensation as well as with any agency contracts.

Record Keeping

Continuing Education non-credit courses are reported in appropriate state-required reports. These reports contain information on the nature and level of the courses. The following reports contain information about non-credit courses:

- data express reports
- course scheduling and program activity forms
- course/cost proposal for industry courses (cost calculation form)
- contracts to provide services

Physical records of non-credit activities are maintained in the CE office. These records include, but are not limited to, course scheduling forms, grades, and withdrawals. Electronic records are maintained in the Student Manage-

ment System (SMS). Students can request transcripts of their non-credit student activity through the Continuing Education office. Certificates are issued for those who need upgrade certification in skills courses, such as electrical certification.

Apprenticeship Center

Spokane Community College also has an Apprenticeship Center responsible for non-credit apprenticeship trade programs. The Apprenticeship Center reports to the Dean of Technical Education. All non-credit apprenticeship trade programs have unique partnerships with their respective construction trades and their journeyman-level instructors. The classes are run through the Apprenticeship Center, and audits are performed by the state's Labor and Industries department, which requires proof of the knowledge and skills essential to that trade.

Distance Learning

In 2002, CCS's District Distance Learning Advisory Council disbanded as the members "agreed that distance learning is an instructional effort developed, managed, and delivered by the colleges similar to other instructional efforts." At that time Spokane Community College formed a Distance Learning Committee.

The committee has representatives of full-time faculty from all four instructional divisions. The committee is chaired by the Dean of Business, Hospitality, and Information Technologies. Other members of the committee include the Vice President of Learning, the registrar, a representative from athletics, and members of the Distance Learning office (the Continuing Education/Distance Learning manager, the Distance Learning specialist, and the Distance Learning Program coordinator). Distance Learning is part of the Continuing Education office.

Currently, SCC's Distance Learning program is responsible for supporting academic divisions in their instructional efforts to design and deliver Distance Learning courses. As with all academic courses,

the institution's DL courses are ultimately the responsibility of department faculty, department chairs, and division deans. Distance Learning activities are presently limited to individual course offerings.

Existing modes of DL courses include telecourses, SCC online courses, Washington Online (WAOL) courses, and interactive television (ITV) courses. The table below details information for Spring 2003 with explanations as follows:

Distance Learning Course Information for Spring 2003		
DL Modality	Number of Courses	Enrollment
SCC Online	53	834
Telecourses	27	615
WAOL Courses	20	166

- **online:** Online faculty members provide contact information to students via the SCC Distance Learning Web site and within their course sites. Blackboard, the course management platform used for the majority of online courses, contains both synchronous and asynchronous communication features. The Blackboard course management system is available 24 hours a day, seven days a week. Use of individual features depends upon the faculty member. Online faculty members also use e-mail and telephone to communicate with students.
- **telecourses:** Students have access to course materials through rental tapes, televised video broadcast, and videotapes at Distance Learning centers. Scheduling of telecourse orientations and subsequent course meetings are the responsibility of the faculty members teaching the course. Telecourse instructors provide contact information and times when students may contact them with questions via course syllabi and course meetings. The majority of the courses, however, are taught by SFCC faculty.
- **Washington Online (WAOL):** WAOL is a consortium of community colleges providing access to a variety of online courses. SCC participates by providing access to these classes and by hav-

ing several of our faculty teach through this system.

- **interactive TV:** Students have access to the faculty member as well as “real-time” instructor-mediated materials via the K-20 classroom. Courses originating from SCC are videotaped. Videotapes are made available to students at the discretion of the faculty member.

The number and type of distance learning courses varies by quarter; telecourses and online courses compose the vast majority of distance learning course offerings.

Recently, the Continuing Education program increased its offering of Web-delivered instructional programs and activities. Instructors in these programs and activities maintain responsibility for ensuring access to resources and providing sufficient time for interaction, if appropriate.

Evaluations for courses are made available to students through several different means:

- A Web version of the evaluation form for Distance Learning courses will be available Spring 2003 to faculty teaching SCC online courses.
- Personnel from the SFCC Distance Learning office mail print versions of the Distance Education evaluation form to students enrolled in telecourses.
- WAOL places the responsibility of course evaluation on individual colleges.

Student assessment is the responsibility of the faculty member teaching the DL course.

Faculty Involvement

Proposals for Continuing Education non-credit programs and activities are forwarded to the appropriate departments for approval prior to being offered. This process provides full-time faculty the opportunity to be involved in the planning and evaluation of Continuing Education non-credit programs and activities. At the conclusion of the non-credit program or activity, it is standard practice that a course/class evaluation be conducted using the Course Critique Forms, which are supplied by the CE office.

As a standing practice, full-time faculty are usually given the first opportunity to teach Continuing Education non-credit courses. If necessary, adjunct faculty are selected, based on educational credentials, experience, and expertise in the subject area of the course. The final selection is made by the academic division Dean. In either case, faculty and courses are evaluated at the end of non-credit courses, and the results are forwarded to the appropriate department chair and division Dean for review.

Faculty evaluations are administered in accordance with academic employee evaluations procedures specified in the Master Contract. In addition, Article V, Section 4.e. of the Master Contract states, “Faculty members who teach Distance Learning courses may choose to use the evaluation form designed specifically for Distance Education located in Appendix C-6 of the Master Contract.

Other methods of faculty evaluation may be used if agreed upon between the faculty member and the appropriate administrator prior to the evaluation. Evaluations accomplished through electronic monitoring or taping shall not be allowed, unless the faculty member has provided written permission in advance.”

The Distance Learning courses are the responsibility of department faculty, department chairs, and division Deans. Requests for and approval of the conversion of existing on-ground courses into an alternate delivery methods are the responsibility of the appropriate department faculty and division Deans.

New courses that are to be delivered at a distance require approval of the SCC Curriculum Committee as does the adoption of any new WAOL course developed by another college. Faculty members are responsible for the quality and rigor of Distance Learning courses. Instructors are either full-time faculty or adjunct faculty members whose credentials have been reviewed and approved by their departments and divisions’ Deans.

Organization of CE

In May 2002, administrative responsibility for both Continuing Education and Distance Learning was

transferred to the Dean of Business, Hospitality, and Information Technologies as indicated in the organizational chart on page one of this chapter.

The manager for Continuing Education, Distance Learning, and alternative education options is responsible for the advancement and development of alternative educational programs; in addition, he collaborates and coordinates with faculty, department chairs, instructional Deans, and members of the community to develop, update, and promote SCC's Distance Learning, Continuing Education, and evening/weekend courses and services.

The Distance Learning specialist is responsible for the development and support of the college's Distance Learning program, including correspondence, online courses, telecourses, and other instructional delivery modes. She develops and delivers training programs for faculty, managers, and administrators; assists in converting traditional courses into Distance Learning modes/classes; and develops new Distance Learning classes.

Fees

The institution's fee structure for academic credit-bearing courses is approved through the appropriate administrative channels. Fees for online courses are identical to those of traditional on-ground courses with the exception of a \$40 fee assessed for Distance Learning. The purpose for this fee is to fund the Distance Learning course management system and to pay the technology fee passed on to the college by Washington Online (WAOL). A \$20 fee for most telecourses provides the college with the funding necessary to pay for the expenses associated with telecourse licenses.

Distance Learning Fees as of 2002-03	
WAOL Courses	\$40 per quarter
SCC Online courses	\$40 per quarter
Telecourse Licensing	\$20 per course

The table above shows the current fees for Distance Learning courses.

Refund policies for distance learning courses mir-

ror refund policies for traditional courses and are clearly delineated in the quarterly class schedule tabloids and in the current CCS college catalog.

Legal and Fiscal Responsibility

Spokane Community College contracts with external organizations, public and private, for professional development training to meet their educational needs. Representatives of both SCC and the external organization discuss the scope of the contract; however, contracted Continuing Education courses, credit-bearing or non-credit, are approved through the normal academic approval procedures involving department faculty, department chairs, and division Deans.

The relationship between SCC and the external organization is explicitly detailed in a legal contract signed by both parties then submitted to district personnel for approval. Examples of recent contracts between SCC and external organizations include the following:

- Navy Reserve Electrical Training
- Navy Reserve Welding Training
- School District #81 Customer Service Training

Continuing Education programs and activities, credit and non-credit, are approved by faculty in the appropriate academic departments, by department chairs, and by division Deans. This process remains the same for contracted training.

The CE office continues to have fiscal and budgetary responsibilities. In a majority of the non-credit programs and activities, revenues are shared upon completion of the activities and when all expenditures have been recorded.

The revenues are shared on a 90/10 split with 90 percent being transferred to the appropriate department and division and 10 percent retained by the CE office as compensation for its involvement and role in the course recording, registration, marketing, and all other related services.

Currently, upon receipt of the approved non-credit program or activity, CE staff records the course in the Student Management System (SMS).

The staff is also responsible for the following tasks as well as many related activities:

- requesting and facilitating instructor contracts and compensation
- maintaining and managing self-support budgets (revenues, expenditures, and transfers)
- developing and/or requesting specific promotional material
- conducting registration and payment transactions
- preparing rosters for instructors
- mailing payment and course-related documents to students
- ensuring activities are evaluated
- inputting student evaluations to retrieve quantitative assessments

All of these duties do not make the 90/10 split equitable.

Credit Granted

As with all the courses taught for credit throughout the institution, online classes, telecourses, and any

credit-bearing CE courses are required to deliver the same content and have the same expected outcomes as traditional versions of a course. Faculty design Distance Learning courses based on the expected student involvement for each one credit of a course offering.

The amount of student involvement in a course varies according to whether the class is designated as a lecture, a lab, or lecture/lab course. Students are advised of the time commitment necessary for successful completion of DL courses. Due to the increased time component for self-study and mastery of material, Distance Learning students often put in more time than their on-campus peers.

Just as with all courses taught at SCC, granting credit for courses in certificate programs or for those courses taught via Distance Learning methods follows institutional policies and standards and is facilitated through the regular academic channels, including the curriculum approval process if appropriate.

Appendix 2-A

Administrative Office Systems Programs

Administrative Office Systems Programs				
Area	Program Title	Certificate/ Degree	Length in Quarters	# of Credits
Administrative	Administrative Assistant	AAS degree	6	111*
	Administrative Office Management	AAS degree	6	106*
	Customer Service Representative	AAS degree	6	105*
	Office Information Systems	AAS degree	6	113*
	Office Software Specialist	Certificate	4	63*
	Front Office Professional	Certificate	3	46
	Office Assistant	Certificate	2	31
	Office Clerk	Certificate	1	16
Computer User	Computer User	Certificate	4	61
	Advanced Data User	Certificate	3	48
	Data User	Certificate	2	34
Legal	Legal Administrative Assistant	AAS degree	6	105
	Legal Information Processing	Certificate	4	76
	Legal Receptionist	Certificate	3	54
	Legal Administrative Assistant	Certificate	3	63
Medical	Medical Office Specialist	AAS degree	6	105
	Chiropractic Technician	AAS degree	6	103
	Medical Transcription	Certificate	4	63
	Chiropractic Assistant	Certificate	4	76
	Medical Office Reception/Insurance Clerk	Certificate	4	75

Appendix 2-B

Business and Management Programs

Business and Management Programs				
Articulation Agreements	Program Title	Certificate/ Degree	Length in Quarters	# of credits
EWU	Business Occupations	AAS	6	90
	Business Transfer	AAS		
	Financial Services/Teller (formerly Bank Teller)	Certificate	2	30-32
EWU	General Business	AAS degree	6	90
EWU	Legal Administration	AAS degree	6	92
	Legal Nurse	ABA-approved Certificate	<i>depends upon prior experiences</i>	69-74
EWU	Management	AAS degree	3-6	51-90
	Management	Certificate	3	50-60
EWU	Marketing	AAS degree	6	90
EWU WSU	Paralegal	AAS degree	6-8	95-100
	Paralegal	ABA-approved Certificate	4-6	69-74

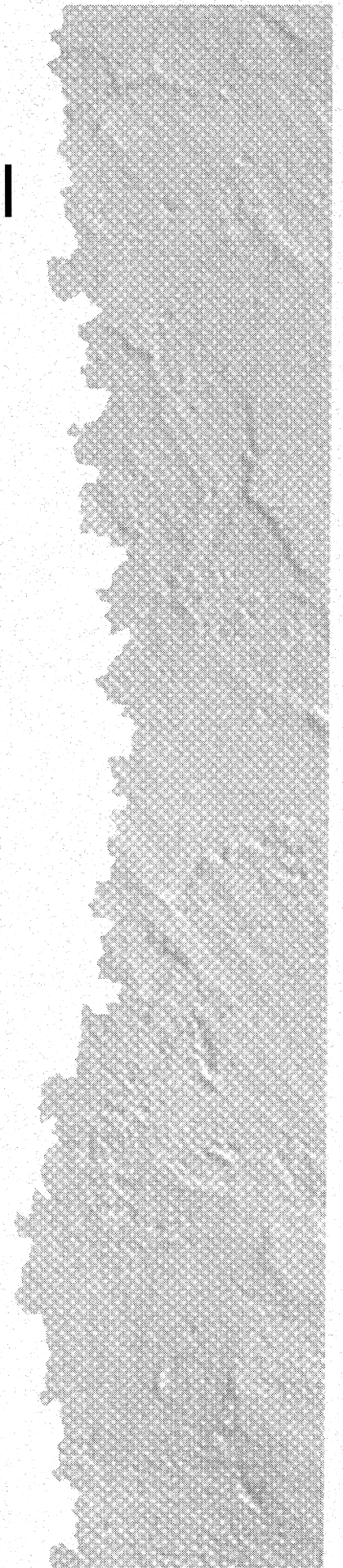
Appendix 2-C

Technical Education Modules

Modules Developed in Various Technical Education programs		
Program	Module	number of quarters to complete
Automotive Technology	Drivability	1
	Electrical	1
	Transmissions	1
	Suspension	1
	Brakes	1
	Engines	1
Automotive Collision and Refinishing	Body	1
	Refinishing	2
Aviation Maintenance	General Aviation	2
	Airframe	2
	Power Plant	2
Carpentry	Basic Carpentry	1
	Advanced Carpentry	2
Mechanical Engineering Technology	Computer-Aided Drafting	1

STANDARD III

STUDENTS



Standard Three – Students

Perhaps in no other single Standard area can the four themes, which are weaving their ways through this self-study report, be seen so clearly. The analogy of boiling the frog to death one degree at a time, which was presented in the executive summary of this report, came from the Standard Three Committee Report.

The men and women who work in Student Services deal with the misconceptions about what kinds of educational programs our college provides on a daily basis. From students who don't understand that even our traditional "vocational" programs require college math and communication skills to those students who didn't realize they could get a fully transferable Associate of Arts degree, these members of our college are constantly explaining the complexity of what we offer.

Diversity is another key theme that is most obvious in this half of our campus' structure. Whether we are looking at single parents, students with disabilities, or veterans of the military, Student Services has programs and specialists to deal with the specific needs of these elements of our population. The members of this branch of the college are perhaps themselves the most diverse group of employees in the college.

Administrative instability is painfully obvious throughout the

Student Services divisions. Restructuring, vacancies, and turnover have taken their toll on everyone. Chapter six of this report details the issues, but the results are noted in this chapter. Finally, the budget issues

that are explained more thoroughly in Chapter seven are also referred to frequently in this chapter. Each employee has been asked to do more with less. Old systems have been revamped to make them work a little longer. There is just not

enough money to do all that needs to be done to serve our students.

And yet, in studying this area of our college, we again find that in spite of these difficulties, our students consistently rate the service and treatment they receive from those in Student Services at or above national norms. They may grumble about long lines, but they also know there is always someone available to help.

The Importance of Our Students

As in any educational institution, the heart of Spokane Community College is the students. Our students come from all walks of life: the 18-year-old high school graduate, the 40-something returning student, the Gulf War veteran, the WorkForce re-training student, and the Russian immigrant. They come to SCC with diverse life experiences, sometimes with inadequate preparation, often with shaky self-esteem. Our service to these students requires patience, care, and originality to guide them all through effective and memorable educational experiences.

Consistent with the SCC Mission Statement, which promises "accessible and affordable educational opportunities responsive to the needs of our diverse regional population," Student Services divisions

provide a variety of ways to "enhance and promote student success." From the Vice President of Enrollment Services and Student Development to the staff member in registration to the specialized counselors, all involved in Student Services make the extra effort to help students pursue their dreams.

The Student Services division decided to use the ACT Student Opinion survey (with 12 supplemental questions specific to SCC) in Spring 2002 as a way to begin the process of long-term assessment of their relationships to students.

The Student Services division decided to use the ACT Student Opinion survey (with 12 supplemental questions specific to SCC) in Spring 2002 as a way to begin the process of long-term assessment of their relationships to students. Using a 1-to-5

scale where 1 = very dissatisfied, 3 = neutral, and 5 = very satisfied, we can get some base lines for our students that will be used to measure improvements in future years. Data from this survey will be used throughout this chapter to address the satisfaction or dissatisfaction our students have with the services they receive at SCC.

As a preface to these results, the analysts of the data caution that SCC's results should be compared to national data with care and with the understanding that the national data cannot be considered to be representative of all two-year institutions. In addition, while the SCC pool of respondents can be considered fairly representative of our student body (with 939 completed surveys out of 1,000 targeted for the 9:30 class hour and evening classes), we are not sure about the methodology used by other colleges.

Organization

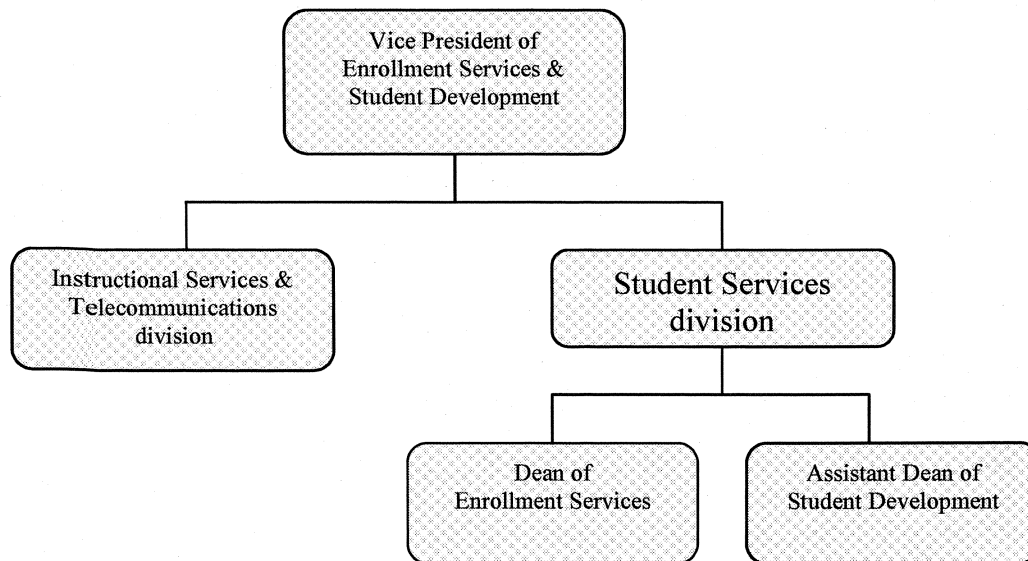
The Student Services half of our college's organization is led by the Vice President of Enrollment Services and Student Development. This title replaced the traditional title of Vice President of Student Services when this area of our college went through a restructuring shortly before the current Vice President began her tenure at SCC. Since the latest reorganization that now has the Instructional Services and Telecommunications division reporting to this Vice President,

discussions have begun to again change the title – this time to Vice President of Student and Instructional Services.

So much has been changing during this past decade with regard to how students are served that these departments have had to revise their procedures and organization constantly. For instance, when distance education became popular, the Registration and Financial Aid departments had to figure out how to facilitate applications through the Web.

Likewise, the college has become more diverse and has had to develop ways to assist the physically disabled, the non-English speaking population, and students affected by socio-economic disadvantages. Consequently, the Institutional Diversity department was formed to coordinate the efforts of the multicultural, disability, and single-parent programs. Our International Students program has been part of this department, but at the snapshot date, plans were underway to move this program into the Instruction half of the college.

The intentions were well meant and the efforts sincere in making these organizational changes; however, this division has found itself struggling with several undesirable situations as results, especially with budget constraints hampering effectiveness.



For instance, in 1995 the Assistant Dean responsible for the Counseling department returned to faculty status, and that position was subsumed into the remaining three dean positions for Student Services. These then became Associate Deans. When the Associate Dean in charge of Admissions/Registration sought alternative employment, that vacancy was not filled initially as a temporary way to save money, but the funds were never returned..

A third Associate Dean for Financial Aid also returned to faculty status in 2002, and an interim Assistant Dean took over the duties. Finally the fourth remaining Associate Dean responsible for student-funded programs retired in 2002, and another vacancy has remained unfilled. More details about these turnovers and vacancies are found in chapter six of this report.

As a result of the shuffling of personnel and responsibilities, the administrative workload for much of the Student Services division has fallen on the Vice President. At the snapshot date, she was assisted administratively by one interim Assistant Dean of Financial Aid and the Dean of Instructional Services and Telecommunications. This burden has not only been difficult for her, but also for the faculty and staff who have no other administrator to turn to. Everyone at the college is hoping the current search committees find acceptable replacements for some of these positions – soon.

Other Needs of Student Services

Additional administrators is not the only need in this area of our college. In 1999, the current Vice President brought in a team to do a fact-finding assessment through a method known as the Rapid Appraisal Process, or RAP. This process has a team collect information through interviews rather than the lengthy data collection processes associated with traditional qualitative research. The actual study is part of the Standard Three Committee Report.

The goal of this assessment was to determine themes or patterns of concern within the Student Services divisions. There was no pre-set list of people for interviews; rather volunteers shared their

perspectives and recommended other colleagues who had input. A group of students was also involved in this process.

The assessment produced a list of six constraints to effective service:

- communication
- physical space
- technology
- utilization of people's time, talents, and creativity
- increases in the number and complexity of regulations
- inadequate resources

Committees working throughout the year following the RAP formed stronger connections among the Student Services members and also determined that four of the six constraints were directly or indirectly tied to funding issues.

For years, the percentage of the college budget allocated for Student Services (between 10.5 and 11.5 percent) had been less than the state average (approximately 12.2 percent). During these same years, the demand for improved technology, with its accompanying need for increased technological skills, increased access for students but also increased the workload demands on staff and faculty. Review of staffing levels following the RAP showed that many departments were operating at either lower or static staffing levels than they had during the previous five years. Funds were not being adequately budgeted for professional development or increased staffing needs.

In response, a concerted effort was presented to increase the funding for the Student Services division to a level closer to the state average. Over the course of three years, that goal was accomplished. Currently this area receives approximately 12 percent of the college budget. This additional funding has allowed for the increase of staff in most areas of the division. (A notable lack has been the ability to increase staffing in Financial Aid due to the transition in administration and a delay in filling positions.)

Another result of the RAP and committee work was the plan to redesign the physical space used by

the Student Services departments. At about the same time, the Central Administration offices of our district were relocated, and the building previously used by them was made available to SCC. The departments themselves decided that Admissions, Registration, Transcripts, Financial Aid, and Cashiering would be moved to this newly added campus building.

Following the move to the Max M. Snyder Building (building 50), work was begun to find money to remodel the previous space. The Campus Planning Committee has made the remodeling of the Administration and Student Services building (building 15) its first priority for upcoming minor capital projects for 2003-05.

These moves responded to the concerns regarding both physical space and communication, which had been noted in the RAP. While the relocations have provided in many ways a better working space for staff and a more hospitable space for students, they have also caused new difficulties in inter- and intra-divisional communication. The separation of the Admissions/Registration and Counseling departments has demanded the development of new systems, which have been time consuming and developed in a process of trial and error.

To maximize the human resources in Student Services, funds were set aside from non-state funding sources to provide opportunities for professional development throughout all the departments. As part of this professional development, and to assist in the review of processes, opportunities were provided for staff members to go on fact-finding trips to other colleges within the system. The information gathered has been presented at department meetings, and recommendations from staff have been incorporated into new procedures.

Qualifications and Evaluations of Student Services Members

Those who serve students through these divisions are well qualified, skilled personnel whose academic preparation, credentials, and experiences are appropriate to their assignments. These employees are expected to follow established policies and procedures underscored by the

Washington Legislature, the Northwest Association of Schools and Colleges, and the CCS Board of Trustees. Required Document 6, Student Affairs Staff Profiles, showcases their qualifications.

As of Winter 2002, the Student Services division had two administrators, three professional exempt employees, 53 classified staff, and 11 faculty members (counselors).

Following is an overview of how all these employees are evaluated.

• Administrators and Professional Exempt

Administrators and all professional exempt employees are required to be evaluated on an annual basis. The purpose of this process, as specified by the Administrative Employees Handbook, March 2000, is "to encourage professional growth and improvement, recognize outstanding performance, and implement corrective and improvement processes" when necessary. This process is covered in chapter six of this report.

• Tenured Faculty

The tenured faculty in Student Services are our counselors. The post-tenure review process for these faculty is the same as the one used by academic faculty. Article XIV of the current Master Contract specifies the timelines and procedures that need to be done every three years (more often if possible). As with administrative review, the intent of these evaluations is to create an "arena of dialogue" between employees and their supervisors. The process is meant to reaffirm the professional reputation of the employees rather than be used as a tool of criticism. The process used at SCC is in compliance with the RCW and northwest accreditation standards and policies.

• Non-tenured Faculty

Again, the faculty members of the Student Services division go through the same process as academic faculty for tenure review. Article IX of the current Master Contract details the process that takes place over no more than nine quarters. These faculty can teach but do not usually have the time because of their counseling workloads. Therefore, the student evaluations have been modified to elicit information from those students who use counseling services. The forms have been

developed by members of the department and have been approved through formal negotiation processes.

The tenure review process is supposed to be a supportive procedure in compliance with all applicable RCWs and WACs as well as all concerned accrediting bodies' standards and procedures. A supervisory administrator, faculty peers, and a student are to be part of the committee that meets quarterly and prepares a written summary of the probationer's work to be forwarded to the CCS Board of Trustees, which has the sole authority to ultimately grant or deny tenure to the faculty.

- **Adjunct Faculty**

The part-time faculty members in Student Services undergo a less formal procedure, but regular evaluations from students and occasional administrative evaluations are required through our current Master Contract Article XXIV, Section 7. The purpose of these reviews is to maintain quality service.

- **Classified Employees**

With the bulk of those involved in Student Services categorized as classified staff, assessing the quality of work, quantity of work, knowledge of the job, and relationships with colleagues is an important and major undertaking. The state's Legislature requires such evaluations, and the criteria have been set by the Higher Education Unit. Classified employees have the right to discuss any job-related problems or concerns with their supervisors. When a problem is detected, the supervisor is responsible for suggesting corrective measures. If necessary, the staff member may contact the Human Resources office, but ultimately the responsibility to improve rests with the employee.

In addition to the formal evaluations, an informal recognition program was established to provide affirmation and improve employee morale. The "blue card" awards are not evaluations, but only a means of recognizing faculty and staff. These "blue cards" are handed out to students and others working within Student Services to note special contributions of personnel. At the quarterly meetings, award certificates are handed out to those receiving "blue card" recognition. Additional awards are given yearly to exemplary faculty and staff.

Policies and Procedures

Both the RAP and Spring 2002 Student Survey investigated policies and procedures as they apply to services. Based on the RAP assessment, Student Services began gathering information about how other colleges operated, shared the information, and incorporated new procedures.

In the development of these procedures, considerable work was done to collaborate with our sister college Spokane Falls Community College. Since a number of our students take classes at both colleges, a concerted effort was made to assure seamless procedures and policies. These revisions have been accomplished through joint meetings, which have included appropriate administrators, staff, and students from both institutions. In response to the information shared in the RAP, found in the student survey, and taken from discrete comments and complaints from students, procedures have been streamlined to better respond to student needs and institutional demands.

Most major policies and procedures are reviewed through joint meetings at a district level every other year or whenever circumstances require such review.

Students have three main sources for finding out about the policies and their responsibilities and rights: the CCS Rules for Student Conduct, the district college catalog, and the Spokane Community College Student Handbook. All three of these documents are part of the required exhibits accompanying the Standard Three Committee Report. In 2002-03, the CCS Rules for Student Conduct booklet was revised to make it clearer. Input from students, faculty, staff, and administrators was used to revise this document.

This information is also available to students through both Vice Presidents' offices, in the Learning Resource Center, and in all Deans' offices. Moreover, the policies have been on the college Web site since 1997, and students can access them from on- and off-campus locations at <http://www.scc.spokane.edu/student.htm>.

In the event of documented student misconduct,

necessary steps are taken to implement disciplinary action; the process is fair, unbiased, and consistent. Likewise, students have recourse to grievance procedures when they believe their rights have been violated. The Vice President oversees the formal process if an informal resolution is not found.

The Student Survey showed us that our students rate the “rules governing student conduct at this college” in the satisfactory range. Their average rating of 3.82 (on a 1-to-5 scale, 1= very dissatisfied and 5= very satisfied) is very close to the national average of 3.9. Other areas where students were asked to rate policies or procedures can be seen in the graph at the bottom of this page.

Our Students and Some of Their Needs

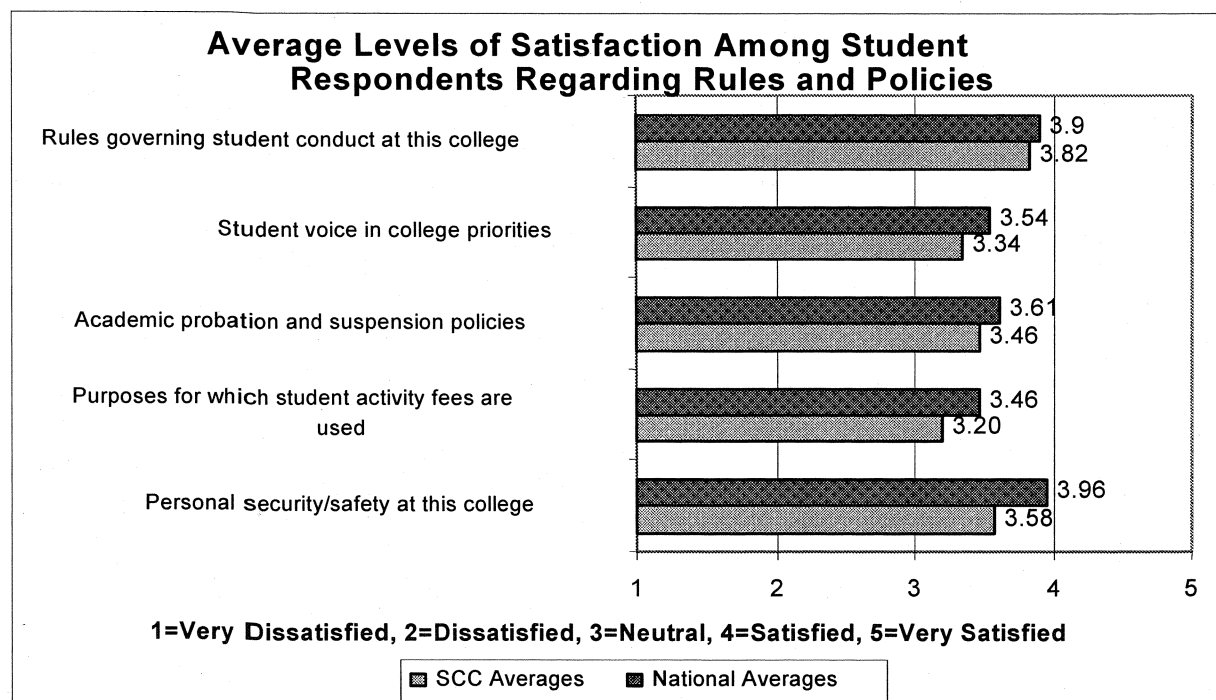
We have kept detailed information about our students for years. Knowing the population we serve has been an important aspect of determining how best to serve them. We were pleased that the sample used in our Spring 2002 Student Survey closely matched major demographic characteristics of the population according to data collected for that quarter through registration information.

On the next page are tables that show the major demographic details in three categories: sex, age distribution, and race distribution. These details are compared in three ways: percent of students surveyed, percent of SCC students as a whole, and percent nationally in each category. The percents for our student body as a whole are in bold face to highlight these numbers.

The analysts for these data note that the percents are based on only those who specified their sex, age, and/or race. International students were also included in the data.

Looking at these variables helps us to understand why we have some differences in how our services are rated compared to national norms. But comparing the percents in these categories between the survey pool and the student body as a whole, we feel confident that the information gleaned through this survey is an appropriate indication of what our students experience.

The most important thing we can learn from this kind of data is what some of our students’ needs are. Updating demographics quarterly has given us patterns over the years and has helped us create support systems and modify our services.



Two of the most important characteristics we have found through the survey and our quarterly data collection are the number of students receiving financial aid and the numbers of those who are full-time status coupled with the employment status of our students. Slightly over half of our students receive some form of financial aid. In 2001-02, the college awarded over \$25 million in state and federal aid to approximately 5,716 students. Over 30 percent of state-funded students at SCC received need-based financial aid in 2002 – two times the state average. The details of how this aid is distributed and how much is granted are given later in this chapter and in chapter seven on Finances.

Almost two-thirds of our students are registered as full-time students. And approximately 60 percent of our students report that they work in addition to going to school; 31 percent indicated they work 21 to 40 hours per week. While the information was not analyzed to determine what percent of full-time students are also working more than half-time jobs, we can infer that a significant percent are trying to fulfill the duties of both occupations.

Financial issues are indeed paramount with our students. Of the top four reasons given by students in the Student Survey for why they chose to attend SCC, all can be related to economic concerns:

1. offered courses wanted by the respondent
2. good chance of personal success
3. convenient location
4. low cost of attending

Sex			
	Percent Student Survey	Percent SCC Spring Quarter	Percent National
Female	52.3	46.8	61.3
Male	47.7	53.2	38.7

Age Distribution			
	Percent Student Survey	Percent SCC Spring Quarter	Percent National
18 or Under	9.2	12.8	11.8
Ages 19 to 20	18.8	13.9	30.5
Ages 21 to 22	13.6	10.4	13.9
Ages 23 to 25	11.8	12.0	10.0
Ages 26 to 29	12.2	11.1	8.8
Ages 30 to 39	17.4	19.2	13.9
Ages 40 to 61	16.8	19.9	10.6
Ages 62 and Older	0.1	0.7	0.4

Race Distribution			
Race	Percent Student Survey	Percent SCC Spring Quarter	Percent National
African American	1.7	2.7	12.0
Native American	3.4	2.6	2.0
White	79.8	83.9	70.4
Latino/Hispanic	2.6	2.4	5.6
Asian or Pacific Islander	3.1	2.2	2.4
Other	3.1	3.1	1.9
Non-response	6.3	4.1	5.6

A fifth reason often noted was that students could work while attending classes.

The college has learned other important information about our students through the demographic information collected. As we found more students identifying themselves as disabled, we made the extra effort to create a barrier-free campus environment.

During 2001-02 alone, approximately 70 students with disabilities used 285 accommodations and ser-

vices, including “priority course registration, alternative examinations...large print, audio cassettes, sign language interpreters, ‘live’ readers, scribes, note takers, priority snow removal, realignment of parking spaces, [and] special classroom furniture....” In compliance with the Americans with Disabilities Act (ADA), SCC has spent over \$350,000 to improve the accessibility of the campus, adding elevators, remodeling restrooms, and installing automatic doors and ramps.

In 2001-02, the Admissions/Registration department was restructured to provide more personalized services. The Educational Entry service added helps new students get acquainted with college life, provides them with a packet of information on support services, and directs them to appropriate counselors when necessary. Students who apply online or through the mail receive the new student packet with their letters of invitation.

All these measures are being taken to help not only identify the special needs of many of our students, but also to help quickly direct them to the myriad types of assistance that we can offer to help them pursue their educational goals.

Safety and Security

Spokane Community College is committed to creating a “user friendly” campus for students. The district Facilities office is responsible for safety and security issues on our campus. The Vice President of Enrollment Services and Student Development works with the Student Security program in the Technical Education division to oversee daytime security and parking enforcement, which is considered part of this standard element.

Safety maintenance includes environmental health and safety. SCC is responsible for providing a safe and healthy working environment free from recognized hazards for all employees, students, and visitors.

This environment is achieved in the following ways:

- **an accident prevention program** (maintained according to WAC 296-800-14005) for recording, reporting, and investigating injuries and

work-related illnesses

- **safety inspections** of facilities and miscellaneous equipment (fire extinguishers, eyewashes, safety showers, fume hoods)
- **safety devices and safeguards** furnished and used on equipment for the protection of the worker
- **Safety and Health Committee** consisting of faculty, staff, and a student representative and meeting regularly to provide assistance and support for the overall SCC safety and health program
- **First Aid/CPR training** provided to college employees with First Aid kits regularly checked and re-stocked when needed
- **ergonomic workstation evaluations** conducted upon request
- **indoor air quality monitoring** to identify and respond to indoor air quality issues
- **employee safety training** provided on a regular basis

SCC emergency procedures, including medical and fire, have been established to protect and keep employees, students, and visitors safe while on campus. An emergency procedures information sheet is posted on safety bulletin boards, in employee work stations, in break rooms, and in classrooms. There is a link on the district intranet homepage to information on emergency procedures including bomb threats, the Emergency Planning Taskforce, and other pertinent issues at <http://ccsi.spokane.edu/EmployeeInfo/EmerProcd.htm>.

And yet, in the Spring 2002 Student Survey, the student rating for “personal security/safety at this college” was 3.58; although in the low “satisfied” range, this average is definitely below the national rating of 3.96. Perhaps understanding some of the issues – particularly those related to security – will help explain why some of our students do not feel as safe as our procedures should help them feel.

Security operations and procedures for SCC are conducted through a variety of means. Parking is a perennial problem for all who use SCC’s facilities. Because of increased student enrollment, we have had to add parking space farther from the center of campus. At night or when the campus is deserted, these lots are considered dangerous because of their

isolation. In fact, of all the services rated in the Spring 2002 Student Survey, parking facilities were rated lowest with an average of 2.09 (compared to a national average of 3.46 and averages for all other services rated at 3.63 or better).

Parking enforcement is handled primarily through the Administration of Justice department, an instructional department in the Technical Education division, which provides training and supervision for students who make up the uniformed security unit on campus when classes are in session.

Student Security is comprised of 10 to 30 uniformed security personnel, two marked vehicles, five bicycles, an electric golf cart, a base radio station, and an information counter. Student Security members write parking tickets, assist

stranded motorists, provide escort service, enforce campus motor vehicle rules, report crimes, complete applicable reports, and perform general campus security duties as required. One four-hour per day contract security officer from an outside agency assists with parking enforcement the first six weeks of each academic quarter.

Student Security personnel also patrol campus by walking and by using their vehicles when classes are in session. During the times not covered by Student Security and during the breaks between academic quarters, campus security services are performed by one or two walking contract security officers.

The campus bookstore has an alarm system and is monitored by a service. Security officers and district Facilities personnel are contacted on a cell phone if an alarm is detected by the monitoring service and respond as appropriate.

The telephone coordination for these various security measures gets complicated. While the number for the security walking patrol cell phone is posted on exterior doors of major buildings and distributed

on wallet-size cards, it is intended for routine security assistance only.

Student Security also has its own phone number published on campus for routine security assistance. For emergency assistance, faculty, students, and staff are encouraged to call 911. They are then asked to call 3333 for campus emergency security assistance. After regular business hours, calls to 3333 go to an answering service.

The district Facilities office would like to create a security operations center to reduce the amount of "telephone tag" that sometimes occurs and to better coordinate the various components of our security forces. The addition of exterior emergency call phones – especially in our parking lots – would be connected to such a system and could resolve the concern of many students about their

safety in these perimeter areas of campus, especially at night.

A district-wide procedure notifies the SCC academic community when convicted sex offenders register for school. The Vice President meets with the student and sets behavioral standards. There is close communication with the offender's community corrections officer when the Vice President deems it necessary. Keeping the college community informed is necessary for security, but at the same time, these students are never denied fair treatment and an equal opportunity for higher education.

SCC works hard to achieve compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (also known as the Clery Act). Specifics of our methods are given in chapter eight of this self-study report.

In Spring 2003, a new Traffic and Safety Booklet is to be published by CCS. This booklet will be given to all students when they purchase a parking pass. Booklets will also be available at central locations around the campus.

Student Security is comprised of 10 to 30 uniformed security personnel, two marked vehicles, five bicycles, an electric golf cart, a base radio station, and an information counter.

College Catalog and Class Schedule Tabloids

General information about all the services that pertain to students can be found in the CCS catalog, which is updated every two years. This catalog, included with this self-study report and also as an exhibit for many of the standard reports, gives the district's mission and goals and the SCC Mission Statement, a history of the college and its development into a district, campus maps, legal guidelines, and student rights and responsibilities. Information about many specific services, tuition and fees, refunds, financial aid, registration, learning resources, campus life, and academic life is included.

This catalog also contains explanations of degree and certificate requirements and programs of study as well as program outlines and succinct course descriptions. Lastly, it lists names, degrees, and credentials of all administrators and full-time academic employees throughout the district.

The quarterly class schedule tabloids that are sent to residents throughout the six counties served by CCS also contain much of the above information, so that even before prospective students contact the college inquiring about admission, they have a good deal of knowledge about how we operate and what they can expect. In addition, the college Web site contains a significant amount of the information listed above.

General Assessment Responsibilities

We have informally assessed how well we serve students for years. SCC also used a formal assessment tool, the CCSEQ, in Fall 1999 and Fall 2001 to gain information about students' college experience. But the RAP and the Spring 2002 Student Survey are the two formal evaluation methods used during our self-study specifically to assess Student Services. Much of what was learned through these tools has already been shared in this chapter.

Throughout the remainder of this chapter, as well as in other areas of this self-study report, specific data pertinent to the elements being discussed will

be added.

Student Services plans to repeat the Student Survey regularly – every two years, if budgets will allow. The information from the 2002 results will become the basis for marking improvements and noting trends. In most areas, student satisfaction with SCC services was near or below current national averages. These ratings have provided incentives for the division to improve.

However, with rising demands and increasing FTES, those working for these improvements are just feeling the water that will ultimately boil the frog heating up even more. This vital area of our college deserves to have the temperature turned down several degrees so that the services they provide are recognized as “very satisfactory.”

Academic Credit

Of course, the major service we offer our students is academic credit from an accredited institution. We offer credits in a variety of fields, but all in accordance with our Mission Statement and goals.

In academic areas, faculty build their curricula to create the programs that fulfill our mission to the community. They also adhere to Master Contract expectations that “students shall be provided a comprehensive, written syllabus within the first week of the course term.” Course assignments, performance expectations, student learning outcomes, and grading criteria are clearly presented in most syllabi and handed out to students at the beginning of the quarter. Credit for the courses we offer is defined according to the state's and accrediting bodies' definitions.

On occasion, student performance evaluation may be questioned; if and when a student complains, informal and formal procedures are available for review. But overall, students seem very satisfied with how courses are offered and evaluated. Several of the supplemental questions added to the Student Survey asked about academic issues. Much of this information can be found in chapter two on our Educational Programs and Their Effectiveness and in chapter four on Faculty.

As a two-year college, we are not sanctioned to credit theses or dissertations. However, we have begun looking at portfolios as a way of giving credit for previous experience.

In Spring 2002, a faculty member in the Business division proposed and had accepted a portfolio course for those entering the Chiropractic programs so that those who had done work for chiropractic offices would receive credit for their knowledge and not have to take courses that would essentially be a review of things they already knew. The SCC Curriculum Committee began a discussion at that time of creating a broader course through our General Studies listings that could be used by students in a variety of fields to compile their experiences and present their portfolios for college credits in those programs.

Continuing Education

SCC also offers many classes that are not for academic credit. Most of those can be found in our Continuing Education listings. Since part of our mission is to offer "lifelong learning opportuni-

ties," SCC presents as many courses as possible to satisfy the needs of local businesses, industries, and other community entities. These courses are created by faculty in the Instructional divisions in collaboration with the Continuing Education office. Chapter two had a more comprehensive explanation of this important function of our college.

But the Student Services division is responsible for ensuring that students realize the differences between credit and non-credit classes. Since both types of courses are listed in the quarterly class schedules, one way we differentiate is by separating the courses and putting them on different colored paper. Internally, credit classes are labeled with four-digit reference codes in the 0001 to 5999 range. Non-credit classes fall within the 6000 to 7499 range. Our apprenticeship classes are labeled

by numbers between 7500 and 9899.

Students are made aware of these number distinctions when they register. For almost 20 years, registration for credit and non-credit classes was done by the same staff. In February 2002 with the move of some services to the Max M. Snyder Building, credit class registration has been coordinated in this building (building 50) and in the Administration and Student Services building (building 15), on the Web, and via the touch-tone telephone system. Registration for non-credit classes has been moved to the Learning Resources Center (LRC, building 16) but can also be done via the touch-tone telephone system, a telephone call to this center, through facsimile, or on the Web.

Based on recommendations from the previous accreditation visit, a course/class critique was developed and used in most non-credit classes to evaluate instructional environment, campus environ-

ment, and course and advertising effectiveness. Course objectives help determine the assessment of student performance. In most non-credit courses, students receive Pass/Fail grades.

Both credit and non-credit transcript functions have

been recently reviewed in departmental reorganizations. Changes have been implemented in response to student and campus recommendations gathered in non-scientific ways. Participants in Continuing Education non-credit classes may now request a non-credit transcript from the Continuing Education office.

Transferred Credits

When students transfer to SCC from another college in the Washington state system, evaluating their transcripts and courses is a fairly smooth process. All of these colleges are accredited by the Northwest Association of Schools and Colleges and fall under the jurisdiction of the Washington State Board for Community and Technical Colleges (SBCTC). They are also affiliated with the Intercollege Relations Commission, ICRC. There-

Since part of our mission is to offer "lifelong learning opportunities," SCC presents as many courses as possible to satisfy the needs of local businesses, industries, and other community entities.

fore, accepting credits from one of these colleges involves evaluating the transcript and comparing the classes listed to similar courses offered at SCC.

If the courses being transferred are compatible with courses a student plans to take at SCC, the credits are entered into the Student Management System (SMS) and the hard copy of the transcript is filed with the Transcripts office. These transferred courses are then used to meet any requirements for degrees or prerequisites for other classes taken at SCC.

In case the transferred courses are questionable or the student's transfer is from a college not in the state system, appropriate counselors, instructors, or Deans are asked to verify the accuracy of the evaluation. If an equivalency cannot be established, the student is contacted and requested to obtain a description of the class or a syllabus that describes the curriculum. The SMS also stores this equivalency information for future reference.

In August 1999, the Center for Information Services (CIS) offered a training session on Transfer-in-Course Evaluation for SCC. In February 2001, evaluation of electronic transcripts was started. The goal is to move toward a seamless process using primarily electronic means.

This goal is dependent on the completion of a major computer system rehosting project.

Security of Student Records

The records of students' credits and other official information are stored according to the guidelines of the General Retention Schedule approved by the State Records Committee in February 1998. Student admissions records, registration transactions, and progress information are preserved for six years after students have graduated or stopped attending the college. These records are kept in several different locations, either in hard copy or electronic format.

Hard copies of transcripts are kept in secured, locked areas with access limited to a select group

of staff. The vault's combination is changed yearly. Electronic transcripts of all students who have attended Spokane Community College since 1990 exist and are available for transfer or to be printed on official transcript paper. We are continually working to develop a consistent and accessible Records Management program that will be in compliance with the General Retention Schedule for Washington's community and technical college system.

Admitting, Placing, and Advising Students

Since we do have an "open door" admissions policy, we have a wide range of applicants. The college catalog explains what this means to us and to our students:

Spokane Community College and Spokane Falls Community College have an "open door" admission policy that admits any graduate of a high school or any individual who is at least 18 years of age and who holds a General Educational Development (GED) certificate. Applicants who do not meet the above requirements, but who are at least 18 years of age, may be granted provisional admission by the college vice president or his/her designee. Admission in such cases is based on the applicant's level of general education as defined by ASSET scores that meet the Federal Financial Aid "ability to benefit" option.

Many of SCC's programs and courses have prerequisites, and not all students – even those with high school diplomas or GEDs – are prepared in ways that will foster success. With the advent of Web registration, we have seen a huge impact on our Admissions staff and even greater need for initial counseling. During 1997-98, 5,286 applications for admission were received. In 2001-02, 10,012 applications – nearly double – were received. While we see Web applications as consistent with our mission, we can't ignore the additional workload in these departments.

Our Testing Center has been set up to support Student Services by providing accessible assessment/testing for both the newly enrolled and continuing students taking more than 10 credits. In the mid-1980s, a placement was initiated for selected academic programs to demonstrate the programs'

compliance with required graduation standards and to support student success. This placement program has grown to include English, mathematics, and the majority of the professional and technical programs.

Currently, SCC relies on the ASSET, a student advising, placement, and retention service product of American College Testing, Inc. (ACT); and on COMPASS/ESL, a computerized adaptive assessment service (also a product of ACT). The table below shows the numbers of students taking these tests for placement purposes during the last three and a half years.

Academic Year	ASSET	COMPASS/ESL	TOTAL
1999-2000	3,598	896	4,494
2000-01	3,697	1,455	4,693
2001-02	4,189	1,355	5,544
2002- Jan '03	3,487	875	4,362

The center also provides testing for local, regional, and national professional certification exams and arrangements for students who need modifications for testing purposes.

Counseling's Role

Of course the information from these placement tests is just one part of how we try to appropriately place students. This is one critical point at which our counselors play a role in advising students of their choices and helping them determine which courses are best for them.

The Counseling Center has three elements in its strategic plan to address the diverse student population they serve. Our counselors are very student centered. They offer comprehensive counseling services. And they focus on supporting the academic endeavors of the college in a variety of ways.

What these strategic elements encompass includes a long list of primary and additional responsibilities. Advising and academic counseling are only

the beginning. Our counselors also help with career planning and personal counseling. A major part of their time is spent as liaisons with academic and professional/technical programs. They need to understand the programs assigned to them, review those programs' requirements, coordinate department schedules, visit student work sites, follow-up on placements, and perform a variety of other duties specific to each program.

While the above assignments and duties have been fairly constant over the past several years, the Counseling Center has faced numerous changes in the past 10 years. Counseling in the community

colleges has traditionally been an all-inclusive activity geared toward serving a wide range of students' needs. Such needs are career oriented, vocational, educational, emotional, social, personal, academic, remedial, or physical and often require referrals to outside agencies. The re-

duction in the number of counselors in past 10 years has placed demands on counselors to serve not only a larger population, but also a more diverse one.

Counseling services models vary across the state. Some counseling centers have gone to non-faculty program or curriculum advisors to help students do career and academic planning. While SCC explored using academic faculty as formal advisors for students in their fields, this option was dismissed when it was realized how much would need to be negotiated for faculty workload issues as well as how expensive training faculty for these duties could be.

At SCC, because we have three counselors who hold current Mental Health Practitioner licenses, we are able to provide crisis counseling and short-term therapy on a limited basis. All counselors also provide crisis intervention on a campus-wide basis. Some Washington schools have no counselors certified in mental health on their campuses and refer all mental health issues off campus. Given our needy student population, having professionals

with this kind of credential (in addition to the masters' degrees all our counselors have) provides an essential service in helping our students to succeed.

In 2001, the counselors served 6,063 more students in the center than they did in 1997. This is an increase of 32 percent. This increase was accomplished despite steady declines in counseling budget dollars. Also, the number of counselors has remained steady since 1997. The current staffing in the Counseling Center includes seven tenured counselors, three tenure-track counselors, and one annually contracted counselor. All are designated as faculty.

The numbers of students seen in the Counseling Center from 1997 through 2001 are as follows:

- 1997 – 18,857
- 1998 – 20,229
- 1999 – 22,187
- 2000 – 22,682
- 2001 – 24,920

The increased use of computers and other technology should in theory alleviate some of the additional work brought on by the increased numbers of students and the increased needs they have. But in some ways, counselors find themselves spending more time with clerical tasks and in constantly learning new applications designed to increase access for students.

The recent moves and reorganization have taken their toll on counselors as well. But even more detrimental to their ability to function optimally is the lack of a Dean for this department. The counselors have admitted that they often feel that they have no administrator designated to coordinate functions in their department.

Orientation for New Students

A new student orientation was piloted in 1995 through our Multicultural Student Services program. It was expanded during the 1995-96 school year to include all new students coming to SCC. Dynamic interactive orientation sessions began in 1997. The sessions held throughout the school year (most of which were scheduled during July and August) were set up to be accessible to all students

with accommodations for students who had self-identified needs, for example, interpreters for hearing-impaired students.

In Fall 2002, an evaluation of the current model was conducted in an effort to increase student participation. More members from throughout the campus have become involved in planning and presenting these orientations. The sessions are now two hours long and include a tour of the campus and hands-on computer registration training.

Those who have been responsible for coordinating our new student orientation sessions have not yet devised an assessment tool to measure the immediate impact on new students or to track long-term retention and student success.

Termination, Appeals, and Readmission

Of course, we would like to have as close to 100 percent retention as possible once we have admitted students and found the right programs for them. But many factors can interfere with a student's ability to complete a program of study.

SCC does have an academic warning and suspension policy that alerts a student the first quarter the GPA drops below 2.0. If the grade point average drops below 2.0 in any additional quarter, the student may be placed on academic suspension from school. Two quarters with two or more W's (withdrawals) or Z's (no grade given) may also result in warning and probation. Three quarters with this pattern require a student to get approval before being able to register.

If a student has actually been suspended for academic reasons, the student must file a Petition for Reinstatement. If the petition is accepted, terms for continuing at the college are spelled out.

If a student is suspended for behavior problems, several policies come into play. Not only does the college use the suspension process, but it also may follow the Formal Disciplinary Process, the Rights of Appeal, and Readmission after Dismissal procedures, as presented in the Rules for Student Conduct Handbook.

Only two students have been suspended in the last four years because of violation of one or more policies. One student was readmitted, followed the required terms for readmittance, and has graduated. The other was not readmitted. Records can be found in the office of the Vice President of Enrollment and Student Development.

Graduation Requirements

Of course, we hope that all of our students will successfully complete their programs of study and graduate. Graduation requirements for an Associate of Arts (AA) degree, an Associate in Applied Science (AAS) degree, and certificates in occupational programs are listed in the college catalog and on line at <http://ccsi.spokane.edu/catalog>. Career planning guides for all programs are available to help students determine how to meet their goals.

While we were able to evaluate degree verification using computer software designed for this purpose for six years, by 1998 the program was no longer supported by the Computer Information System (CIS) used by the Washington State Community College Consortium.

Even though SCC purchased the recommended replacement software, after three years of unsuccessfully attempting to bring the product on line, our evaluators went back to a manual process. This class-by-class checking does take longer and stretches our personnel to complete each degree and certificate, so we are hoping to find another computer program that can accurately accomplish this important function.

Specific Programs for Specific Needs

To help all of our students graduate, SCC has developed four separate units in the last 10 to 15 years to help deal with the needs and issues affecting specific populations at our college. They are the Multicultural Student Center, International Student Services, the Center for Students with Disabilities, and the Single Parent Program. Additionally, although the Veterans Affairs office is located in the Community, Career & Employment Services

Center (rather than the Counseling Center), this section seems the best place to present the information about this valuable service.

Multicultural Student Center

A Multicultural Student Services counselor has been funded since 1982 as part of the Counseling department. In 1993, this service became a separate program. By 1996, the program had expanded to include a multicultural specialist, a program coordinator, and a part-time office assistant.

The percentage of students of color at SCC has consistently been greater than the percentage of people of color in Spokane County. In 1991, the students-of-color population at SCC in state- and contract-supported classes was 482, or 7.9 percent of the student population. In 2001, the number rose to 736, or 12 percent of the student population.

As with so many aspects of Student Services, turnover and budget reductions have affected this office. The Multicultural Student Center has had three multicultural specialists and one interim multicultural specialist since 1998. The position of office assistant went unfilled from July 2002 to December 2002. The full-time program coordinator works on an 11-month contract.

Then in 2002, the multicultural specialist, a tenure-track faculty member, returned to the Counseling department and serves as a liaison counselor to the Multicultural Student Center. At the snapshot date, there was one full-time program coordinator (for 11 months only) and one part-time office assistant.

The Multicultural Student Center helps students navigate their way through registration, financial aid, career counseling, and specific tribal funding issues. In addition, the center helps to involve these students in college life.

The Multicultural Student Center promotes understanding of other cultures through a variety of ethnic specific activities and events sponsored throughout the year. Some of these include Latino/a History Month, Native American History Month, Martin Luther King Jr. Birthday Celebration, Black History Month, and Asian/Lunar New Year. Our yearly Celebration of Cultures has become an ex-

citing week of festivities from around the nation and around the world.

International Student Services

From its inception in 1987, the international program showed a steady growth of international students, going from 20 to about 50 students per quarter – until 1998. In 1998, SCC started providing Aviation Maintenance training for Saudi Arabian Airlines trainees, which generated 60 international students. We also enrolled an additional 76 international students from the United Arab Emirates who were sponsored by the Abu Dhabi Investment Authority.

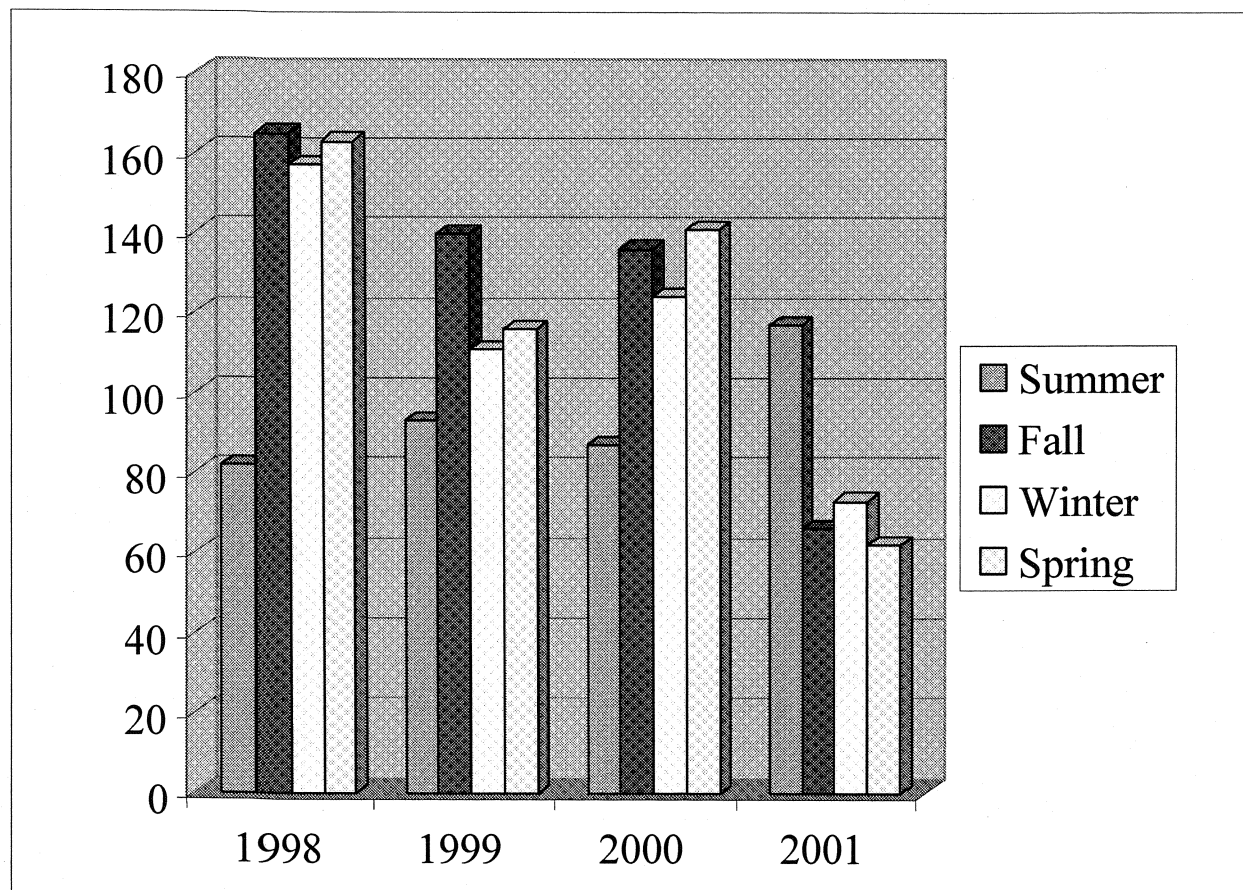
However, the political and economic events of recent years have profoundly impacted this unit. Since September 11, 2001, we have seen a substantial decrease in the number of international students, most notably, approximately 130 students from Saudi Airlines and the United Arab Emirates. Because of policy changes in both of those coun-

tries towards the community college, there have been fewer agency-sponsored students. Because of new United States' foreign policies, we have a shrinking market for recruitment of international students.

Other changes affecting this service include a change in the program director and the losses of a full-time program coordinator and a half-time coordinator. As elsewhere, this reduced staff still offers comprehensive services. They do the marketing, recruitment, and admission to the college. They then counsel and advise to maximize retention. They keep up with all the changes in U.S. government regulation and Immigration and Naturalization Services.

Finally, they not only coordinate and act as liaisons with the sponsoring agents and all pertinent local, state, and federal agencies, they also coordinate and collaborate with the faculty at SCC to customize training and help with the international educational

International Students Attending SCC from Summer 1998 to Spring 2001



exchange.

Discussions to move the international programs office from the Student Services division to an Instructional division are focusing on how such a move can strengthen the collaboration with faculty and involve them more in the recruitment of international students.

Center for Students with Disabilities

SCC began serving deaf and hearing-impaired students in the mid-1970s with sign language interpreters. During the 1980s, Deaf and Hard of Hearing services expanded and formally established the Hearing Impaired Center.

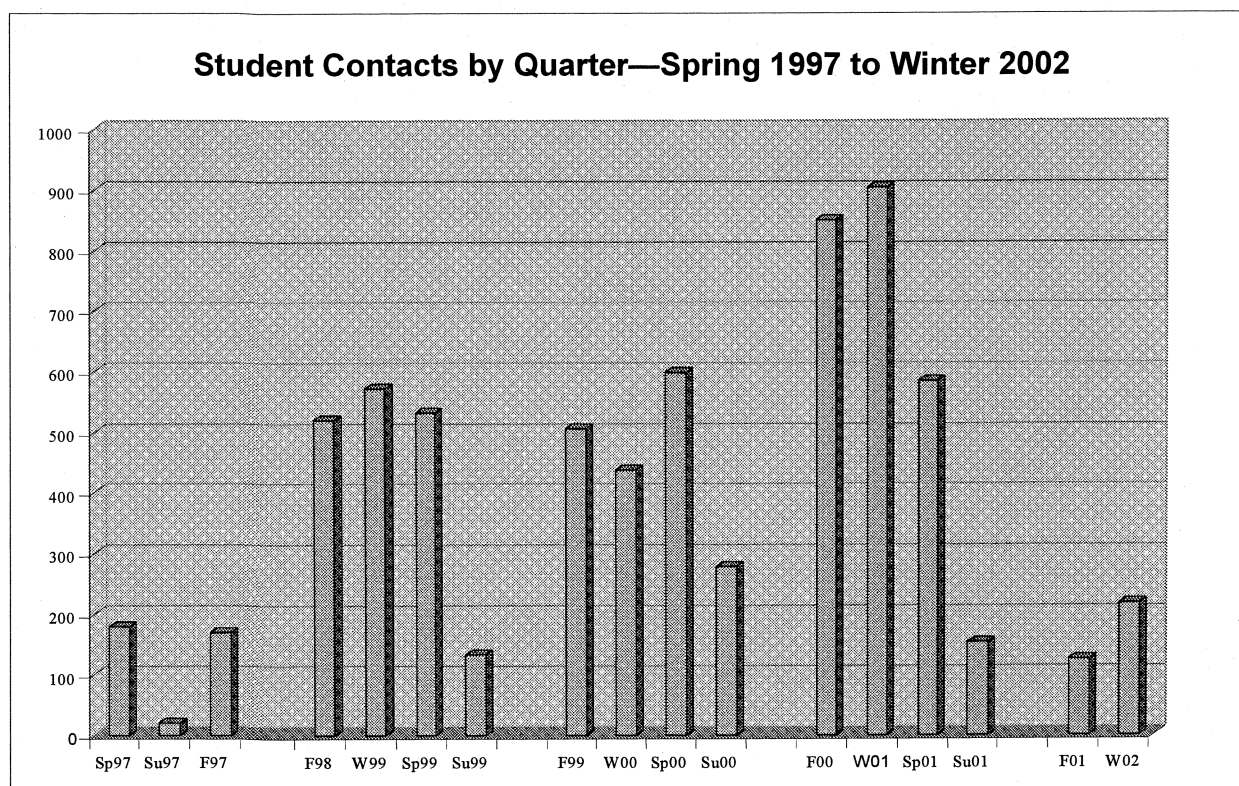
In 1992, this center was again expanded to serve all students with physical or mental disabilities. The goal of this center is to serve as a resource and support center for those students who have additional life challenges by making them aware of the accommodations that can provide equal access to classes and help them reach their academic goals.

Some of the ways the Center for Students with Disabilities serves students include teaching learning

strategies to those with learning disabilities or attention disorders, removing the barriers that our blind students encounter, providing crisis counseling for those with psychiatric or emotional disorders, and having interpreters at all events as well as in classes for hearing impaired students.

The graph below shows how the numbers of accommodations have increased over the years. It cannot show how these accommodations have become more complex. Currently, 157 accommodations are available to students. The center constantly reviews all campus facilities, programs, events, and services to ensure accessibility for all. Some specific areas include parking, print material, computer labs, and Web sites. The Center for Students with Disabilities also provides staff and faculty with information about how to effectively serve and understand these students.

Perhaps some of the best ways the center acts as an outreach and support unit are the variety of awareness activities offered throughout the year. The Disability Fest is co-sponsored and/or supported by 30 community groups. In addition, the center is involved in the Celebration of Cultures, Survival



Sign classes, Diversity Day, the Transition Conference (for area secondary school students), and TTY etiquette training. The *Access to Success* and the *Word of Hand* newsletters help keep students aware of resources and programs available.

New technological advances could help many of our students be more involved in college life and more successful in their studies, but we may not have the funds to provide such innovations.

Single Parent Program

It was partly through the on-campus daycare center that the college became aware of how many single parents were students at SCC. Recognizing that this group of students had unique issues, the college hired a single parent counselor liaison in 1995 to design and implement a program specifically dealing with the needs of this growing population. Very few colleges have a specific Single Parent Program.

Single-parent students face many issues outside the classroom: parenting, finances, work, social activities, coping with divorce, arranging child care, and time – time for homework, time for classes, time for self.

Single-parent students face many issues outside the classroom: parenting, finances, work, social activities, coping with divorce, arranging child care, and time – time for homework, time for classes, time for self. In 2001, 875 students self-identified as single parents.

To assist this segment of our college's student body, the counselor assigned as a liaison and those who coordinate the program have a variety of ways to help. They hold informational meetings to let single parents know there is support for them. They provide counseling and assistance with all the processes needed to be enrolled and financed in college. They hold a variety of family activities throughout the year.

One notable service is Kid College, a week-long series of activities for the children of single parents who have their grade school spring break during a different week from SCC's. This safe environment allows parents to stay in classes and not have to

worry about additional child care during the week.

When funding for this program was cut in 2001-02, the Single Parent Program collaborated with faculty, staff, the Associated Student Council, and athletics to continue to provide Kid College for 2003. This is another program that would like to do more for the students it serves. Those involved in the Single Parent Program want to find a way to assess at-risk students and work with them to keep them in school. They need an emergency daycare center.

They need more staff to work with the WorkFirst and Temporary Assistance for Needy Families recipients. They want to do all of these things because the students they help become some of our best success stories.

Veterans Affairs

The campus' Veterans Affairs office has been serving students at SCC since its inception. The central aim of the office is to protect the veteran student and the college from possible liability issues by ensuring that we are in compliance with the

agreements we have made with the U.S. Department of Veterans Affairs. Not only must this office comply with all the GI Bill regulations, but it must also abide by requirements of the Department of Veterans Affairs, the Higher Education Coordinating Board, and Workforce Training and Education Coordinating Board.

In 2002, the Veterans Affairs office served 476 veterans. With the war that seemed likely in February, this office is anticipating even more veterans returning and entering college. Likewise, changes will probably be implemented in the GI Bill and other regulations affecting funding for these students.

Fortunately, this office has a coordinator with over 20 years of experience working with students who receive GI benefits. With budget cuts, however, she is assisted by two work-study students. Together they process all the paperwork and class/credit changes within the 30 days allowed. She helps with

evaluating military credits. The coordinator must be available to advise veterans of VA policy ramifications. She needs to be able to refer these students to appropriate agencies both on and off campus.

It is the amount of coordinating with off-campus agencies that most people do not recognize as an important part of what our Veterans Affairs office does. Our coordinator also serves as an unofficial secretary for the Eastern Washington Veterans Task Force group and participates in monthly meetings of the Transition Assistance Program at Fairchild Air Force Base. A regular assistant could help this office deal with the important tasks of helping the veterans of our community partake of the educational opportunities they are entitled to.

A nice additional bit of information: 50 percent of SCC's veterans were on the President's Honor Roll winter quarter in 2003.

work-study office is also located in the CCES area. This department coordinates campus tours and experiential learning, such as cooperative education and internships.

Part of the reason for combining all these services into one area is the federal "one-stop" mandate. Since becoming one of the first WorkSource cites, the policies and procedures for these affiliated services have been designed to accommodate the requirements of maintaining WorkSource site status.

With the economic downturn in Spokane, many laid-off workers have returned to school, and this department greets them with a variety of options.

As the department name implies, however, this department is open to the community at large. The Community, Career & Employment Services department has seen more than a 65 percent increase in traffic during the past five

years.

Career Counseling and Job Placement Services

Two of the services that benefit all our students regardless of program, ethnicity, or socio-economic status are the counseling we provide about careers and the placement services we offer. Both of these benefits are found in our Community, Career & Employment Services (CCES) department. But this department does much more than just providing these two important services.

Our CCES department is now "home" to the Veterans Affairs office and also has integrated four other new services since 1994: the Division of Vocational Rehabilitation, WorkSource Spokane, worker retraining, and Work-based Learning Tuition Assistance. The

To staff these 11 different service areas, CCES has one full-time faculty or staff for each area, with the exception of the Division of Vocational Rehabilitation which has one full-time counselor and one-part-time counselor aide. With office support added in, the 14 members of this department serve a large number of students, as shown in the table at the bottom of this page.

Community, Career & Employment Services for 2001-02	
Campus Tours	2,931
Career Planning Services	3,039
Career Counseling	775
Computer Bank	2,901
Division of Vocational Rehabilitation (DVR)	473
Experiential Learning	98
Job Referral Services	1,737
Veterans Services	1,556
Work-based Learning Tuition Assistance	1,688
Work-Study Placement Services	3,813
WorkSource Spokane (ESD)	2,026
Worker Retraining	1,302
TOTAL SERVICES RENDERED	22,239

As a way of ensuring that the services do meet the needs of all those served, the department administers a continuous quality improvement (CQI) survey for students, community members, and employers. This WorkSource survey information is integrated with CCES input to determine what changes need to be made. These changes are tied to all the services in the CCES department electronically and then connected to the rest of the campus through additional electronic systems.

As with all services, the CCES department is anticipating budget cuts. Its members have decided to have each area develop two goals specific to the program. The department members will reevaluate their mission and try to focus on meeting limited goals.

Health, Housing, Food Services, and Books at SCC

As a commuter college, SCC does not have health or housing services per se. Student Services departments all have at least one person with up-to-date First Aid certification, and three of the counselors are professionally certified mental health counselors.

We also offer courses on health and have a Wellness Center available to all students, as well as a variety of additional health-related services such as our swimming pool, fitness assessment, and physical education courses. With regard to housing, we post off-campus housing information in the Community, Career & Employment Services center.

Since 1971, SCC has contracted with Sodexho Inc. for food services. This corporation provides cash sales and catering for the students, faculty, staff, and community and is based in the Lair (building 6) on campus. Sodexho serves an estimated 7,000 people per week and more than 5,000 catering customers per year.

The college receives 15 percent of the gross revenue from food services. In 2002, this amount was \$98,000. A portion of this percentage is allocated for service, maintenance, and purchase of equipment. The remaining monies earn interest and are used for campus projects directly benefiting stu-

dents by funding capital improvements not considered high priority by the state of Washington. Such a project was completed in 2001. A 3,000-square-foot prep kitchen was constructed and the entire serving area remodeled in a \$3.75 million project to improve the bookstore and food service areas.

Sodexho conducts annual customer satisfaction surveys to measure strengths and weaknesses of the operation on campus. Another survey consisted of a quality audit conducted by an anonymous group which observed all facets of the operation.

Although the remodeled cafeteria has been a much needed and enjoyed addition to campus, Sodexho lost money in 2001-02. Catering sales were off and labor costs went up. Yet the manager of this service hopes to keep prices low for students by managing sales and costs more efficiently.

Our college bookstore is coordinated through the district's Central Administration. The CCS Board of Trustees sets retail policies. One bookstore manager is in charge of the SCC bookstore, the SFCC bookstore, and the stores at IEL sites. At SCC, five full-time employees plus an accountant operate the store.

The bookstore was another beneficiary of the Lair remodeling project. In 2001-02, the store nearly doubled in size, from 6,000 square feet to nearly 11,000 square feet. The new space has allowed for more registers and a separate refund window. Other changes include students' ability to purchase books online. Adding a second Saturday that the store is open before classes start has helped to reduce the amount of time students wait in line to purchase texts and supplies.

Unfortunately, our bookstore does not have any formal means of assessment. A comment/suggestion box was placed in the store in 2000, but after a year with only four comments, all of which were responded to, the box was removed. A series of articles in the college newspaper several years ago also opened dialog between students and bookstore personnel about how textbooks are priced and what could be done to alleviate some of the students' frustration.

Financial Aid

Perhaps the single most important service we offer our particular student population is financial aid. SCC serves a large, low-income community. Based on data from the 2000 census, Spokane County has a higher poverty rate than the Washington state average for populous areas, and more than one in seven families live in poverty. With several local industries closing or downsizing, the mayor of Spokane held a county-wide summit to address the problem of poverty in the area.

A report about monies awarded from 1996 through 2001 shows that more than 55 percent of students at SCC meet the requirements for need-based aid. In 2001-02, the 11 full-time members of the Financial Aid department helped 4,582 students receive some form of financial aid. That is more than 416 students per employee. The total amount awarded through all these awards was \$22,971,059. To accomplish this, staff members put in 1,441 hours of overtime. A more detailed breakdown is shown in the table below.

Private scholarships augment the aid we can offer students trying to complete an education. The CCS Foundation awarded 1,457 scholarships valued at \$319,453 to 937 different students in the district during 2001-02. SCC students received \$149,821 of these scholarships. More information about how the SCC Financial Aid department interfaces with our district's Business and Finance office is found in chapter seven of this report on Finance.

But this department has had a difficult time in recent years because the volume of students has steadily increased while staffing has decreased. Six experienced staff left between 1998 and 2001. The recent newly hired members of the department had little initial experience with aid awards.

One associate director retired in June 2000, and the Associate Dean left the department in July 2002. An interim Assistant Dean has been leading this group since that time; in addition, the Work-Study Placement Services were moved to be part of her responsibilities.

Data from Fall 2000 to February 2003			
Item	2000-01	2001-02	2002-03
financial aid applications processed	4,786	5,152	5,556
number of students offered money	4,249	4,582	4,918
total amount offered	\$23,970,681	\$22,971,059	\$29,329,060
number of students accepting money	4,275	4,074	4,380
total amount accepted	\$18,137,062	\$18,061,956	\$23,621,053
number of loans processed	1,945	2,163	2,563
total loan proceeds	\$6,721,967	\$7,800,388	\$11,517,353
Pell Grants processes	3,002	3,221	3,488
total Pell amounts disbursed	\$5,931,125	\$7,288,210	\$9,304,436
state need grants processed	2,637	2,766	2,981
total state need grants disbursed	\$3,431,310	\$3,877,705	\$4,629,850

Other impacts on Financial Aid services come from technology. The variety of funding sources are constantly upgrading or modifying their software and the hardware necessary to implement the programs.

The department has upgraded its systems three times in the last five years to be compliant with the Department of Education (DOE) and the volume of students. Of course, staff need to be trained to use these new programs. With more applications for aid available through the Web, the department has found that it needs to be available to assist students who have limited computer knowledge in how to access the necessary sites. Computer terminals have also been provided in various student locations.

The Financial Aid Web page has become an important source of information for many students. While all information pertaining to financial aid is available in our college catalog and quarterly class schedule tabloids, this site can stay current and provide links to other sites or to contacts who can answer specific questions. The URL for this site is <http://www.scc.spokane.edu/stsrv/finaid>.

With the number of students and the amount of money involved in all these awards, monitoring the program and the default rate has become increasingly important. The department did find itself with a cohort default rate of 19.9 percent in 1995. It has been able to stabilize that rate at around 12 percent for the last four years. Part of the reason for this reduction in the default rate is the requirement of both an entrance exam and an exit interview to emphasize to students their responsibilities regarding the loan process and repayment.

SCC has begun utilizing the DOE's Direct Loan program in order to minimize the steps and time required for students to obtain loans. This program also gives the college access to the National Student Loan Data System so that we can track students' loan histories.

Unfortunately, while this new program, the Master Promissory Note system, and the other benefits from the DOE help the college and students

streamline the process of obtaining financial aid, no money was ever funded to help with administrative costs.

Student Government

Once students have been admitted, placed, and helped with funding, SCC offers them more than just classes and degrees. We recognize that an important component of higher education is involvement in extra-curricular activities. We also see these various means of involvement as beneficial to the functioning of the college as well. Student government is one of the opportunities for students that also provides for their input into the governance of the college.

The student government at SCC consists of the Associated Student Council (ASC) and the Student Activities Council (SAC). Both are run according to the Constitution and Bylaws for the ASC, a document revised yearly.

The mission, as follows, of the ASC is to represent the needs of the student body to administration, faculty, and staff.

We, the Associated Students of Spokane Community College, in order to initiate and coordinate student activities, provide the opportunity to develop individual leadership qualities and an understanding of group action, supplement and complement formal education at Spokane Community College, represent student interest, needs, and welfare within the college community, affecting student life, develop in the students an understanding and appreciation of their personal, social, and vocational relationship to society and provide a physical and social environment in which to achieve the above objective, do affirm and establish this Constitution of the Associated Students of Spokane Community College.

The ASC is a 12-member organization consisting of both elected and appointed officials. The student body president and vice president are the two elected officers. A five-person ASC Executive Committee complements the two elected officers and is appointed by a group comprised of both outgoing and incoming elected officers and the outgoing appointed officers. In the fall quarter, the ASC

Executive Committee appoints five senators representing the four Instructional divisions and athletics to serve in the coming academic year.

The ASC is responsible for making decisions regarding the yearly amount to charge for Services and Activities (S&A) Fees that will be available for campus programs and activities as well as the allocation of these monies.

The mission of the Student Activities Council (SAC), given below, is to promote and coordinate programs that meet the cultural, social, and recreational needs of students outside the classroom.

It shall be the purpose of the Associate Student Activities Council to promote and coordinate a well-balanced program of student-initiated activities to meet the cultural, social, and recreational needs of the Spokane Community College students outside of the classroom and to establish a smooth and efficient way of planning campus events.

The SAC is made up of eight appointed members: a Student Activities Council chairperson, a Director of Public Information, a Director of Administrative Services, and five SAC representatives. Appointments are made in the spring, reserving two spaces for representatives chosen in the fall so that first-quarter students have an opportunity to serve.

The SAC is responsible for allocating funds to the various activities that complement classroom learning, provide student enrichment, and meet student needs. Many of these activities are put on by various aspects of Student Services (Multicultural Student Center, Center for Student with Disabilities) or by the clubs and organizations, which will be explained in the next section of this chapter. In addition, the SAC works with the ASC to operate an SCC Food Bank and Re-Threads, a clothing "bank"; both are used throughout the year by many of our students.

These student government leaders are also involved in the governance of the college. They participate in many college as well as district committees to add a student voice to decision making. The ASC president represents our students at the monthly

CCS Board of Trustees meetings. Other students are members of the following groups:

- District Athletics Committee
- Legislative Steering Committee (district)
- Student Code of Conduct task force (district)
- Emergency Management task force (district)
- Class Schedule Review Committee (district)
- Services and Activity Fees (district)
- Legislative (campus)
- Technology Planning Advisory Committee (campus)
- SCC Administrative Team
- Facilities Planning Committee (campus)
 - Parking task force (campus)
 - Student Disciplinary Committee (campus)

Students are also asked to serve on many of the screening/hiring committees. All faculty tenure review committees are supposed to have a student representative as an equal member.

To help these students understand their roles as leaders, two one-credit courses are offered for college credit. They also have opportunities to attend leadership conferences, including the Northwest Student Leadership Conference.

Beginning in Fall 2002, an on-campus leadership program began and was open to include students interested in strategies for team formation and group development skills.

Both bodies have been working to assess their effectiveness. The ASC has analyzed a survey on tobacco smoke on campus to develop a policy regarding smoking. The student government has also run a survey on S&A Fee increases to help decide whether to raise the fee in future years. The SAC reviewed the results of its Spring 2002 events survey to see what information could help in planning events for the next year.

The ASC and the SAC members do work hard to fulfill their duties while remaining full-time students. Few students at SCC are willing to become involved to the degree required by these councils. Unfortunately, few students stay informed and at-

tend to the issues dealt with by student government. Even the percentage of students voting for the two elected officers is remarkably small. The councils have been grappling with ways to inform students and to implement online voting as a way to increase student body involvement.

Clubs and Organizations

The area where we do see significant student involvement is the multitude of clubs and organizations that SCC has available for everyone taking classes. The Associated Student Activities (ASA) and Instruction Related Programs (IRP) clubs supplement the educational process by offering social, cultural, recreational, as well as educational activities. Currently there are 31 clubs active on campus. The budget approved for 2002-03 is \$428,000.

This budget comes from allocated S&A Fees. Each club or organization has a yearly budget requested to cover expenses

and sponsor activities that is approved by the Associated Student Council and reviewed by the CCS Board of Trustees. According to the ASC constitution, these funds are "to accomplish objectives deemed necessary for furthering their education to facilitate a service to the campus community."

Our clubs often work in conjunction with various components of Student Services to present events for the college community. Some of the events include celebrations of Black History Month, Family Night, Native American performances, Latino/a speakers, the Oregon Shakespeare Festival, Earth Day, poetry "slams" and readings, and human rights discussions.

Clubs also receive funds to travel and participate in competitions with students from other colleges. Club members usually must engage in fund-raising activities to supplement the money received for such events. And so our campus sees its fair share of bake sales, car washes, and raffles.

It is through our clubs that we find faculty most involved with student activities. Each club must have at least one faculty advisor. These advisors do receive stipends, but the compensation in working with the students in these co-curricular activities is more gratifying than the monetary payment.

Our Center for Students with Disabilities has made its services available to all clubs to help their events be accessible to all students and community members. Interpreters are present at all major events, wheelchair accessible facilities are used for presentations, and aids for blind students are made available if necessary.

Student Media and Related Activities

We have three specialized clubs on campus that work in conjunction with specific classes to give students as broad an experience as possible in their fields. Writers on the Storm is a media-interest club for those interested in any of the mass media. Most of the club's members are also members of the college newspaper staff.

The Reporter is published five times per quarter and gives students a chance to write, edit, layout, design, and publish a newspaper. The staff has published on line in the past but has not had the expertise within its ranks to do so for the last two years. Being involved in the club allows these students the opportunity to travel to national conferences and to submit their work in regional competitions.

Other writers in our student body take more creative approaches; thus we have *Legends*, the club, which works in conjunction with the magazine production class to produce *Legends*, the magazine. This literary magazine comes out annually and features prose, poetry, and art from SCC students, faculty, staff, and alumni.

While working in the class, students learn how to critically appraise submitted work, how to improve their own writing, and how to design award-winning publications. Through their club, the students have opportunities to submit their work in

Currently there are 31 clubs active on campus. The budget approved for 2002-03 is \$428,000.

competitions and to work with others in the community at fostering a love of language and creativity.

Our SCC Players club works closely with the theater production classes offered at SCC to put on one or two plays every year. The classes teach students about acting, directing, stage design, and other technical activities. The club gives them money to create their sets.

Several of the productions have also coordinated their efforts in order to put on dinner theater plays. The club has also sponsored playwriting competitions, and its members have then produced Readers Theater renditions of the winning scripts.

Recreational Athletics

Still other ways for students to become involved in college life outside the classroom are our recreational activities. Our PE department coordinates several intramural competitive games such as flag football, co-ed volleyball, and basketball. The annual Turkey Trot brings out runners from all over campus.

SCC has an extensive Wellness program that started in 1995. This program emphasizes accessible and affordable educational and recreational activities available to the entire college and community at large. The focus is toward a positive, fitness-oriented, healthy lifestyle. The Wellness program offers a variety of credit and non-credit classes, as well as access to SCC recreational facilities.

And SCC has very nice facilities. Although the original building was built in the early 1970s and needs serious remodeling, inside we find a swimming pool, a weight room, a gym, a fitness center, and an indoor track. Swimming lessons are available to students and the public. Water aerobics are also offered to all who wish to participate. Outdoors, we have tennis courts and a track that are also available when not in use for instruction.

Intercollegiate Athletics

Because SCC athletics are part of the Community Colleges of Spokane athletic program, much of what is said about intercollegiate sports is from a district perspective. Our sports teams compete in the Northwest Athletic Association of Community Colleges (NWAACC).

We have men's and women's cross country, men's and women's basketball, men's and women's soccer, men's and women's golf, men's and women's tennis, men's and women's track, women's volleyball, men's baseball, and women's softball. These intercollegiate teams exist as a means of providing meaningful programs to supplement the educational process for student athletes.

The mission of the department complements the mission of the college by "enhanc[ing] and promot[ing] student success," reinforcing the importance of the "four critical learning abilities," and contributing to "lifelong learning."

Each year the athletic director and selected staff present their annual report to the board as a review of their programs and as a presentation of future direction for their department. The programs are systematically reviewed by the CCS Board of Trustees, the college administration, and the District Athletic Committee (DAC). The

DAC is comprised of students, faculty, administrators, and athletic department personnel. This committee is given the responsibility of ensuring that the department is properly using student funds to support the athletic teams.

The process for developing team budgets begins each fall and is completed by May of the next year. The Services and Activity Fees (S&A Fees) collected each quarter are the main source for intercollegiate sports funding. The DAC meets with all involved athletic personnel during the year and requests funds from the student government. The allocated S&A Fees amount recommended for athletic programs is sent to the college administration and then to the board for final approval. Other

These intercollegiate teams exist as a means of providing meaningful programs to supplement the educational process for student athletes.

funds come from alumni and booster club support.

The annual report states the goals and objectives of the program as well as coaching expectations and evaluations. These are in accordance with the codebook of policies and rules published by the NWAACC. The handbooks used by the coaches in CCS sports are currently being revised.

Our student athletes are given the same respect and treatment as all of our students. They must meet the same criteria for admission, financial aid, and graduation requirements. A priority for the athletic program is that all student athletes remain in good academic standing. Academic success is monitored for all student athletes through monthly academic progress reports, current GPA standings, and class attendance records.

Faculty with student athletes in their classes are asked to help monitor any at-risk athlete's grades and attendance. Communication among faculty, students, and the athletic department has proved to be beneficial to our student athletes. In 2001-02, the overall GPA for all student athletes on the 15 intercollegiate teams was over 3.0.

Part of the care that has helped keep grades high has been scheduling games to minimize missing classes and exam dates. While NWAACC schedules and tournaments are not set by our college, other contests are scheduled with classes in mind. Coaches are responsible to communicate travel dates to faculty, and student athletes are responsible for arranging for make-up work.

Another positive aspect of our intercollegiate sports programs is our commitment to fair and equitable treatment for male and female athletes. Achieving gender equity has been a priority for the department. The annual Equality in Athletics Disclosure report shows that with seven men's teams and eight women's teams, with schedules that eliminate the need to share facilities, and with the monies distributed to the teams, CCS has indeed reached this goal.

Although gender equity is a reality for the department and diversity in other ways is also found throughout the student athletes who are recruited

from all over the Pacific Northwest, we still see some of the other themes that have been evident in our college. Money issues in this area pertain primarily to the scholarship aid allowed to student athletes. The current NWAACC rule for Washington restricts tuition scholarships to \$200 per term as opposed to the full tuition allowed in Oregon community colleges. With our state Legislature planning to raise tuition again, we need to be able to increase the aid we offer our student athletes. This aspect of our college is strong because it has had one administrator for 30 years. This stability has given the department continuity and an ability to plan that has served our students well. Even in financial hard times, this department has been able to foresee how best to preserve the services its members offer not only to our student athletes, but to all of our college community.

Conclusion

Chapter three on our Students is extensive because SCC offers so many services to these students. Student Services is truly half of our college. So much of what is done in the Instruction half would not be possible if our Student Services colleagues did not help students with all of the other aspects of being successful in college life.

Strengths

To reiterate the strengths we find in our study of how we serve students at SCC, we note the following:

- ♦ By far, the single most important strength of Student Services is the excellence of the people and the programs that SCC has for the students. These men and women are well qualified with years of experience in their areas; they all have a sincere desire to help students succeed. From Educational Entry Services through graduation to Career Placement, SCC has anticipated the needs of our students and found a way to meet those needs. Whether the VA office or our Single Parent Program, clubs or athletics, personal counseling or work-study experience, students can find something and someone to help them through college and to give them additional experience and understanding in the process.

- ◆ A very close second is our Financial Aid service. With a population that comes to us with myriad economic problems, the folks who help them are to be commended for all they do in finding the means to get these students into college and keep them until they are able to find work in the fields for which they trained.
- ◆ The new facilities that we have been able to provide for Student Services also enhance what we do for students. The new space in the Max M. Snyder Building allows students more room to register and complete the paperwork necessary to becoming a student. The remodeled bookstore and cafeteria are also more spacious and pleasant for all who use these facilities. The expanded space available for counseling will be even better when that area is remodeled.
- ◆ Technology has had a positive impact in the ways these innovations have allowed for better and faster service. Coordinating information within the college and district as well as state-wide and nationally is now easier than ever.
- ◆ The budget for these divisions was finally brought up to a state average percentage. Finding additional sources of money will help these services maintain the quality they have developed.
- ◆ Policies and procedures – many of which were reviewed and revised during this self-study period – are clear and available to students. Their responses on the student survey indicate that they understand what is expected of them as well as what they can expect from the college. Few formal problems is a second indicator that students' rights and responsibilities are respected.
- of several positions and the vacancies that have been kept in some posts for years. Reorganizing the divisions within Student Services and filling the key administrative positions will, in the long run, revive the momentum that had carried this half of our college into the 21st century and ensure that it continues to grow and meet the needs of our students.
- ◆ This very reorganization has created some immediate problems for the departments to solve. Separating services that had been within walking distance before has created frustration in coordinating their responses to students. Even though these divisions are now in four separate buildings, the new space and improved facilities will compensate for the closeness these services once experienced.
- ◆ Although technology was listed above as one of the strengths of Student Services, it is also one of the areas of concern for many. Learning and re-learning programs increases workloads and frustration even as those new programs often ease many procedures. When new programs do not work or do not interface with existing systems, the frustration and workload issues are compounded.
- ◆ Money – or the increasing lack thereof – is a problem in this area of our college just as it is everywhere else in the college. Not only will the administrators in Student Services need to look for additional revenue sources, the faculty and staff will need to become involved in creative financial stratagems.
- ◆ Finally, parking. While some see this issue as unimportant, we would be remiss if we did not acknowledge that to many students, the problems with parking on campus are paramount. The Spring 2002 Student Survey and the various student government surveys have all noted parking as an issue. While our security and facilities personnel continue to work on ways to improve the safety of our lots and the spaces available, perhaps we all need to work on understanding the necessity of carpooling and mass transportation.

Areas for Improvement

In spite of all Student Services does, the overall impression is that those working in these areas are expected each year to do more with less. Some of the “less” issues follow:

- ◆ Instability in administration has plagued these departments primarily because of the elimination

STANDARD IV

FACULTY



Standard Four – Faculty

The reputation of Spokane Community College is based, to a large extent, on the quality, dedication, and instructional talent of the faculty. The 1993 Accreditation Report noted that the faculty at SCC is “well qualified, dedicated, and professional.”

The faculty at SCC remains determined to pursue the basic commitment put forward in our college catalog: “to provide a quality, multicultural, comprehensive, student-centered education, and learning opportunities accessible to all individuals who can benefit.” This chapter will look at how the faculty fulfill this commitment.

Commitment to Students

A lot of our students come to college having overcome various adversities in life. Spokane County was assessed in March 2002 “as having the most people on welfare, the most below the poverty line, and the most unemployed citizens in Washington State.” The faculty at SCC makes an honest effort to enable these students to become valuable and productive members of the community, capable of meeting the challenges of a complex job market and developing a desire for life-long learning.

The accompanying testimonial is one of many evidences of student appreciation.

I graduated from Spokane Community College almost 8 Years ago with a degree in General Business and Marketing. When I look back on my education that I received from SCC, I realize that I received not only the tools I needed to survive in the business world, but also the support I needed to find a job. The support of the faculty at SCC was incredible. They weren't going through the motion just to teach; they really do care. I know that if I ever need more classes to improve myself, I will come back to SCC. All I know is that without you and SCC's faculty I wouldn't be where I am today.

Love Julie

Julie Garcia (Wick) was homeless, a new mother, and living out of her car when she started attending classes at SCC. She now has a good job and a home. Julie wrote in an e-mail to thank the individuals who made an impact on her life.

Success stories like these result from a collabora-

tion of trust and respect between students and faculty at SCC.

Faculty Qualifications

Obviously, professional qualifications do not just include expertise in the field but also an understanding of our student population and the commitment to make SCC a valuable resource for our community. With the unique educational needs of our community in mind, both the full- and part-time faculty members of this college are selected very carefully.

For transfer-level disciplines, the minimum qualification required is a master's degree, and for the professional/technical faculty, a baccalaureate degree and/or expertise in their fields of instruction are required. The table on the next page provides an institutional profile of SCC faculty: the number of full-time and part-time instructors; their terminal degrees; the salaries they receive; the total number of years of teaching experience; and the 2002 credit hour loads.

Faculty Hiring and Recruitment

New faculty members are hired whenever a need is recognized and money is available. New tenure-track faculty screening and hiring is a comprehensive process done in compliance with the Revised Code of Washington (RCW) 28B.50.851 and the Washington Administrative Code (WAC) 131-16-400. Representatives from all aspects of the college – staff, faculty, and administration – join in to screen, interview, and hire qualified and competent instructors.

Information about the screening and selection process has been clearly articulated in all master contracts between the faculty and the district and followed consistently through the years. Article XVI in the current Master Contract delineates the process of forming the committee and the steps

involved in reviewing legal policies, affirmative action guidelines, and human resources recommendations.

The departments and divisions play a significant role in establishing the minimum qualifications and job descriptions for both full- and part-time faculty positions. Recruitment for full-time positions that begin in fall occurs in the spring each year. For part-time faculty, the departments screen, interview, and recommend them on a quarterly or a yearly contract to fill in whenever there is need. Due to budget shortfalls, there is currently a hiring freeze throughout the district.

Efficiency, equality, and fairness are the goals in hiring full-time faculty members. Having said that, however, it is appropriate to point out two stumbling blocks in the recruitment process that cause some concern.

Like so many other higher educational institutions around the state, Spokane Community College is dependent on adjunct instructional help to meet the demands of increased student enrollment and to ensure our mission and goals are maintained. Some areas, such as English, mathematics, business, and computer technology, would function at reduced capacity without adjunct faculty to help teach the numerous sections of courses offered.

The following table shows how we have relied on adjunct faculty over several years.

Comparison of Full-time to Part-time Faculty for Three Separate Years			
Year	Full-time	Part-time	Ratio FT/PT
1996-97	203	363	9/16
2001-02	216	273	11/14
2002-03	198	250	11/14

This reliance on part-time instructors was noted in both the 1993 Accreditation Report and the 1998 Interim Report. After those reports, full-time faculty were added in the areas of Legal Administrative Assistant, economics, Applied Education, geology, music, and art.

Five new full-time positions have been funded since fiscal year 2000 in the fields of math, political science, pharmacy technician, library, and physical education.

In Fall 2002, the part-time faculty constituted 57 percent of the faculty at SCC. These part-time faculty are professional, hard working, and loyal to their students, but with more than half of the faculty in adjunct status, SCC is still working to find the means to increase the core of full-time faculty.

Full - Time Faculty																		
Number		Number of Terminal Degrees				Salary, 9 months			Years of Experience			Years of Teaching			Fall Credit Hour Load			
Full Time	Part Time	Dr	M	B	Prof Li- cense	Less than	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
187	244	13	86	34	0	54	39,730	51,610	56,658	1	14	36	1	16	40	2	15	49

* Credit equivalencies compiled from the MIS report IS4110 using Fall quarter, 2002 SMS data.

In the Winter 2002 Climate Survey, only 45 percent faculty and staff responding to the statement “Staffing levels in my area are adequate to meet our needs” agreed or strongly agreed. In the survey conducted in Winter 2003, 49 percent of the respondents agreed or strongly agreed with the same statement.

Another area that was recommended for improvement was diversity on campus to meet the needs of an increasingly multicultural world. The SCC Human Resources/Employment Opportunities home page asserts, “We are an equal employment opportunity and affirmative action employer, who actively seeks qualified and diverse candidates with multicultural experience as well as candidates from protected class groups.”

Yet, the 2002-03 records show that only 3.9 percent of the full-time and 3.8 percent of the part-time faculty come from minority groups. More specifics on this issue can be found in the faculty profiles that accompany the Standard Four Committee Report.

The Standard Four committee has suggested that district administrators be more aggressive in advertising, attracting, and retaining faculty with multicultural backgrounds. The committee also believes the statement on equal opportunity should be prominently displayed in all visible sites for us to be reminded of this goal.

One issue that pertains to diversity, but in a way that is not often recognized, is the “graying” of our faculty. For our full-time faculty, the mode age is over 50. As a result, there will be a major turnover of faculty within the next decade.

Faculty Workloads

Instructional practices at SCC reflect the mission and goals of the college, and faculty members are competent in responding to “the needs of our diverse population.” They provide “industry-standard, professional/technical” programs, “developmental and continuing education, distance learning, and life-long learning opportunities” to help students grow and to enhance “the economic success of our region,” as our Mission Statement

requires.

One example will illustrate that faculty are involved in enhancing our community. Spokane is a regional healthcare center, and six out of 10 health care workers were once students in one of the Health Sciences departments of SCC. Almost every student who completes one of the Allied Health programs becomes employed within the first six months of graduation, and many are employed prior to graduation.

To ensure that our students continue to become productive members of our community, it is important that faculty be able to work effectively with them. To that end, faculty workloads and responsibilities are regularly reviewed, modified when needed, and approved through negotiated agreements between the CCS Board of Trustees, the administration, and the Association of Higher Education (AHE), a faculty association affiliated with the National Education Association and which has represented CCS faculty for the last 25 years.

The Master Contract, a document resulting from such negotiations, ensures the terms of employment and faculty rights, as well as workload issues, in accordance with the Washington Administrative Codes and SCC’s mission and goals.

Article IV, Section 3 of the current Master Contract states, “Annually contracted academic employees are expected to be on campus, at a center, or at other off-campus work locations, engaged in professional responsibilities an average of thirty-five (35) hours per week.” The Master Contract is reviewed and ratified by faculty, and efforts are taken to eliminate any discrepancy or inequity in workloads.

Full-time faculty members adhere to the 35-hour workweek, but many go beyond this basic expectation. In conjunction with teaching full class loads and maintaining office hours, a majority of the faculty serve on professional committees – on and off campus – and participate in scheduled department and division meetings.

They acquire work-related training; attend conferences or workshops; and engage in curriculum de-

velopment, academic planning, and shared governance. Several faculty members also help with student advising and student organizations.

Committee work for the college and district makes up the largest time commitment for faculty, aside from classroom and office time. As complete a list as possible was compiled for the Standard Four Committee Report for this self-study process. The list identified 13 committees for SCC with an additional 10 committees added for the self-study process. Approximately 116 faculty members serve on these committees. Of course, several faculty members serve on more than one college committee, but the faculty – full-time and part-time – are well represented and do fulfill these professional responsibilities.

Academic Planning

While it was recommended that we “work on a formalized instructional master plan” in order to provide quality instructional programs, our college does not yet have an overall academic plan to guide its curricula except for the precepts of the Mission Statement. Nevertheless, faculty at SCC have always been involved in long-range academic planning, especially those who work closely with advisory committees pertaining to their fields. The SCC Curriculum Committee has seen proposals for changes and additions from every academic division in the last two years.

One innovative approach to teaching and learning designed to integrate various disciplines is the Interdisciplinary Studies (IDS) program that has been part of SCC’s curriculum since 1990. Although initiated and taught mainly by the Liberal Arts faculty, the IDS program (also known as Learning Communities or Coordinated Studies) became a popular mode of instruction during the ‘90s.

Teams of faculty created effective and energizing learning communities by combining disciplines such as biology, chemistry, history, sociology, psychology, philosophy, and business with English composition, literature, and communication courses. The key players in these efforts were eager and willing to try innovative instructional methods in paired or three-way combinations. A lengthy list

of these IDS courses is included in the Standard Four Committee Report.

The curricula, the methods of delivery, and the concepts of these IDS courses have been enjoyed not just by the teams of instructors who taught them, but by students as well. Successful students from these classes admit they were challenged by these courses and learned a great deal.

The popularity of the IDS program stands as evidence of faculty interest in innovative academic planning and of their energy, creativity, and willingness to learn from each other.

Unfortunately, a variety of factors caused the momentum of this approach to wane. Several proponents of this program, in hopes of reviving the initiative, held an afternoon seminar on campus in Fall 2002 to discuss the issues. Following this session, faculty members from both colleges in our district planned to meet with other interested faculty in the area to share experiences and plan new approaches to reinvigorate the program.

Academic Freedom

These initiatives and changes in curricula and programs would not have been possible if the college did not encourage academic freedom. Article III, Section 1 of the current Master Contract stresses the significance of academic freedom:

Institutions of higher education are conducted for the common good. The common good depends on free speech for truth and its free expression. Hence, it is essential that the academic employee be free to pursue scholarly inquiry . . . and be free from the corrosive fear that others, inside or outside CCS, because her/his view may differ, may threaten that academic employee’s professional career or the material benefits accruing from it. Therefore, there shall be no restraints which would impair the employee’s ability to present subject matter in this context.

Academic freedom is assured to all faculty members. They are entitled to present their course materials in any form or manner suitable to the instructional setting as long as they maintain respect for other people and follow established guidelines in

tune with the college's mission and goals. During the last decade, only five complaints that academic freedom was violated have been raised, but these cases were resolved either at the division levels or with the help of the AHE. As expressed in the climate surveys, 88 percent of the respondents in Winter 2002 agreed that academic freedom is widely supported at SCC, and 89 percent agreed with this statement in Winter 2003.

Curriculum Development and Review

This kind of freedom has given faculty the confidence to revise and add to the curricula of SCC. A recent change in the structure of the SCC Curriculum Committee is another indication of faculty interest in academic planning. In 1999, the committee changed its membership, expanding from eight faculty representatives to 13 faculty to allow more specific representation for the variety of programs at our college. Administrative representatives on the committee remained at two voting members. The terms for the members were changed from two-year terms to three-year staggered terms. Additionally, the chair of the committee changed from being an administrator to alternating terms between an administration representative and faculty representative.

These changes made the committee more effective in accepting, discussing, analyzing, and recommending approval for new programs, program revisions, new courses, course revisions, and course/program deletions. The committee works directly with the Curriculum Development Office.

Faculty members provide the SCC Curriculum Committee with proposals of new courses, new programs, and program revisions for review and consideration for approval. The committees from SCC and SFCC work to coordinate curricula for both campuses to best serve our diverse regional community.

A recent collaboration between the two colleges was the formation of the AA Task Force. The difficult assignment of revising our comprehensive AA degree programs was completed and approved by both committees in the Spring 2002 quarter through

the coordinated efforts of the joint task force. A new "diversity requirement" is the latest effort of the faculty to develop meaningful curriculum to assess our students' needs. This addition to our newly revised AA degree is explained in the proposal a task force comprised of faculty from both colleges presented to each curriculum committee:

The intent of the "D" requirement is to expose the student to racial and/or cultural perspectives beyond the dominant culture of the United States. For a proposed course to satisfy the "D" requirement, it must focus in its essence on global and/or United States' diversity and must be generally transferable either as a distribution area course or as an "unrestricted elective" with or without the A.A. Degree, according to ICRC guidelines.

This latest addition to the AA degree program will also help our AA-degree curriculum meet one of the four critical assessment criteria SCC has adopted: global awareness. During the 1990s, cultural diversity had already become part of the curricula used by numerous faculty on campus, but now it will be officially recognized in this degree.

Perhaps the best indicator of how important curriculum is to the faculty is that we added another curriculum development specialist to help us keep up with the changes and the paperwork. The person in this position has also been given the responsibility of helping coordinate changes across the divisions, between colleges, and with the district.

In the Winter 2002 Climate Survey, instructors were asked to respond to the statement: "The faculty has a major role in curriculum design and implementation." The response was 91 percent agreed or strongly agreed with this statement. A follow-up survey was conducted in Winter 2003, and the results were 94 percent either agreed or strongly agreed with the statement.

Additionally, in the 2002 survey, 46 percent agreed or strongly agreed with the statement "This institution provides me with the time, necessary resources and assistance for curriculum development." The question was slightly changed for the 2003 survey. The statement reads, "This institution provides me with the time, necessary resources and assistance

for curriculum development *and evaluation*" (italics added to show the change).

The 2003 survey summary reports that nearly 60 percent agreed or strongly agreed with the amended statement. This change may be directly related to improvements in the staffing situation. Other likely factors for the 14-point rise in satisfaction are grants, reassignments, and additional assessment help offered in 2002-03.

With regard to curriculum review, SCC has recently implemented a program review procedure designed to look at the issues of individual programs, including curriculum. The Program Review Committee began its work in 2002 and has plans to schedule all programs for review. Nine faculty representatives from various disciplines are members of this committee. Chapter two of this report covered the details of how this committee functions.

Distance Learning

In addition to the changes to existing programs and the implementation of new programs, the cooperation among faculty in developing and maintaining distance learning courses provides our students with the alternative means of achieving their educational goals. In many cases, these online courses and telecourses provide them with life-long learning opportunities.

Faculty members, in various divisions, received either release time or grants to develop and teach online and hybrid classes. Others used personal time to plan their own online courses or help colleagues develop similar courses. More information and specific examples of the results of their efforts are given in chapter two of this report and the committee reports for Standard Two and Standard Four.

The responsibility for developing the required skills to teach these classes lies with the faculty members. They are encouraged to acquire these skills, but funds for this kind of professional development are often difficult to find.

Outcomes Assessment

In the early 1990s, another initiative that engaged faculty members in curriculum development was the Outcomes Assessment. Separate state funding for the outcomes initiative brought new interest in re-examining course expectations and incorporating learning assessment techniques.

Following the initial discussions and research, faculty worked together to come up with four Outcomes Abilities for SCC students: responsibility, communication, problem-solving, and global awareness.

These four abilities were officially adopted in 1995. Since then, for most faculty members, these four abilities have become the benchmark for assessing student learning and performance.

During those early years (1990-95), at daylong workshops, afternoon sessions, and overnight re-

Since then, for most faculty members, these four abilities have become the benchmark for assessing student learning and performance.

treats, hosted by the Outcomes committee, faculty, administrators, and staff brainstormed to decide what assessment means to SCC.

Numerous faculty members in the last 10 years had the opportunity to attend the National Institute for Staff Organizational Development (NISOD) conferences in Austin, Texas; the Washington Association Group (WAG) state and regional conferences; and the reading/writing across the curriculum retreats sponsored and organized by the state assessment group.

Several faculty members have presented at these conferences, participated in the retreats, and attended workshops and seminars to learn about classroom research and student learning assessment.

Over the years, faculty received mini grants from Outcomes monies to incorporate assessment tools and articulate measurable goals into their existing courses and syllabi or in new course proposals.

After some experimentation, the professional/

technical programs adopted the five-column Nichols model while the Liberal Arts programs began to use similar and other assessment criteria and tools to suit their course requirements and teaching techniques.

Shared Governance

SCC faculty are involved in more than just curriculum issues. Since the last accreditation visitation team recommended better relations between faculty and administration, we have worked on candid sharing of information and opinions about financial matters, budget plans, and other long-range college issues.

Today the SCC faculty has many avenues to participate in governance. There are lines of organizational communication established to provide faculty with timely, pertinent information.

At the college level, faculty members are often invited by the administrators to voice their opinions in special forums and all-college meetings as well as to be involved in a variety of college committees.

But despite the channels of communication and the outlets to participate in governance, the Winter 2002 Climate Survey indicated that the faculty has serious concerns regarding their participation in governance.

- 35% agreed or strongly agreed that "Shared governance is working effectively at SCC"
- 42% agreed or strongly agreed that "I feel well informed about what's going on at SCC"

In order to more clearly determine where shared governance was effective, in the Winter 2003 survey, this section was separated into three areas: the Vice President of Learning, the Vice President of Student Services, and the President. The statement, "I feel well informed about what's going on at SCC," remained the same.

- 81% agreed or strongly agreed that the Vice President of Learning effectively supports shared governance.
- 81% agreed or strongly agreed that the Vice

President of Student Services effectively supports shared governance.

- 48% agreed or strongly agreed that the President effectively supports shared governance.
- 46% agreed or strongly agreed that they "feel well informed about what's going on at SCC."

The above faculty concerns may well have to do with the current budget crisis and the lack of confidence in the top leadership. Talking with faculty gives the distinct impression that their voices sometimes go unheard and their opinions do not always count. There are many conversations among faculty about why the college doesn't have equipment or operating monies to support their programs. Fiscal mismanagement in the district is also a reason, some feel, as to why there aren't funds for faculty development.

At the department and division levels, faculty feel much more involved. Faculty elect the chairs of their departments and share in making decisions for the department, implementing proposed changes, and resolving conflicts. At the division level, faculty serve on screening and planning committees and help change policies. Chapter six in this report has more about the role faculty play in the governance of the college.

Advising

Our faculty is not assigned uncompensated duties or responsibilities as academic advisors. The Master Contract doesn't mention such advising, per se, but it does refer to academic counseling. Additionally, faculty Individual Professional Appointment contracts refer to "the student advising process" as one of the additional assignments possible.

Several faculty members do participate in formal academic scheduling by working in the Counseling Center. Most other faculty have done informal advising with students involved in their programs.

Formal academic advising by faculty was explored by the college several years ago but was not implemented. Part of the reason was that adding such duties would be a workload issue that needed to be addressed by negotiations in the Master Contract. The issue of extensive training that would be

needed to prepare faculty for advising was considered necessary but costly.

Where our faculty is most involved in advising students (other than through the Counseling Center) is through their work with student organizations and club activities. A full list of clubs and their advisors accompanies the Standard Four Committee Report.

The list details the 28 clubs currently active on campus. These clubs have 24 faculty advisers; one part-time faculty member is actually an advisor for two clubs. The other advisors are staff members or administrators.

Professional Growth Opportunities

Even though it is difficult for faculty at SCC to find funds to support professional improvement opportunities, 76 percent faculty (and staff) in the Winter 2002 Climate Survey and 77 percent in the Winter 2003 survey agreed that sabbatical leave policies encourage faculty development. Also, approximately 69 percent of the respondents in the Winter 2002 survey and 63 percent in the Winter 2003 survey agreed that their workplace provides support for professional growth.

Professional leave includes sabbatical and retraining and is addressed in Article VII, Section 7 of the current Master Contract. A new section in this article, Section 5 Faculty Development Leave, now allows "[l]eave with pay . . . to enable academic employees to make visitations to observe methods, approaches, and techniques for the purpose of coordinating programs and improving instruction and/or services to students."

One area where significant improvement has been made for professional growth and renewal was in the revamping of the sabbatical process at SCC. During the academic year 1995-96, the Professional Leave Committee researched, discussed, and revised sabbatical procedures. The primary goals were to strengthen the process, clarify the proce-

dures, and enhance the participation of faculty.

Working throughout most of the year, the committee met to review professional leave policies from

One area where significant improvement has been made for professional growth and renewal was in the revamping of the sabbatical process at SCC.

community colleges throughout Washington. The result of this committee's work was a booklet, *Professional Leave at SCC*, which summarized WAC and Master Contract

language concerning leave and outlined changes in SCC procedures. The most notable changes in procedures were to help make the professional leave opportunity available to more faculty.

To this end, the college implemented a two-tier sabbatical option. In order to extend sabbaticals to more faculty, the first sabbaticals to be granted and funded are to be three one-quarter leaves, with awards based only on seniority. The second tier of leaves are for multiple quarters and are awarded on the bases of seniority, quality of application, and connection to the strategic plans.

Finally, the committee instituted a fall quarter reception/workshop, in which faculty returning from leave report on their activities and meet with faculty who are seeking sabbaticals for the next year. The committee works with those seeking these opportunities for growth and renewal in order to create strong proposals. Unfortunately, SCC does not specifically budget money for professional leave, so each year's grants are dependent on many factors. For 2001-02, however, nine sabbaticals and retraining leaves were granted.

Since the responsibility to develop skills and proficiency lies with the faculty, individuals do find alternative resources to help enhance their professional abilities. They attend conferences and workshops when possible with funding from other sources. Some such projects that are either supported through the institution or through other funding sources include the following:

- Interdisciplinary Studies program and distance learning courses

- Pacific Northwest Higher Education Assessment Conference (paid by Outcomes monies)
- Two-Year College English Association Conference (paid by the attendants)
- articulation workshops, which connect SCC, SFCC, Eastern Washington University, and District 81 schools to build a bridge between high schools and college (funded by one of the governmental title grants)
- The Geology Brown Bag series (sponsored by businesses and corporations)
- the City Reads project where people from all over Spokane meet to discuss literary works and authors are invited to visit the campuses and local libraries (sponsored by Spokane County Library and SCC's Center for Humanities)
- faculty development committees and technology support workshops that help with specific needs of a division, like providing technology training

The college and divisions do pay some professional dues to associations. A list of these associations appears in the Standard Four Committee Report. The CCS Foundation also funds some activities for professional development. For example, in Spring 2002, two faculty members were funded to travel to China. With state allocations as they are, faculty need to be more resourceful in looking for more grants and partnerships to augment faculty development dollars and opportunities.

Faculty Scholarship & Research

Faculty at SCC have always been encouraged to pursue individual projects. The master contracts, past and present, list the stipulations for professional development through reassigned time and sabbatical leaves.

Articles V, VII, and XIX, address different ways in which faculty can pursue scholarship and artistic creations. Other opportunities are available through special grants such as budgeted travel monies, Outcomes mini-grants, and CCS Foundation monies; unfortunately, even these sources are limited or restricted.

As part of professional development, many individuals engage in pedagogical research, publish in scholarly publications, and create artistic pieces although research, publications, and artistic creations are not mandatory for faculty at SCC. Numerous faculty members have presented professional papers at state, national, and international conferences, and several individuals, including adjunct faculty, have published in academic journals.

In essence, faculty is accorded both academic freedom and some resources to pursue scholarship and artistic creations, but it is a faculty member's own responsibility to secure funding for special projects.

The Standard Four Committee Report includes a list of faculty and their scholarly or artistic endeavors for the past few years. The faculty's motivation to take on projects outside their normal duties has

enhanced the academic and creative environment at this institution.

The faculty's motivation to take on projects outside their normal duties has enhanced the academic and creative environment at this institution.

Since limited state funding is available for travel, sabbaticals, scholarly research, and artistic creation, SCC needs to be able

to tap into other resources for these important professional enhancements. Those faculty who do engage in these kinds of activities should be formally recognized at all-college meetings.

Faculty Salaries & Benefits

The Association for Higher Education (AHE) negotiates faculty salaries, and Articles XVII, XVIII, and XIX of the current Master Contract address the insurance benefits, salary schedules, and related policies. CCS Human Resources personnel and TIAA/CREF retirement investment representatives host seminars on insurance policies, benefits, and retirement options.

Salary changes are always dependent on state funding and the abilities of faculty and district negotiators to use those monies. Funding increases or salary moves for faculty also depend on "turnover" dollars. Turnover occurs when faculty retire, resign, or leave the college for other jobs. In the last

seven years, approximately 50 members retired; 14 faculty left SCC for other jobs; 13 members left because their contracts came to an end; and one member accepted an interim administrative position.

The small number of faculty leaving since 1996 indicates that our salaries are adequate. It also seems that the full-time faculty are content with their jobs, and salary is probably one significant factor in this satisfaction.

We have many faculty, particularly in the business and health areas, who could earn more by working in their fields rather than teaching. In fact, at least one computer instructor who did leave to work in his field returned a few years later, even though he took a sizeable salary reduction, because he truly loves teaching and prefers working at SCC.

As for the salary of the part-time faculty, the negotiators have worked to improve the salary schedule applying to these members of our college. Some part-time faculty work up to 80 percent of a teaching, counseling, or librarian workload but may be paid only 67 percent of a full-time salary, depending on how their work assignments are categorized.

The disparities between the full-time salaries and part-time salaries as well as those created by the salary differences for workload categories often create discontent. A long-term goal for CCS is to have a salary schedule that does not differ among the workload categories and that has a more equitable salary for the amount of work our adjunct faculty do.

Faculty Evaluation

Since our last accreditation visit, SCC has implemented an evaluation process that every division follows for probationary, tenured, and part-time faculty.

For newly hired faculty, a tenure committee is formed with the divisional dean, faculty members from the division, and a student representative (appointed by the student government). This committee is to observe, review, and guide the new instructor for three years with the goal of having the candidate awarded tenure.

Article IX of the current Master Contract lays out the tenure process for probationary faculty and stresses the evaluation criteria and process to be used each quarter for up to nine consecutive quarters.

In the two climate surveys, 78 percent of the respondents in 2002 and 82 percent of the respondents in 2003 agreed or strongly agreed that the "tenure process is fair and effective."

Our previous and current master contracts also delineate a post-tenure review process. In the current Master Contract, Article XIV, Sections 1 and 2 explain how every tenured faculty member will undergo a comprehensive performance evaluation every three years.

A two-year cycle was recommended in the master contracts, but because of the large numbers of faculty in the divisions, it has not been possible to follow a two-year evaluation cycle.

The process is given a full year for completion with two informal meetings and one formal meeting between the administrator and each faculty member scheduled for review. The faculty member provides a self-evaluation, a professional activities report, a proposed professional development plan, and course syllabi. These elements, combined with summarized student evaluations, a peer evaluation, and an administrative evaluation, comprise the body of the process.

The intent of the evaluation, according to the Master Contract agreement, is "to provide a formalized arena for dialogue between academic employees and their administrators within which both can work toward greater understanding of academic disciplines, classroom/worksite challenges, professional objectives and styles, and preparation/

delivery methods.” The contract later stresses that this process is for “academic employee development.”

For both the probationary and the tenured faculty members, in cases of unsatisfactory performance, student complaints, or other concerns, a remediation process is available. The Remediation and Disciplinary Action, explained in Article X of the current Master Contract, states: “No academic employee shall be reprimanded, remediated, or disciplined without just cause.”

When a problem does arise, the faculty is notified, the case investigated, and attempts to resolve the issue informally are made. If necessary, a formal remediation process is pursued with appropriate corrective actions. A tenured, academic employee is never dismissed unless there is sufficient cause. Only one faculty has gone through this formal remediation process in the last five years, and the process ended in successful resolution.

Adjunct faculty evaluation procedures are found in the Master Contract Article XXIV, Section 7. Adjunct faculty are to be evaluated in each of their first two quarters of employment and once a year after that whenever they are contracted for two or more quarters. The purpose of these evaluations, according to the contract, is “to maintain quality instruction.”

More on Our Part-Time Faculty

Several times in this chapter, our part-time or adjunct faculty have been mentioned. They are an integral part of SCC, and much of our effectiveness as an institution comes from these members of our college.

Like the full-time faculty at SCC, the part-time faculty is also well qualified. Most of the adjunct instructors hold masters’ degrees, and some hold terminal degrees in their fields. The screening process of adjunct positions is less formal; the current Master Contract Article XI, Sections 2 and 3 state that the department will be responsible for “recommending adjunct and hourly academic employees for employment and assisting with evaluating adjunct and hourly employees.” The criteria

for employment for the adjunct faculty are same as that of full-time faculty.

Article XXIV of the Master Contract notifies new and existing adjunct employers of their workloads, their rights and responsibilities, their conditions of employment, any compensation and limitations, their salaries and stipends, and the evaluation process.

Various informational handbooks provide part-time faculty with information about the college and other relevant details not covered in the Master Contract. Information is also disseminated to them through the college Web site and via e-mails.

Although classroom conditions are the same for adjunct and full-time teaching faculty, office spaces are often not comparable. Adjunct faculty are often asked to share personal space with one, two, or three other part-timers, including sharing one telephone and one computer. This condition is most pronounced in the departments that employ large numbers of adjunct employees.

It should be noted that despite issues of salary inequity and less than satisfactory working conditions, adjunct faculty at SCC seem happy to be working here. In responding to questions on overall job satisfaction in the climate surveys, adjunct faculty expressed more positive opinions in general than their full-time counterparts.

Greater percents of adjunct faculty (71% in 2002 and 70% in 2003) agreed that staffing levels in their work area are adequate to meet their needs than full-time faculty (39% in 2002 and 44% in 2003). Likewise, adjunct faculty (81% in 2002 and 84% in 2003) also agreed more often than full-time faculty (65% in 2002 and 57% in 2003) that their workload allows them to contribute their best to the goals of SCC in 2002. These data indicate that adjunct faculty tend to be more satisfied with these aspects of their work.

Some of our adjunct employees have been at SCC for more than 10 years. In Fall 2001, CCS formally recognized these long-term, well-qualified adjunct faculty as “associates,” a status which guarantees scheduling priority and a supplemental salary

boost. However, the associate status does not guarantee a permanent position nor create a career path to annually contracted academic positions with SCC.

We still believe that creating full-time faculty positions should be central to SCC's continued success. We need part-time faculty to allow for the flexibility necessary to meet our mission; however, they should be employed as an auxiliary workforce to fill in when the need occurs or to teach specialized courses that do not warrant a full-time workload.

Conclusion

To summarize the role faculty play in the functioning of Spokane Community College requires that we again emphasize that this component of our college is comprised of both full-time and part-time employees.

Strengths

With that said, the strengths of the faculty at SCC are as follows:

- ◆ The single most important strength noted in this chapter – and one of the most important strengths for the college – is the passionate commitment of the faculty to our students, our college, and the profession. The fact that so many took the time two years in a row to fill out the lengthy climate surveys that provided data for so much of our self-study is only one piece of evidence that supports this claim.

- ◆ The faculty at SCC are well qualified. Our hiring, tenure review, and post-tenure review processes maintain that quality. The faculty stay abreast of the changes in their fields and are willing to find the means to keep up with these changes. They are innovative with their teaching techniques. They modify outmoded courses, propose new courses and programs, and use their academic freedom to best serve our students.

- ◆ A strong Master Contract negotiated by faculty and administrators with clearly delineated policies and procedures protects the faculty and the college by stressing the importance of academic freedom and specifying the responsibilities of all parties.

- ◆ The faculty are very involved in the college, not just in their classrooms, in the Counseling Center, or in the Library. They are active in curriculum design and review as well as other academic planning issues. They participate in committees, task forces, and other shared governance endeavors. They are involved with the student clubs and organizations that help students learn outside the classrooms.

Areas for Improvement

In spite of how much the faculty give to the institution, we see that there are areas where improvements still need to be made. Some of these issues are as follows:

- ◆ SCC does not have a very diverse faculty. While gender is not a problem category, multicultural and age categories show an older, "white" faculty. With the turnover that will result, perhaps more efforts can be made to improve this area.

- ◆ The faculty still feel discontent with their relationship to the administration at SCC. While they have indicated that they feel involved with their departments and divisions, they made it clear that they do not believe shared governance is effective for the college as a whole. More about this issue is presented in chapter six.

- ◆ We are still using part-time faculty too much and not compensating them enough. While we have improved the ratio of full-time to part-time faculty and have increased the salaries and added other benefits, most at the college believe we need to do more.

- ◆ Finally, we see how the financial problems of our college have impacted the faculty in a variety of ways, but perhaps the area most critically affected is the college's inability to pay for the professional development that must be part of a vital faculty. Money to travel to conferences, money for reassigned time to develop new courses and materials, money to pay for workshops, and money allocated to support sabbaticals and retraining endeavors need to be found and used to support the efforts of those who seek to learn and improve their teaching.

STANDARD V

LIBRARY AND INFORMATION RESOURCES



Standard Five – Library and Information Resources

Standard Five requires us to take an honest look at the contributions of the library and information resources at Spokane Community College to see if they support teaching and learning; if they fulfill the college's mission and goals; and whether the resources, equipment, and services are adequate and available to enhance the academic, intellectual, and technical development of our students. The accreditation teams' reports in 1983, 1993, and 1998 pointed out the inadequacy of the Library's book collection.

Considering the budget situations of the past several years and the number and the diversity of programs our Library is required to serve, the collection is still inadequate. Fortunately, the Informational Services and Telecommunications (IST) division has been able to compensate to a degree by its use of technology and technological resources that offset this shortcoming in traditional resources.

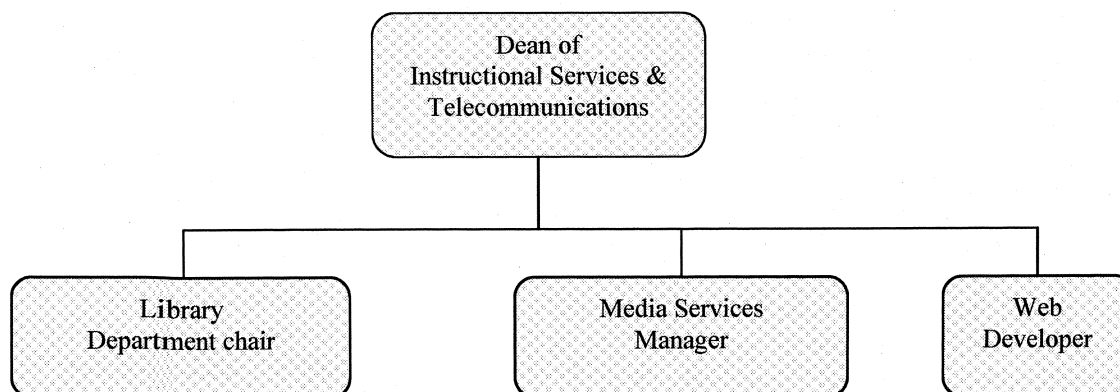
The current Instructional Services and Telecommunications division has historically included the Library, Media Services, and Instructional Design Services departments. Throughout the years, other services, consistent with the report, have been added to the division's offerings. The Dean, hired in 1996 as recommended by the last accreditation review, has also been assigned duties that further develop the college's mission. The accompanying

organizational chart shows the current configuration of the division. These services are centered in the Learning Resources Center (LRC, building 16).

Prior to 1997, campus computer support was not centralized through one department. Computer support technicians reported directly to division Deans; therefore, desktop and server support was not standardized. In 1997, a committee was formed consisting of representation across campus to address this issue. The committee submitted a proposal for centralizing all computer support functions through one department. The results of forming our Computer Support Services department, which reports directly to the Vice President of Learning, will be explained in a separate section of this chapter.

With limited resources, inadequate staffing, and increasingly more responsibilities, the Instructional Services and Telecommunications division has remained loyal to the Mission Statement and the goals of SCC. The division's current statement of purpose (revised in June 2002 and reaffirmed in September 2002) is found on the next page.

As reflected in the statement of purpose, the Instructional Services division supports teaching and learning in all of its many facets at Spokane Community College.



Purpose and Scope of the Division

The main objective of this division is to aid instructional areas, and to fulfill that purpose, it offers a number of services to faculty and students. For the college as a whole, the division offers assistance in copyright adherence, distance learning support, grant support, online catalogs and databases, and help with technology planning.

The Library offers more than just traditional information and circulation services. This department began to integrate itself with the Instructional divisions through its liaison work, by promoting information literacy especially in classroom instruction, by offering a readers' advisory, and in providing space and programs for the new Center for the Humanities.

Our Media Services has likewise expanded from just delivering and maintaining audio-video equipment. This department is involved in audio and video production, graphics and other instructional media productions, teleconference services, interactive television services, and equipment installation across the entire campus. Media Services also offers an open computer lab and testing center services as well as workshops on a variety of topics.

The Instructional Technology department helps with instructional design and helps develop and support Web sites for everyone across campus. This last feat should not be minimized since almost every department and office and many individuals have created Web sites to provide access to information about the services, classes, and people at SCC. The SCC Web presence started in 1997 and has become what it is today with only one FTE staff.

All of these services are provided by 14.9 full-time equivalent division members. This includes one administrator, four faculty, one professional exempt, one classified exempt, and 7.9 classified staff positions.

IST Division Mission Statement

The SCC Instructional Services & Telecommunications division provides leadership and support for outcomes-based teaching and learning by applying diverse materials and technologies to encourage information literacy and life-long learning. The division provides instructional support, information, and design services and coordinates college technology planning.

Quality and Adequacy of Core Collection

As mentioned above, the Library's book collection has been cited as deficient in sheer numbers, but it has also been cited as lacking the depth and breadth needed to support the 90+ programs offered by SCC. While additional money has occasionally been available for the book collection during the last 10 years, overall the trend has been toward less funding. In the 1998-99 fiscal year, the materials budget was \$125,950. In 1999-2000, the materials budget was \$105,000. By the 2000-01 fiscal year, the collection allocation dropped to \$87,000 where it has remained without regard for new programs or inflation.

SCC has more than 90 professional/technical and liberal arts programs. The nature of the programs offered by the college is fundamental to collection development. A core collection of materials is needed for every program, and professional/technical materials cost more than those for liberal arts. In support of these realities, the Library's Resource Selection and Maintenance Policy indicates "the highest priority in the selection of materials for the Library is curriculum support."

It also states, "The comprehensiveness of the collections/databases will reflect the discipline areas and student demand for resources." The extent to which the collection has been able to support the curricula has been affected by limited funding. SCC data regarding collections/databases/equipment has been compared to the standards set in the current edition of the Association of College and Research Libraries' (ACRL) *Standards for Community, Junior, and Technical Learning Resources Programs*. These standards, which address

the Library and Media Services units of the division, serve as benchmarks of excellence. The following table compares SCC's collection to the ACRL standards.

Comparison of SCC to ACRL standards			
	ACRL minimum	ACRL excellent	SCC collection
Volumes	80,000	112,000	40,529
Current Serials	700	1,000	230
Video & Film	1,250	2,250	3,153
Other Items*	10,000	18,000	11,943
Total Collections	91,950	133,250	55,625

*Includes microforms, maps, audio, and machine-readable materials

SCC has also chosen to use other standards as benchmark measures. One of particular note is from the corporation OCLC, Inc. In its Automated Collection Analysis Services (ACAS) report, OCLC, Inc. has compared the SCC print collection against two standards: recommended titles in *Books for College Libraries*, 3rd edition (BCL³) and recommended titles in *Outstanding Academic Titles* (OAT), provided by the journal *Choice*.

The reports from this analysis, run in March 2002, consist of statistical summaries, match reports, close match reports, and miss reports of title comparisons. The BCL³ list was comprised of close to 50,000 titles and the OAT list totaled over 6,500 titles in all subject disciplines. When compared against these academic standards, SCC's collection had an overall miss rate on both lists of 92.3 percent.

Over the last 10 years, the size of the book and video collections has stayed the same, while the periodical collection has declined dramatically. The total number of printed volumes in 1993 was 39,979; in July 2002, it was 39,030. The periodical subscriptions have dropped significantly from 323 to 220 in 2002. The ACRL *Standards for Community, Junior, and Technical College Learning Resource Programs* recommends that a library supporting 5,000 to 6,999 full-time equivalent student (FTES) should have 80,000 volumes and 700 serial subscriptions (including annuals) for a minimum collection.

Our Library has been able to augment print format resources with the following full text Web-based resources: *ProQuest*, *Biography Resource Center*, *ReferenceUSA*, *College Catalogs Online*, and *net-*

Library (1,310 book titles).

The amount of money spent on databases has risen gradually in the past five years.

In fiscal year 2002-03, \$18,700 was budgeted for database licenses and subscriptions.

Maintaining these databases may be problematic if the statewide subsidies disappear due to elimination or reduction of the state library and its services.

Another way in which the SCC Library tries to bolster its collection is through the collaborative arrangements we have with other libraries, both regionally and nationally. The library at SCC works most closely with our sister college's library. Both SCC and SFCC acquisitions librarians work together whenever possible, particularly with respect to expensive resources. Requests between the two colleges are sent via intercampus mail daily. More about the cooperative relationships that our Library has formed will be presented later in this chapter.

Other Resources and Services

Of the programs offered through SCC, most are primarily located on the main SCC campus. Aviation, Apprenticeship, and the Information Technology Academy have off-campus locations, and while they are not strong users of information resources and services, they do require a number of media-related services including equipment purchases, equipment installation and maintenance, equipment checkout, and support. Occasionally, SCC Media Services is also needed to provide support and equipment to other CCS locations in addition to our own college's programs.

The number of students taking Distance Learning courses via the Internet, telecourses, and the state's K-20 interactive video network has increased substantially in recent years and has had a significant impact on resources and services. For example,

during Winter 2003, there was a total of 2,204 distance learning enrollments at SCC. Of these, 448 were in SCC online classes, 228 were in Washington Online (WAOL) classes, 575 were in telecourses, 939 were in hybrid classes, and 14 were in K-20 interactive classes.

Library support for Distance Learning is facilitated by a Web page specifically tailored to these students. It is part of the job responsibility of the Instructional Services librarian, a position established in 2001-02, to promote library services for Distance Learning.

The librarians, who are part of the liaison program, strive to make sure that the information needs of all programs are met. Making liaison contacts with faculty in all programs and departments is ongoing but far from complete. However, there are examples of how these efforts can respond to the nature of individual programs.

The Natural Resources liaison has had conversations with the entire department's faculty and, as a result, tailored library classes and solicited collection development ideas. The liaison to the Nursing department has also tailored classes and worked with Nursing faculty to explore the possibility of seeking grant funding to acquire personal digital assistants (PDAs) for Nursing students to access medical information.

One of the most exciting new services provided by the Instructional Services and Telecommunications division is the Center for the Humanities located on the second floor of the Library.

To provide support for the ever-growing humanities curricula, the CCS Foundation, in partnership with the division, applied for a National Endowment for the Humanities (NEH) Challenge Grant for \$300,000 that would match the foundation's pledge to raise \$900,000 for this purpose.

This grant was not funded in 2002, but the foundation, the college, and the NEH program officer are

working together to prepare the proposal for resubmission in May 2003. Regardless of the grant proposal outcome, the foundation is committed to developing a \$1.2 million dollar endowment for humanities materials and activities as a partial answer to decreasing state dollars.

The division also supports the First Amendment; current copyright laws; and the American Library Association's (ALA) *Bill of Rights, Freedom to Read, Freedom to View*, and intellectual freedom statements. To show its support for these ideals, the Library hosted a Banned Book Reading in Fall 2002. Another reading is planned for Fall 2003.

Students and faculty are increasingly using the other resources offered through this division. Many are using the video and audio production facilities to produce projects for classroom use. With funding from the Student Technology Fee, Media Services has been able to purchase digital still cameras, video cameras, video editing equipment, and video projectors for student use during the 2001-02 school year.

Reflecting national trends, the use of technology is both exploding and changing at a rapid rate. For example, campus cable television playbacks have decreased between 5 to 8 percent per year, while the installation and use of smart classrooms has increased from zero to more than 40 in the last five

years. Roll-around equipment to support classroom instruction is being replaced by advanced technology that is permanently installed in the classroom.

Rather than numerous equipment setups, media staff are now doing more complex in-

stallations. Whereas in the past, a setup typically meant a 16-mm projector and screen, today installations might involve a computer with a network connection, a video projector, a DVD player, and a visual presentation system.

The computer lab, which started as two workstations for typing papers in 1992, has grown to 30 workstations available to students to access the

One of the most exciting new services provided by the Instructional Services and Telecommunications division is the Center for the Humanities located on the second floor of the Library.

Internet, the college's network, and a number of sophisticated programs for their classes, such as Photoshop and Visual Basic. At the same time, the number of users has gone from 100+ per year to more than 6,000 per year.

Ten years ago, testing in the LRC consisted of only arranging for telecourse testing. Today it involves increased telecourse testing plus four major certification/testing systems and Distance Learning testing for both SCC as well as for other colleges across the country. Along with an increased volume of tests and testers has come a substantially increased sophistication in the testing environment. This again requires a much higher skill level than was previously required to administer testing.

In addition, during these periods from 1993 to the present, the number of hours of service provided by the Media Services department has increased from approximately 63 to 69 hours a week. Yet all of these changes in levels and numbers of services have taken place while the actual number of full-time equivalent staff in the Media Services department has decreased from approximately 6.23 FTE staff in 1993 to 5.73 FTE staff today.

Media and Web Development Resources

Deciding which of these resources and services to offer has become increasingly difficult because of budget reductions. The equipment budget that includes the purchases needed by the Media Services department has been decimated over the years. The chapter on Facilities presents the dire economic condition of the equipment budget in more detail, but a quick recap here shows how serious this issue has become.

In 1992-93, the college budget allocated \$598,009 to equipment purchases and replacements; that amount was 3.32 percent of the total college budget. While this percentage increased during one year, it went down in all other subsequent years, and by 2000-01, only \$42,517 – or 0.17 percent of the total budget – was allocated for equipment. In 2002-03, the amount of \$30,000 was designated to serve the entire college's equipment purchase budget. That amount is only 0.12 percent of a

budget of more than \$25.8 million.

Part of the drastic reduction in the amount allocated is because no state dollars were designated for equipment replacement or for the purchase of new equipment. One of the more noticeable consequences of this shortfall has been the end of the audiovisual equipment pool that was available to the college as a whole.

A small audiovisual equipment pool still exists, but new or replacement purchases have not been made since the equipment budget was eliminated during 2000-01. When they can find funding, individual departments and divisions have begun to purchase their own equipment for "smart" classrooms. Normally these classrooms include a video/data projector, a computer, a visual presentation device, a VCR, and in some case, a DVD player.

In addition, media personnel equip, maintain, and operate three interactive classrooms connected to the Washington state K-20 network in the Learning Resources Center and support another similar classroom in the Health Science building (building 9).

The Winter 2002 Climate Survey indicated that around half of all faculty respondents used media equipment, videos, and Web development services, and they rated them high in importance and satisfaction. Web Development had the highest ratings of the Library and Media Services section. The importance of Web services was rated 4.2 on a scale of 1 to 5, 1 = very dissatisfied and 5 = very satisfied; satisfaction was rated 4.4. The use of media equipment received the second highest ratings with a score of 4.22 for importance and 4.1 for satisfaction.

In 2002-03, the division implemented a computer rotation schedule for its faculty and staff computers. The 73 computers in the division are replaced using revenue dollars since no state funds exist. Due to the limited nature of the funding available, the rotation schedule has to extend over seven years.

As in years past, there is no equipment budget to support such services as video production, the cam-

pus cable television system, the graphics production area, and testing. All of these areas are equipment intensive, requiring the repair and replacement of equipment on a regular basis. Because students do not access most of the equipment in these areas directly, the equipment cannot be replaced with Student Technology Fee funding. The only sources of funding for equipment in these areas come from two small income accounts. This funding is woefully inadequate to meet even the barest of needs. The result will be that some of these services will either have to be discontinued or provided on obsolete equipment.

With the responsibility for coordinating technology planning, the Instructional Services and Telecommunications division has been working with the district's information services personnel to develop a campus-wide equipment replacement schedule. A Web interface for the current district inventory system has been developed. The replacement schedule will be implemented in Spring 2003.

Use of Resources and Services by Students, Faculty, and Staff

While references to use of the division's resources and services has been made in the previous two sections, it is time to take a more detailed look at exactly how the college community uses what the Instructional Services and Telecommunications division offers. Because this division seeks to ensure our students' academic success and lifelong learning, its members have devised ways to help students, faculty, and staff become independent and effective users of the resources available.

During the 2001–02 academic year, 137 instructional sessions were conducted by librarians. These sessions reached 3,047 students. Ongoing assessment of the effectiveness of library instruction is

only just beginning.

The Winter 2002 Climate Survey indicated that 41 percent of faculty used the Library's instructional services. Satisfaction from those who used the services indicated a mean rating of 4.07 out of 5. Faculty satisfaction with information resources ranged from 3.35 for the book collection to 4.01 for Web-based resources. The Business and Liberal Arts faculty were mostly dissatisfied with the book, periodicals, and video collections; their dissatisfaction was especially evident when compared with their perceived importance of these resources as shown in the table below.

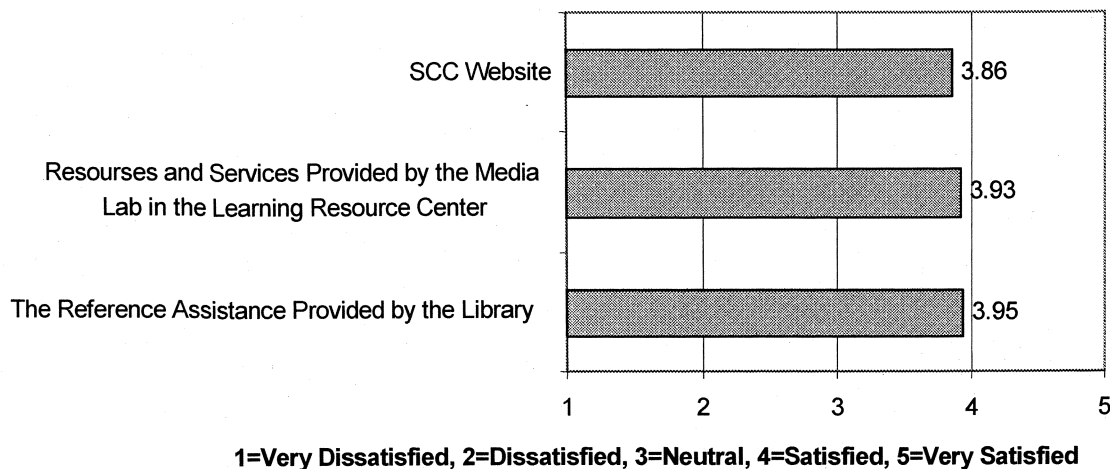
The Spring 2002 Student Survey indicated that respondents were generally satisfied with library and information resources and services. With 62 percent of students reporting that they use the Library and the Learning Resources Center, those facilities and services were overall rated at 4.24 on a 5-point scale. More results of that survey's questions concerning these services are found in the graph on the next page.

The library liaison program pairs librarians with faculty peers in instructional departments. Librarians take the initiative to contact faculty in their assigned areas to let them know about the array of library resources and instructional services available. Once familiarized, it is more likely that faculty will take advantage of the services and resources offered and build information literacy skills and resource use into their curricula.

Librarians have been active in the college's Student Learning Assessment (formerly Outcomes) initiative for a number of years. As a result, information literacy has been incorporated into the four student abilities. Currently the librarians are adding a statement regarding the importance of information.

Mean Importance and Satisfaction Ratings for Two Divisions						
Division	Book Importance	Book Satisfaction	Periodicals Importance	Periodical Satisfaction	Video Importance	Video Satisfaction
Business	3.55	3.27	3.91	3.50	4.00	3.56
Lib. Arts	3.96	3.22	3.91	3.40	4.13	3.42

Average Level of Satisfaction Among SCC Student Respondents with Components of the Learning Resource Center



They are also exploring the possibility of a credit course on information literacy. The course development is in response to the Transition for Success work being done by the Eastern Washington Higher Education Consortium.

The Library continues to develop and promote its Web-based resources so that users can conduct research from locations outside the library and at any time of day. E-mail reference assistance ("Ask a Librarian") is available on the Library Web page.

In Fall 2002, a virtual reference pilot project was begun to provide real time Web-based reference service. Virtual reference users are able to get research assistance via live chat with a librarian any time of day and from any location with Internet access. This one-year project is funded by the Washington State Library and is offered in collaboration with several area libraries.

Policies and Procedures

Written policies and procedures specific to the library and learning resources were essentially nonexistent until recently. During the last five years, there has been an attempt to articulate and codify division policies. Policies and procedures are being worked on and published on the intranet as time permits.

Priority has been given to codifying the procedures that directly affect service to the institution's constituents. The first major policy, the Resource Selection and Maintenance Policy, was completed in 2001. Other completed procedures include the challenged materials form and procedures, testing procedures, the graphics price list, revised student manuals for media and circulation desks, the faculty liaison list, and the procedural guidelines for the Technology Planning Advisory Committee. Policies, procedures, and regulations are documented on the intranet Web site <http://10.171.0.19>.

The acceptable use policy for students and staff is currently under review. Recommendations concerning changes to the district's acceptable use for students must be reviewed and accepted by SCC's Vice President of Enrollment Services and Student Development and the attorney general. Recommendations regarding acceptable use for employees are currently under review at the district level. Copyright policies must also be rewritten, taking into account the Digital Millennium Copyright Act. At this time, there is no consistent process to review policies to assure that all policies and procedures updated in a timely manner.

Planning and Development

Working on policies is not the only long-term plan-

ning being done by those involved with instructional resources and services. Since 1998, the division has written its strategic plan every fall at a day-long retreat where the division's statement of purpose, goals, objectives, and annual activities are reexamined. Completed goals and objectives are eliminated, and new initiatives are added to the strategic plan.

The division also holds regular leadership team meetings composed of all faculty and staff reporting directly to this division's Dean. The Dean is able to share with the division members information she has obtained from her involvement with various college committees.

The recently revived liaison program explained earlier in this chapter has been one of the strongest avenues for soliciting faculty ideas regarding course support, materials/databases, and information literacy efforts. There are already joint projects that have come from the liaison efforts, such as the PDA project with the Nursing department mentioned previously.

Another way to garner faculty input is through an advisory committee. This is one committee whose formation is overdue. Interested members of the Standard Five Accreditation Committee will be asked to join the newly constituted advisory committee, slated to begin in Fall 2003.

Regarding library resources, faculty and staff routinely make purchase suggestions. The Resource Selection and Maintenance Policy states that "... faculty in areas of the college are encouraged to take an active role in selecting library print and non-print materials, as well as databases." The policy also states that "students, staff and administrators are also encouraged to make recommendations..."

The Instructional Services and Telecommunications division's leadership in the campus-wide Technology Planning Advisory Committee has kept its members informed and involved in most of the decisions pertaining to technology throughout the college. The Dean also serves on the district's Information Technology Council.

The IST division is primarily located in the Learning Resources Center (LRC, building 16), which also houses the Computer Support Services department, the Continuing Education and Distance Learning office, and the Student Learning Assessment office. Proximity to these components provides opportunities for the Instructional Services members to work directly with other support services personnel. Faculty, staff, and students who work in these other areas or visit one of these offices in the LRC become familiar with services provided by the Instructional Services division. IST division members participate in various committees, allowing the division to gain awareness of faculty, staff, and student needs.

These committees include the following:

- SCC Curriculum Committee
- Student Learning Assessment Initiative
- Strategic Planning Committee
- Budget Advisory Committee
- Orientation Committee
- Technology Planning Advisory Committee
- Campus Planning Committee
- Key Committee
- Staff Council
- Council of Chairs
- CCS Legislative Committee
- CCS Emergency Management Planning Committee
- CCS Fall Conference Planning Committee

The involvement of this division in these committees ensures that library and other resources are considered whenever necessary.

One area where this division is not represented is the SCC Program Review Committee. At this point, none of the departments in this division is scheduled for program review.

Assessment

The division has been making efforts at assessing itself. Reassessing the division's own strategic plan each year has helped the members recognize which goals have been met and which new initiatives should be pursued.

While a regular and systematic assessment of the resources and services has not been in place, this self-study process has provided insights into areas that need further investigation. The college-wide climate surveys and the student survey have provided feedback data useful for future planning.

Also, the OCLC, Inc. Automated Collection Analysis Services report will be repeated as funding allows in order to measure improvement in the book collection.

Statistical analysis of use (for example, statistics for periodical use plays a role in the annual review of subscriptions to drop or add) has not been consistent because the division has not actually identified which data constitute key indicators that should be closely tracked for planning purposes. The IST division hopes to establish a structure that can provide regular analysis of this kind of information.

Utilization of resources and services has been measured by a variety of statistics, including materials circulation, database use, interlibrary loans, door count, reference questions, Library instruction sessions (and the number of students taught), computer lab use, testing center use, cable playbacks, equipment setups, number of graphics-related work requests, and hours of K-20 activity.

A Web Presence

One of the most noticeable changes in the Information Services and Telecommunications division has been the addition of a full-time Webmaster/Web developer, hired in November 1997. Prior to that time, the col-

lege's Web site was maintained on a very limited basis. A Web Site Task Force had agreed upon a basic template and standards for the site to be created.

The new Web developer was hired to take the con-

tent and design specifications to create the college's World Wide Web presence. Additional responsibilities included specifying, configuring, and administering the hardware and software needed to develop and host the college's Web sites and applications in collaboration with computer and network support staff at SCC and the district office.

Since that time, the Web developer has undertaken many application development, implementation, maintenance, and consulting projects in support of the college's mission and its instructional and administrative activities. These projects have included facilitation, development, and maintenance of informational sites about the college; course and faculty Web sites to support instruction; and dynamic Web applications to serve faculty, student, and staff needs.

The college's various Web sites and applications grew rapidly to include thousands of files, scripts, program components, and database dependencies. Projects ranged from simple, short-term, template-based content creations to sophisticated, multi-tier applications that take months to complete.

It quickly became evident that the growing stream of projects and requests could not be addressed by a single developer/Webmaster, so various steps were taken to optimize the college's approach. From the beginning, the Web developer has worked to build collaboration and solution sharing with developers across our district and statewide.

One of the most noticeable changes in the Information Services and Telecommunications division has been the addition of a full-time Webmaster/Web developer, hired in November 1997.

Campus satisfaction with the college's Web development efforts is quite high, according to faculty and staff surveys conducted in Winter 2002 and Winter 2003. In the Winter 2002 survey, while only 41 percent of those surveyed answered that

they use Web development and support service, those who do so rated the service at 4.22 out of 5 in importance and 4.40 out of 5 regarding their satisfaction with the service they have received.

Those involved in Web development continue to

seek new ways to provide and facilitate Web-based services that extend the boundaries of what information and functionality is available to the campus community and how efficiently it can be accessed. The Web developer works to prioritize projects that will make the most of the limited resources available.

Some examples of the current projects follow:

- a Web portal for SCC students, faculty, and staff designed to provide simple, centralized access to our online services and applications and bring a new level of integration and ease of use to those services and applications
- a job referral Web site used by SCC's Community, Career & Employment Services office to collect and share information about employers, jobs, and students seeking work
- ongoing enhancements to the sophisticated, Web-based help desk application developed here (SCC Computer Services has been using this Web application to track client help requests via work tickets since spring 2000, and there are over 8,700 tickets in the help desk database as of January 6, 2003.)

Demand for Web development services and support justifies the addition of at least one half-time assistant Web developer/programmer; however, a full-time position would be even more appropriate.

Other Technological Changes

In 1994, the college also began to participate in the Washington state K-20 project. In addition to providing high speed Internet connectivity and data resources to the state's community colleges, the K-20 project provided bandwidth for the delivery of live two-way interactive classes across the state. SCC started with one classroom in 1994 offering classes and providing resources for several statewide meetings. Today the college has four K-20 interactive classrooms; three are located in the LRC. These classrooms provide 24 hours of regularly scheduled instruction plus numerous hours of special programming and meetings each week.

Over the years, the SCC Library has used various technological methods to extend access to information and data. These have included dialup database

access, CD-ROMs, and shared library catalogs with consortia. While some CD-ROMs remain, most resources are now Web-based; today, the Library provides access to a variety of Web-based information resources. The book and media catalog is shared with the SFCC Library and allows users to find and request items regardless of affiliation.

ProQuest, with over 3,700 periodicals indexed and many full-text articles, is the most heavily used database. The *ProQuest* subscription, through the statewide database licensing project, includes the following collections: Research Library Complete, ABI/INFORM Trade & Industry, Washington State Newspapers, and the *New York Times*. In addition, the Library has added *ProQuest's* Career & Technical Education collection.

Specialized periodical indexing is also provided by *CINAHL (Cumulative Index to Nursing and Allied Health Literature)* and *Art Index*. Other databases include *Biography Resource Center*, *ReferenceUSA*, and *College Catalogs Online*. Library staff also use OCLC *FirstSearch* primarily for its Worldcat database to locate interlibrary loan information and conduct bibliographic verification.

Librarians have created Library Hotlinks to highlight useful and quality Web sites on topics of particular interest to SCC students. The Winter 2002 Climate Survey showed that faculty satisfaction with the Library's Web resources was fairly high with a mean score of 4.01 on a 5-point scale.

These various technological additions have indeed extended the boundaries of the division to connect SCC with other sources not only locally but throughout the world.

Computer Support Services

This seems to be a fitting place to delve into the issues concerning SCC's Computer Support Services and how they interface with the rest of the college and its mission. As mentioned previously, campus computer support was not centralized through one department until 1997. The separate divisions dealt with their own desktop and server issues, a system which led to a fragmented approach to infrastructure support.

The committee formed in 1997 submitted a proposal for centralizing all computer support functions through one department, our current Computer Support Services department.

The following are the key elements of the support services proposal for central coordination:

- Central coordination better serves technology needs of instructional and administrative areas.
- Consistent technology standards for hardware and software are implemented.
- Response time is improved.
- Combined resources provide a wider range of technology-trained personnel.
- Support for network servers and infrastructure is reliable.
- A reporting structure can coherently keep track of all computing needs and problems.
- An organizational structure can more clearly delineate duties and responsibilities.

One of the most important results of these changes is that this department is not assigned to any specific division but serves all departments and divisions equally. The Computer Services manager and the Network Services manager report directly to the Vice President of Learning. While technical support staff are assigned to primary and backup areas of responsibility, coordinating all incidents calls through a central campus help desk allows the department to send the best available assistance as soon as possible.

This department and its staff are responsible for over 2,000 computer systems and 50 lab classrooms and student use areas. There are eight support technicians, which computes to approximately 250 computers to each technician. The ratio of staff to computers cannot be increased if quality service is to be maintained.

The department budget for each of the past two years has been set at \$50,000. These funds must cover goods and services, equipment, campus software licenses, and travel. Fortunately, our student government instituted a Student Technology Fee in 1999 to generate funds for technology needs. Only

equipment that directly benefits students may be purchased from this fund. But considering how limited the \$50,000 budget is, whatever help this fund provides is appreciated by those in computer support and the rest of the campus. Additional funding support comes from Perkins monies.

The staff of the Computer Support Services department meets twice a month to determine campus standard operating system setups, to discuss hardware compatibility with specific instructional applications, and to maintain constant application and driver updates. All labs and classrooms are configured identically for continuity across campus. SCC utilizes imaging software to install computer systems in student areas. If a specific system goes down or is not functioning properly, a standard lab image can be reloaded in minutes.

Quarterly notices are e-mailed from the department managers calling for software updates to all those

This department and its staff are responsible for over 2,000 computer systems and 50 lab classrooms and student use areas.

within their purview as a way to inform users of imminent updates or to request changes in software to be implemented. Each year the department purchases and installs virus scan

software, auditing software, server operating systems and software, and campus licenses for Microsoft products.

In 1999, a student lab rotation schedule was adopted. Each lab and classroom area was evaluated for the appropriateness of its hardware level based on the instructional applications used in the programs.

The schedule is divided into three levels:

- Level A – Hardware is replaced every year. These departments run software that requires the most current hardware possible, for example AutoCAD and other automation type software applications.
- Level B – Hardware is replaced every other year from the Level A Labs.
- Level C – Hardware is replaced every third year.

A network infrastructure rotation schedule was put

into place in the fall of 2000.

Departments and divisions can request funds from the Technology Planning Advisory Committee if this replacement schedule does not meet their needs. However, new computer labs should be requested through the college's administrative processes using the appropriate form.

When the Computer Support Services department was first formed, there were no documented procedures for dealing with any of these issues. Current procedures are now listed on the department's Web site at <http://10.171.0.19>. These procedures are constantly being updated.

Another benefit to becoming a separate department has been that its members are now representatives to several important college committees. This networking allows them to maintain a campus-wide perspective that helps with planning and also gives the campus an insight into all that is involved in providing support for our college's computer systems. In addition to several specific department and division groups, members from Computer Support Services participate in the Strategic Planning Committee, the Technology Planning Advisory Committee, and the Campus Planning Committee.

Data from the Spring 2002 Student Survey shows that 68 percent of SCC students use computer services at our college. This is a higher rate than the national response to this question. Those students attending SCC for two or more years noted that they use computer services even more – 81.1 percent. The 621 respondents acknowledging their use gave a 4.18 average on a 5-point scale for their satisfaction with those services.

Faculty and staff were even more impressed with the computer services offered as shown by their responses in the Winter 2002 Climate Survey. To the three areas asking for faculty and staff to note their use of computer services, 83 percent acknowledged using the help desk, 82 percent said they used network services, and 79 percent said they used computer support. In asking those respondents to rate the importance of those services, all three areas received between 4.5 and 4.6 on a 5-point scale, indicating that many do see these as impor-

tant. In response to the request for a rating of how satisfied these users are with the services, the average ratings were all between 4.25 and 4.39. It should be noted that of all the services requesting this kind of information in this survey, these three areas received the highest percentage of use, the highest ratings of importance, and only Web development received a higher rating of satisfaction. These are indeed impressive findings for the department.

Facilities and Access Issues

Since 1993, access to library and information resources has changed dramatically. The trend from CD-ROM databases to Web-based resources has greatly enhanced accessibility. Students and faculty can now utilize many research tools from anywhere on campus, as well as at home. Also, Saturday hours have been added for both the Library and Media Services.

Shortly after the 1993 accreditation visit, the Media Center also established a small drop-in computer lab to provide access to computer-based instruction and other instructional support. This lab now has 30 workstations and is a key research and instructional support center on campus.

Distance Learning classes, including telecourse and Web-based instruction, have also had a significant impact on instruction and the need to provide alternative sources of information and support. With more than 2,000 students each quarter in Distance Learning classes, both the Library and Media Services have struggled, with limited budgets, to find better ways to provide them with quality information resources and services.

The college maintains three off-campus instructional sites in Spokane. These sites were developed without input from the IST division. No on-site services are available at these off-campus sites. However, as services for remote (distance learning) users have developed, virtual services are available to students at off-campus sites, allowing them at least limited access to resources and services.

The Learning Resources Center encompasses 58,198 square feet. Combined seating equals 411

in the Library and Media Center, or approximately 7.1 percent of the full-time student population. The ACRL standards recommend seating for a minimum of 10 percent of FTES enrollment, leaving the facility 140 seats short of recommendations. Additionally, about 25 chairs are broken, and there is no budget for repair or replacement. Six study rooms are available throughout the building.

During the regular school year, the LRC is open Mondays through Saturdays, 69 hours per week, including Monday through Thursday evenings. Summer hours are shortened to 32 hours per week, Mondays through Fridays.

The Media Center includes a testing center, a computer lab with 30 workstations, 10 audiovisual viewing/listening stations, a graphics production facility, a TV studio, three video editing stations, and three rooms equipped with interactive television equipment connected to the state's K-20 interactive network. Twelve computers are also available in the Library with Internet access only. All computer workstations have network access to shared printers.

Instructional Services offers a variety of ways to access resources and services. Current CCS students and employees may borrow materials from the SCC Library with their college ID cards. The Library Web page allows users both on- and off-campus to search the book and media catalogs and other research databases, place a hold on a book, request an interlibrary loan, browse Internet Hotlinks (Web sites pre-selected by librarians for quality and usefulness), and ask a reference question ("Ask a Librarian" service).

A one-year Virtual Reference Project is being used to evaluate the feasibility of providing live, interactive reference assistance over the Web. The library's purchase of a collection of e-books through *netLibrary* allows remote access to the contents of these titles. Faculty can request equipment and media materials online. A toll-free phone number is available for calling the college from outside the

Spokane area. Communication by fax is also available in the library, media, and administrative areas.

While in some areas there is no difference in access for on- and off-campus students, in other areas there is a distinct difference. One such area is library instruction. Off-campus students are not able to take advantage of all the instructional services provided by the librarians. The Virtual Reference Project will allow some one-on-one research instruction. The Library's Internet Hotlinks collection includes a link to an information literacy tutorial. Other Web-based instructional materials are still needed.

Other areas where off-campus students lack equal access are graphics help to produce materials for reports, research assignments, and class presentations; checkout of equipment such as digital cameras and video equipment; the computer labs with high speed Internet access and computer programs that support their programs of study; and video editing hardware for preparing class presentations.

Physical access to the LRC building for students with disabilities is generally satisfactory. Since the last accreditation visit, the media lab door was retrofitted to meet Americans with Disabilities Act requirements. The Library, the Media Services lab, and the testing center all have computers with software and hardware designed to assist those with visual impairments. There are also computers, an online public access catalog, and audiovisual equipment for students of disability.

Instructional Services offers a variety of ways to access resources and services.

Cooperative Linkages

Earlier it was mentioned that the SCC Library has augmented its collection by sharing resources with our sister college. The Web-based catalog, Endeavor's Voyager, as well as resources and equipment have been shared between SCC and SFCC for many years, during which time the Community Colleges of Spokane libraries have been part of several consortial arrangements.

One such organization is the Inland Northwest Council of Libraries (INCOL). Since its inception, INCOL has provided continuing education activities, interlibrary loan arrangements, courier agreements, and other such arrangements that promote the common good of the Inland Northwest libraries. SCC actively participates in INCOL in order to complement its own resources and services.

The division has also been responsible for establishing and maintaining a lease agreement for Interactive Fixed Television Services (ITFS) with Sprint. The ITFS system provides a two-way video communication between SCC and SFCC. The lease agreement also provides the college with bandwidth and equipment that can be used to provide alternative Internet access to staff and faculty at off-campus locations. Finally, the agreement provides the division with much needed revenue for such things as equipment, in small part supplementing inadequate state funds. A new 15-year lease was signed in 2002.

Media Services manages and maintains the segment of the K-20 system that supports our college, in conjunction with the district computer and telecommunications personnel. The K-20 linkage provides two-way interactive video communication between the college and a wide variety of other institutions, including other community colleges, four-year institutions, regional health care facilities, and many other institutions across the United States and around the world.

The college is also an active member of the Spokane C.A.B.L.E. consortium that oversees the five local educational television channels through the local Comcast cable television offerings.

In 2002, a letter of understanding between the local Museum of Arts and Culture and the college was signed. The agreement, brokered by the Instructional Services and Telecommunications division, will be instrumental in allowing the college and the museum to work jointly on humanities projects, such as presentations and projects in the Center for the Humanities.

The Library currently participates in the Statewide Database Licensing Project that allows it to take advantage of volume buying for much-needed databases. The Virtual Reference Project, as mentioned earlier, is also consortial in nature and allows SCC to offer the service at reduced cost.

Personnel and Management

Everything that this division has been able to accomplish has been the result of those who work in this division. These staff, faculty, and administrator provide quality service even though the resources to do so have been inadequate.

The division Dean reports to the Vice President of Enrollment Services and Student Development, an organizational change put into effect during Summer 2002. The Dean is responsible for oversight of the three departments in this division as well as for devoting 25 to 35 percent of her time in writing grants, coordinating grants, and working on college development.

While this addition was much needed and has had positive results for the IST division, other personnel issues have not been dealt with as effectively. The chart below again compares SCC to ACRL standards, this time with regard to staffing:

Comparisons of SCC to ACRL Standards in Staffing					
	SCC Library	SCC Media	SCC Web	ACRL Standards	SCC Variance from Standard
Administration	1 (all areas)			1	No variance
Faculty/Exempt	4	1	1	7-9	-1 to -3
Staff	3.7 plus 1 Admin. Asst.	4.2	0	13-23	-4.1 to -14.1

Although the division has gained a Web developer and the media engineer's contract was returned to a 12-month contract, the IST division has lost a .83 FTE instructional designer, a .83 FTE media technician, and a half-time graphics employee. The overall loss since 1993 has been more than one full-time position even though demand for services has burgeoned. One response to this demand has been to split one library technician position so that now 51 percent of her 11-month contract is spent as a media lab coordinator.

The Library has also lost a .51 FTE library technician in the split mentioned in the previous paragraph as well as .12 FTE of another 10-month contract. On a positive note, the part-time librarians were replaced with a full-time librarian, bringing the count of library faculty back to four, as it had been a decade earlier.

Considering all the services these faculty and staff provide and the fact that six additional hours have been added to the schedule, the division is indeed understaffed.

Those who are employed in this division are qualified. The Dean holds the credentials and has the background and experience to lead this division. The librarians possess the degrees required for faculty status, and the staff have been screened by the Human Resources department and been found qualified for their positions.

Professional Development

Unfortunately, travel money has become so scarce that it no longer covers required trips to participate in state board-sponsored committees, councils, and commissions for professional improvement. Staff members have always been encouraged to participate in local staff development, particularly the professional development opportunities provided by INCOL. However, even attendance at these sessions is limited because only one or two people can be freed from desk duties and other responsibilities at any one time.

For the past five years, more efforts have been made to give staff growth opportunities on a professional and paraprofessional level. The division

tries for each professional to attend at least one regional or national meeting per year. The travel dollars used for this purpose have come from Perkins funds and other "soft" money sources.

However, even these sources have diminished. Due to lack of state and soft dollar funds, the division goal regarding professional growth has often been compromised. In the current budget year, the only travel funding is \$1,500 in Perkins dollars. This will be used to partially fund two or three trips for professional staff members.

On several occasions, staff members have written and received small travel grants from sources such as international funds and the Washington State Library to supplement travel for staff development.

Financial Support for the Informational Services and Telecommunications Division

Reviewing the travel needs and the fiscal limits placed on these opportunities for professional development brings us once again to the main problem facing this division: money or lack thereof. The library and information resources and services have been under-funded consistently over many years' time.

Since 1998, the Learning Resources budget has equaled 2.9 to 3.0 percent of the college's educational dollars. Within the Washington state community college system, libraries traditionally have received an average of 4 percent of state funds. *Standards for Community, Junior, and Technical Colleges Learning Resource Programs* suggests a minimum of 6 percent, with the standard for excellence at 9 percent.

As stated throughout this chapter, there is a direct correlation between the level of funding and services, resource collection, and staff size. Although obvious, this correlation is often overlooked. The division attempts to supplement these funds with other sources.

The Instructional Services and Telecommunications division has two budgets for its three depart-

ments. In 2001-02, the Learning Resources budget (for the Library and Media Services departments) was \$788,644, with \$647,444 in wages and \$87,000 in materials. The Web Development budget was \$66,708, of which \$65,708 went to wages and \$1,000 to goods and services. The amounts in both budgets were cut by 1 percent for fiscal year 2002-03. There were no equipment dollars (other than library materials) in either budget.

The Computer Support Services budget for each of the past two years has been set at \$50,000. These funds must cover goods and services, equipment, and travel.

Because benefits are now reflected in division budgets, the 2002-03 Learning Resources budget stands at 3.5 percent of the overall institutional budget. This percentage is the same as the overall average of learning resource budgets throughout the community college system. However, as noted by the list of services rendered, this division's mission is much broader than some in the state whose learning resources budgets fund only library and media services.

Within the division's budget, a total of \$87,000 is allocated for all materials (videos, serials, standing orders, and monographs) and \$17,000 for databases. Of these dollars, about \$25,000 is spent on legal materials in order to maintain American Bar Association accreditation for the paralegal program, leaving \$79,000 for 90 other programs of study.

For the past several years, the division has received a small amount of Perkins and WorkFirst dollars (\$5,000 to \$10,000 in Perkins and approximately \$4,000 in WorkFirst), as well as Student Technology Fee dollars (ranging from \$0 to approximately \$30,000 per year.). However, only about \$5,000 of these additional dollars per year have been used to enhance information services. The rest of the money has supplemented staffing and equipment.

The division attempts to find other means to fund its resources and services. This year, in cooperation with SFCC, SCC won a virtual reference grant award from the Washington State Library in Olympia, Washington. In the past, the division has writ-

ten international grants to fund library materials in support of international programs.

Conclusion

Even with these additional funding sources, the Library, Media Services, and Instructional Technology units of the IST division are so poorly funded that they cannot provide the resources a college of our size and complexity requires. Yet SCC does not appear to be a stagnating college, so innovation and additional support will be requested of these members of our community. Like so many other aspects of the college, the members of this division are slowly being "boiled to death."

Strengths

Several aspects of our library and information resources are working well, despite the budget cuts and challenges of technological changes:

- ◆ Having a Dean with the background and experience to understand this complex division has helped the departments focus on developing and adapting to the 21st century concepts of information resources. She has also been able to find some additional funding to offset some of the budget problems that have plagued these departments for so long.
- ◆ The ability of everyone involved in the IST division and the Computer Support Services department to adapt and make use of technology, especially as a way to compensate for areas of deficiency, is worth noting as a strength. The addition of Web databases, the formation of a separate computer services department, and the accomplishments of SCC's Webmaster are all testaments to how these faculty and staff are willing to find ways to serve the students and the college.
- ◆ The quantity and quality of the services provided should also be noted, especially when we need to recognize how understaffed all of these departments are. Adding more services – from the testing center to virtual reference to centralized computer help – has not been easy when actual

numbers of employees has diminished and when the skill needed to provide these services has precluded the use of work-study student help. But the qualifications of those who do provide all these services are evident by the high level of satisfaction noted by those who are served.

- ◆ Finally, the involvement throughout the college and the professional community is a strength for this aspect of our college. Participating in a variety of college committees is not easy when so many other duties require the faculty and staff to be at their jobs. But their participation has helped them respond more effectively, and it has helped the rest of the college understand the importance of these services. The Library's liaison program has revived interest in faculty use of this resource. The memberships and involvement with a wide variety of professional organizations has also kept our librarians and staff members current with informational issues.

Areas for Improvement

A list of all that still needs to be accomplished and the issues that need to be dealt with in order to facilitate these changes can also be derived from this self-study:

- ◆ First and foremost is adequate funding. Finding small additional sources of money for temporary "fixes" will not compensate for a college budget

that does not allocate enough each year to keep the resources and personnel at an acceptable level. This single issue impacts every other challenge these departments face.

- ◆ The core collection of books and subscriptions must be improved. While Web-based resources can compensate for some of the emptiness still found on the shelves of our Library, SCC needs a far better collection for the size and complexity of our college.
- ◆ If the IST division and the Computer Support Services department are to continue to serve the college in the ways they would like (and in the ways the rest of us have come to expect), they must have additional personnel. Even the addition of a few part-time members could alleviate some of the stress resulting from trying to do more than the hours in the day allow.
- ◆ A formal assessment process and a formal review process for policies and programs need to be implemented for all of these departments. While they have all been willing to use whatever feedback given to them to improve their services and while they have used a variety of informational data to make decisions, neither the IST division nor the Computer Support Services department have had formal processes to track responses and assess activities. Perhaps such processes would show more clearly their needs as well as their accomplishments.

STANDARD VI

GOVERNANCE AND ADMINISTRATION

Standard Six – Governance and Administration

Analyzing the governance of our college is more complicated than for many two-year colleges because Spokane Community College is one of the units of a larger district – Community Colleges of Spokane. In addition to SCC, this district includes Spokane Falls Community College (SFCC), the Institute for Extended Learning (IEL), and Central Administration.

The district is responsible for fulfilling the community college role for a six-county area. While these four components of our district might appear discrete, in reality, we have many areas where we overlap. And to make the situation even more complex, within our college we have several aspects of operation that fall under the governance of two or more units and others which must be coordinated with our sister college, SFCC.

Perhaps starting at the top of the administration hierarchy and working our way through the administrative maze will be an approach to understanding how we operate and the strengths and problems such a system creates.

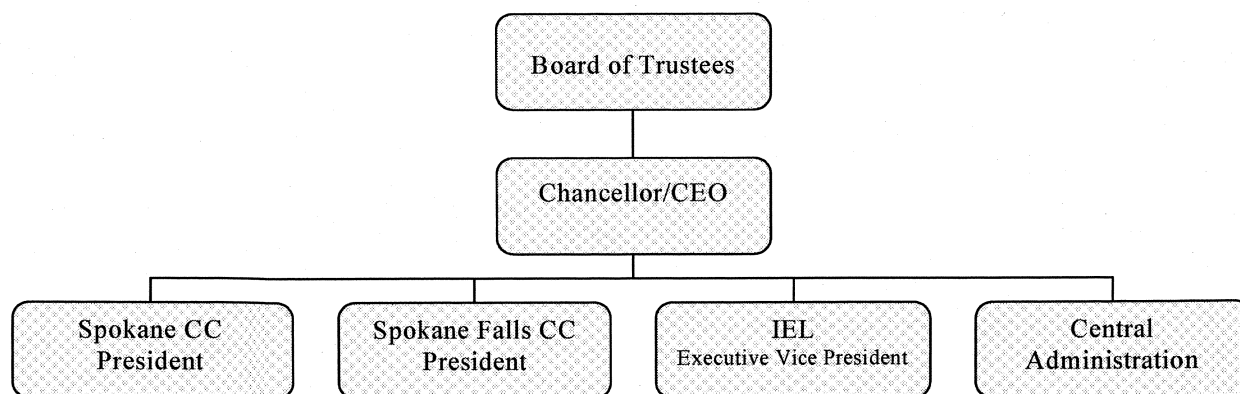
CCS Board of Trustees

At the top of this first chart is the CCS Board of

Trustees. This governing board has five members who are appointed by the governor of the state and confirmed by the state's legislature. They are appointed for five-year terms. In order to provide continuity to this body, the terms are staggered on a five-year cycle. One of our current members is actually a graduate of Spokane Community College, but none of the members are currently employed by the college.

They do represent a diverse community in the sense that we have a rural economist, a human resources specialist, a legal office manager, a sociology major, and a rancher/forester. Among these trustees, we have members with government service experience and a labor negotiator as well as someone with global interests. More details about our trustees can be found in the Standard Seven Committee Report.

Yet our board has a policy that directs the five members to act as a single body, and they do. The board policy manual addresses many other issues that direct how the trustees are to carry out their duties and responsibilities in leading our college and the rest of our district. One of their duties directly affecting SCC was the approval of our revised Mission Statement on March 19, 2002. They have also been kept informed of progress in our



self-study for continued accreditation. One of the trustees has been a member of the Accreditation Steering Committee and met with that body each month when her work schedule allowed.

At the January 21, 2003, board meeting, a group of faculty presented some of the work that had been done to that point. The presentation was well received.

While the board delegates the authority for approving programs, degrees, certificates, and diplomas as well as curriculum changes to the colleges' administrations, the trustees do stay informed about many of these issues. When the two colleges worked together for several years to review and revise the Associate of Arts degree awarded by both campuses, the CCS Board of Trustees was kept apprised of our progress and was given official notice of our final decisions.

The board does have policies that authorize it to hire college presidents and to evaluate those administrators with input from the Chancellor. Many at SCC do not believe this evaluation process is as effective as it could be. More faculty and staff as well as some of the other administrators at the college would like to be involved in giving feedback to the board about our campus leadership.

Some would like to offer feedback to the board members about their leadership as well. The CCS Board of Trustees does not have an official policy requiring evaluation of the board.

However, the board has done self-evaluations in the past. In October 2000, the board held a facilitated retreat where the members set governing goals. They had achieved one of those goals and were actively working on the other two as of our "snapshot date." They also announced plans to hold two Summer 2003 workshops/retreats to conduct the annual board self-evaluation and to continue strategic planning.

It has been recommended by the Standard Six Committee that the board develop a formal evaluation process, which would include feedback from the college's faculty, staff, and administrators (although there is no data to determine how widely

held this request is).

Chancellor/CEO

The Chancellor or Chief Executive Officer is the top administrator for the district. In the organizational chart, the duties of this position should encompass the entire district, yet not directly administer to the colleges. But the relationship of the Chancellor to SCC has not always been clear, especially because five different men have held the position since 1998. Some chancellors seemed too involved in what was happening on our campus; others seemed not to know or care about what was going on at SCC. We are hoping our current Chancellor will find a balance.

Since starting in August 2002, our Chancellor has made important efforts to understand the differences between our district's two colleges as well as to see how we all fit into the district we serve. He has visited our campus, attended classes, held meetings with faculty and staff as well as administrators, and shows up for events on a regular basis.

While none of the questions in the climate surveys asked about perceptions of the Chancellor, the general feelings are that he is liked, that he is working diligently with the state legislature on issues pertinent to us, and that he does know about what is going on at SCC but does not seem to be overly involved in the daily operations.

District Office

The Chancellor is not the only member at the district level with whom we deal. Although the organizational chart puts the District Office at the same level as our college, in many ways, this office functions "over" us. We know that our college is the institution seeking reaffirmation of accreditation and that the district is not really a part of this process, but sometimes the relationship we have with this unit causes us problems in governance.

Problems between the two units were observed in the 1993 accreditation report, which noted concern about the relationship between the district office and the local campus. The 1998 interim accreditation report stated that "[c]ommunications between

the College and the District Office have improved markedly...”

The most significant impact of district decisions on our college is financial. One decision has had an especially adverse impact on SCC. When a former Chancellor decided that the district offices should be moved, he arranged for the district to lease a new building in downtown Spokane that had been purchased by the CCS Foundation.

Unfortunately, the money for the rent on this building was not adequately budgeted, and the colleges have had to designate part of their budgets to offset the district’s shortfall. SCC’s share was \$206,199 for 2002-03. The board had approved this purchase and the budgets but had little input in the actual decision.

The more serious financial problem has to do with the allocation of money that comes from the state for our district. Although allocating funds based on proportional full-time equivalent students (FTES) served appears to be equitable, in fact, because SCC has a higher number of students enrolled in expensive professional and technical programs, we do not receive the amount of money needed to adequately fund these courses. Chapter seven on Finances and that standard committee’s report give greater detail about how this funding formula is not really the best way to distribute money throughout the district from our college’s perspective.

Other issues of concern in our relationship to the district pertain to services. In many cases, the district still uses manual procedures, often with multi-part forms. Even though we have bar codes on all equipment, inventory is still done by one person for the entire district. Requests for repairs to any of our buildings can take six months to a year to be filled. We believe that some of these processes can be modernized. Soliciting feedback from the colleges and reviewing the current practices could also show some areas where change would be beneficial to the colleges using them.

Many of the district services are centralized and

actually help our college. Since we have faculty and staff who work for different units, having a district Human Resources office works well. Other services, such as purchasing, marketing, and high school relations provided through Central Administration, are similarly necessary and effective.

The most significant impact of district decisions on our college is financial.

One of the more important centralized services is provided by our institutional researcher. This researcher is shared by both colleges to gather and analyze data, such as FTES, enrollment patterns, and student/faculty ratios. This information is distributed to the Deans who sometimes share the reports with their department chairs who might pass on these facts to their department members.

But this self-study process and our renewed involvement with assessment have shown more people at our college how valuable this position is. Our new institutional researcher has gone out of her way to be known and to be helpful. While we originally had asked for someone to be dedicated solely to our college, at this time having this position as a district post makes financial sense.

It has taken a while to actually begin looking at the administration of Spokane Community College, but without the background and understanding of our district administration, some of the larger context would be missing. The district does give a great degree of autonomy to the colleges however. Board policy does specify what the relationship between the President and the Chancellor is to be, but it also clearly states that the President is “responsible for the administration of the individual college.”

President

One of the themes running through this self-study has been the instability in administrative leadership this college has been dealing with. Perhaps this theme is most profoundly noticed in the role of the President. SCC has had three presidents since 1998: Dr. Jim Williams, 1995-99; Dr. Ron LaFayette, interim 1999-2000; and Dr. Doris Givens, 2000- present. Each has had different leadership

styles; with our current President, the style has not matched the needs of the college.

At first, top leadership may have believed that dissatisfaction among faculty and staff concerning the President was focused in just a few vocal members. But the climate surveys done in Winter 2002 and Winter 2003 showed that this discontent was actually widespread.

Both survey summary reports caution, however, that with response rates of 61 percent in 2002 and 57

percent in 2003, data must be seen as reflecting the opinions of only three-fifths of the college employee population. The other two-fifths may not have their perspectives accurately reflected. That caveat aside, the survey results show some serious issues with regard to how the faculty and staff perceive the President carrying out her duties.

In the Winter 2002 Climate Survey, statements for respondents concerning campus administration did

Statement: "The ... supports the teaching and learning environment."

	Strongly Disagree	Disagree	Agree	Strongly Agree
President	15%	19%	57%	8%
VP of Learning	5%	7%	67%	22%
VP of Student Services	5%	10%	71%	15%

Statement: "Decisions made serve the best interests of the campus."

	Strongly Disagree	Disagree	Agree	Strongly Agree
President	23%	34%	40%	3%
VP of Learning	4%	15%	67%	14%
VP of Student Services	5%	14%	70%	11%

not distinguish among the top three leaders of our campus: the President and the two Vice Presidents. Overall, when given the statement "SCC leadership is decisive and proactive," 61.3 percent marked "disagree" or "strongly disagree."

Yet comments in this section of the survey indicated that most respondents saw the problems residing in the President. Some comments stated that she is not fulfilling her role, that she defers to others to answer questions, and that she does not participate in open discussions regarding issues.

The next year, the Accreditation Core Group decided to modify the survey to try to understand if the dissatisfaction was with all three top leaders. The statements were separated to address the roles of each individually. The tables on this page show the comparisons among these three with the responses given to a variety of statements.

Statement: "The leadership is decisive and proactive."

	Strongly Disagree	Disagree	Agree	Strongly Agree
President	30%	39%	28 %	3%
VP of Learning	6%	19%	61%	14%
VP of Student Services	5%	14%	70%	11%

Statement: "I can trust the information I receive from the ..."

	Strongly Disagree	Disagree	Agree	Strongly Agree
President	23%	28%	43%	6%
VP of Learning	6%	11%	63%	20%
VP of Student Services	5%	12%	67%	16%

The comments from this survey concerning the President included 50 that were negative in tone and three that might be characterized as positive or supportive. These comments fell into roughly 11 categories ranging from “lack of leadership/ ineffective leadership” to “calls for replacement or resignation.”

Through discussions about these results, the Standard Six Committee came to realize that Dr. Givens arrived at SCC with a different college governance model than what we had been used to. She put much of the administrative responsibility for the college into the offices of the two Vice Presidents and saw herself as a connection to the community.

While the data concerning how the top administrators support teaching and learning at SCC show that all three are perceived as supportive, the other categories of trust in information and decisions serving the best interests of the campus show different attitudes. In these cases, we see that the majority of respondents did not trust the information they received from the President, nor did they believe her decisions were made in the best interests of the campus.

Yet the evaluation done through the formal evaluation process set up for administrators throughout our district gave a different picture of the President. Evaluation for administrators is an ongoing process and calls for an annual performance evaluation done by the personnel reporting to the specified administrator or who in other ways have contact with this person.

The goal of administrative evaluation is to promote growth and improvement, to recognize strengths, and to implement corrective or improvement processes if needed.

Some of the elements to be considered in this evaluation include the following:

- ability to correctly apply and follow the Master Contract

- ability to correctly apply and follow board policies and district procedures
- ability to correctly apply Higher Education Unit rules and standards
- use of district personnel policies
- competence in carrying out the essential duties of the specific position
- adherence to state and district Affirmative Action regulations and guidelines

A summary by the administrator’s supervisors is written based on these criteria. Additional feedback is elicited by the administrator being reviewed, who distributes evaluation forms to a select group, generally those who report to that administrator. All of this information is used to decide whether to renew the contract and is also placed in the administrator’s permanent file in the Human Resources office.

Because administrators and professional exempt employees had not been part of the two climate surveys, the Standard Six Committee requested that a survey be developed that could obtain specific information about their perspectives of how the college was faring. With regard to the three statements where faculty and staff noted problems, we see slightly different views in the tables below from those who work more directly with the top three administrators.

Statement: “The leadership is decisive and proactive.”				
	Strongly Disagree	Disagree	Agree	Strongly Agree
President & both VPs	9%	46%	36 %	9%

Statement: “I can trust the information I receive from the SCC administration”				
	Strongly Disagree	Disagree	Agree	Strongly Agree
President & both VPs	5%	24%	47%	24%

Statement: “Decisions made serve the best interests of the campus.”				
	Strongly Disagree	Disagree	Agree	Strongly Agree
President & both VPs	5%	24%	62%	9%

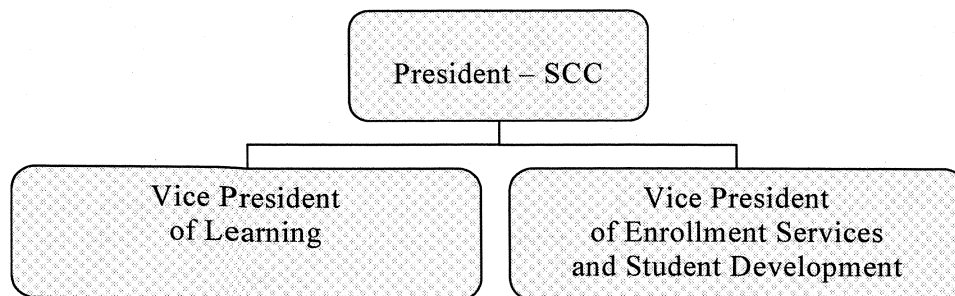
Comments from this administrative survey that pertain to this data included “There is a myth that it is only the president who is a bad leader...” One comment did address the administrative evaluation process noting that it “seems antiquated.”

Other comments indicate that the administrators of our college also see some problems with the President’s leadership: “I believe the president lacks the ability to lead a complex institution like SCC,” and “Top leadership (the top) needs to listen to faculty, staff and other administrators. The president often seems to take a defensive or an offensive posture.”

Vice Presidents

Much about the two Vice Presidents of this college has been stated in the section above concerning the President.

The two women in these roles have been with the college for several years, so turnover is not a problem at this level. The current Vice President of Learning, Sally Grabicki, was appointed as an acting Vice President in 2000 and was hired officially



in this role in 2001. Our current Vice President of Enrollment Services and Student Development, Dr. Terri McKenzie, was appointed to the position in 1999.

However, especially in the Student Services half of our governance structure, the changes and vacancies have radically altered the duties and responsibilities of that administrator. With the Instruction divisions of our administration, the Vice President of Learning has had her duties increased because of inordinate turnover in the academic Deans.

The faculty and staff responses indicate that most

of the respondents in the Winter 2002 and Winter 2003 surveys see these two Vice Presidents as not only supportive of the teaching and learning environment at SCC, but also as two leaders they can trust who are proactive in making decisions that serve the best interests of the campus.

The administrative and professional exempt survey of Fall 2002 did not separate the three top leaders, so the data cannot be analyzed in terms of their responses to the Vice Presidents per se. However, some of the comments pertain to these administrators. One respondent commented that the “VPI [the VP of Learning used to be the VP of Instruction] undermines what deans should be doing.” Another noted that there seems to be a “philosophical divide between the two Vice Presidents...” Still another comment noted, “All three seem to want healthy communication, but sometimes I feel their personality conflicts get in the way.”

The three top administrators have taken these comments seriously and have been making an effort to correct the perceptions of dissension as well as to improve the communication among the three of them.

The most serious issue for our Vice Presidents to deal with is their workload. Each is responsible for half of the functioning of our college, yet with the President

handing them additional duties, such as attending or presenting at board meetings on her behalf or leading budget discussions at college meetings, both women are often over-extended.

Deans

The next level of administration to explore is the Deans’ level. This is the level where the theme of turnover and/or vacancy instability is most noticeable. It is also the level where support and satisfaction from those being served is highest.

Let us look at the Student Services half of our col-

lege first. The administrative structure for this area has changed dramatically in the last decade. Approximately eight years ago, four Assistant Deans reported to the Vice President of Student Services:

- Counseling (Dick Monahan)
- Financial Aid (Pat Erickson)
- Admissions/Registration (Sunny Burns)
- Student Programs (Bob Vervaeke)

When the Assistant Dean for Counseling returned to faculty status, the positions were retitled as Associate Deans and their duties realigned as follows:

- Financial Aid and Counseling (Pat Erickson)
- Enrollment and Institutional Diversity (Sunny Burns)
- Student Funded Programs (Bob Vervaeke)

Shortly after the current Vice President began her tenure with us, one of these Associate Deans took a position at another college. Student Services agreed to delay for one year hiring a replacement to help offset a \$400,000 budget shortfall. Unfortunately, another shortfall, this time for \$450,000, was used to delay filling the position again the following year.

The Vice President's title changed to Vice President of Enrollment Services and Student Development, and only two Associate Deans were administering to the Student Services portion of our college:

- Financial Aid and Counseling (Pat Erickson)
- Student Funded Programs (Bob Vervaeke)

At this point, most employees in Student Services despaired of ever getting replacements.

Then in 2002, the Associate Dean for Student Funded Programs retired. The Associate Dean for Financial Aid and Counseling returned to faculty status. The entire Student Services area began a process of restructuring.

The decision was made to consolidate departments and to make the administrators full Deans. The Instructional Services and Telecommunications division and its Dean were reassigned to become part

of Student Services. Discussions began to move the International Student programs into the Instructional half of our college under the Vice President of Learning.

As of February 2003, the following Deans are reporting to the Vice President of Enrollment Services and Student Development:

- Dean of Enrollment Services (vacant)
- Dean of Instructional Services and Telecommunications (Mary Carr)
- Assistant Dean of Student Development (vacant)

Because of this restructuring, discussion about changing the Vice President's title again has begun.

In looking at the other half of our college, the Instruction areas, the instability we have been experiencing is due to turnover more than vacancies. An appendix to this chapter lists the individuals (interim, acting, and permanent) who have held the Dean of Instruction positions for each academic division since Fall 1998.

But the numbers themselves speak to the problem. SCC has had six deans of instruction for the Liberal Arts and Vocationally Related Instruction division since 1993. In the same time period, the Business, Hospitality, and Information Technologies division has had four deans. Health and Environmental Sciences has also had four deans between 1997 and the present. And since 1992, the Technical Education division has had six deans.

Compounding the turnover problem – or perhaps part of the cause – is the restructuring of the academic Deans that took place over a two-year period (1997-99) when the academic divisions were reduced from six to four. The administrators in these divisions have commented that they often feel overworked by the amount that needs to be done to serve divisions that are the size of some of the smaller community colleges in our state.

In an interview with Standard Six Committee members, one Dean acknowledged that he was taking a job at another college with lower pay because he wanted more time with his family. Although he had been working 12- to 14-hour days and weekends on

a regular basis, he still felt that he was not able to do all the things that needed to be done for his division.

Perhaps the most noticeable position where turnover and vacancy have affected the ability to administer to a vital aspect of our predominately professional/technical college has been the traditional Vocational Director's position. The position has been recently upgraded to an Associate Vice President status.

Vocational Director– 7 in the last decade (now Associate Vice President of WorkForce Education)

1984 – 1992 (Gary Mitchell)

1992 – 1994 (Dennis Adams, acting *)

1994 – December 1997 (Larry Tarrar)

January 1998 – February 1999 (Regina Lawrence, interim**)

February 1999 – August 2000 (Davida Adamski)

August 2000 – January 2001 (vacant)

January 2001 – August 2002 (Sally Grabicki, acting *)

August 2002 – January 2003 (Tina Bloomer, acting)

January 2003 – present (Tina Bloomer, interim)

* served as acting director while concurrently serving as Vice President of Instruction/Learning

** served as interim director while concurrently serving as administrator for Technical Education division.

One administrator in the Fall 2002 Administrative and Professional Exempt Survey did comment in the Retention section that “[r]etention is fast becoming a major problem among administrators. In less than 3 years we’ve lost four deans.”

Some insight as to the causes for this turnover can be deduced from the data gleaned from some of this survey’s statements. In response to the statement “My salary is a factor in my decision to remain at SCC,” 61 percent disagreed. Responding to the statement “Given my workload, my salary compensates me adequately,” 68 percent disagreed. Concerning “My salary and benefits are consistent with my level of responsibility,” 64 percent disagreed.

Spokane Community College did finally hire a Dean for the Learning Resources Center in November 1996. That position and her departments were recently transferred to the Student Services half of our college. The only other major administrative post reporting to the Vice President of Learning is the district Director of Athletics, Physical Education, and Recreation, who has been in his role since 1973.

Yet in spite of all the turnover and the turmoil that such changes tend to cause, the Deans themselves are very positive about what they do, and the faculty and staff gave them high marks in a variety of response areas in the two climate surveys.

Winter 2002 Climate Survey				
Statement	Percents			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Decisions made serve the best interests of the division.	2.3	24	59.5	14.1
The [division] leadership is decisive and proactive.	4.0	21.6	56.5	17.9
Budget allocations reflect the stated values and goals of my division	8.3	32.7	50.7	8.3
I can trust the information I receive from my division administration.	2.9	13.1	63.1	20.9
Division problems are resolved through a collaborative process.	4.0	18.9	61.6	15.5
The division administration supports the teaching environment.	2.0	7.5	65.1	25.4

Winter 2003 Climate Survey				
Statement	Percents			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Decisions made serve the best interests of the division.	4.1	19.3	62.4	14.2
The [division] leadership is decisive and proactive.	4.1	20.6	61.1	14.7
Budget allocations reflect the stated values and goals of my division	7.9	29.9	51.8	10.4
I can trust the information I receive from my division administration.	3	13.1	63.1	20.9
Division problems are resolved through a collaborative process.	4.0	18.9	61.6	15.5
The division administration supports the teaching environment.	2.0	7.5	65.1	25.4

This assessment of the division leadership showed the same or increased effectiveness when the Winter 2003 Climate Survey was done. The results are in the table above.

While the Fall 2002 Administrative and Professional Exempt Survey did not separate the statements into administrative level categories, some of the comments written in different sections indicate the same high regard for the Deans: "...based on my working relationship with the instructional deans and support personnel [t]his group works well together, and we value each other greatly," and "...from working with the instructional deans on a weekly basis, I clearly see the strong level of trust and teamwork they have established."

These positive sentiments are not necessarily felt equally in the divisions. The Winter 2002 and Winter 2003 surveys did show differences among the divisions in response to division administration. For a complete understanding of the responses please review the appendix at the end of this chapter.

In general, the four academic divisions – Business, Hospitality, and Information Technologies; Health and Environmental Sciences; Liberal Arts and Vocationally Related Instruction; and Technical Education – show that the deans are very supportive of the teaching and learning environment. These four

deans are perceived in positive terms with regard to most of the categories analyzed.

Computer Support Services' managers are also given high marks as effective leaders. But the supervisor for the Facilities department has issues of trust and interest to deal with. Data from the Winter 2003 survey is similar; however, in these two areas – Computer Support Services and Facilities – the small sample size rendered the data statistically invalid.

Again, our survey has shown us some specific areas where there may be problems with administration at the dean level, but in general, these administrators are seen as fulfilling their duties and responsibilities in an ethical fashion. The real problem at this level of our organization is the turnover, which has made consistency in governance difficult.

Shared Governance

Shared governance is a concept that should compensate for the turnovers or weaknesses found in any specific administrative post. With this notion of everyone in the college being involved in the decision-making processes, no one person should be liable for problems that develop. Yet again, we find that the working relationships among the constituents of the college are strong in some areas and need improvements in others. Faculty, staff, and

students all have opportunities for sharing their voices in the decision-making with administrators, but often they feel they are not heard.

All three of these additional elements of our college population have specific representatives who attend the CCS Board of Trustees meetings along with key administrators from our college. We have student, staff, and faculty members as part of the College Council for our campus, but unfortunately, that council has not met for nearly three years.

Screening committees for hiring administrators and faculty very often have representatives from all four constituencies. Each tenure review committee includes not only student evaluations that are taken seriously but also often a student representative who does observations and participates in the tenure review discussions.

But just as often, the student government leaders have problems finding suitable representatives who can dedicate the time and effort to this serious endeavor. And too often, our classified staff members find it difficult or are not approved by their supervisors to be participating members in the committees and councils requiring their perspectives. So only a few staff try to serve in all the functions, and then those few become burned out, and we again find committees with no staff input.

SCC does have some very key moments when all of us come together. The first such event each year is our fall orientation program. We have had good attendance at the All College Meetings that have been held once or twice a quarter during the last couple of years. These times are used to share information pertinent to all of us at the college and to recognize awards and achievements for key members of our college.

We have also become adept at using our e-mail system to communicate quickly with each other and with the college as a whole. Our Web sites give us access to information about our college quickly. The division and department levels are where we

find the strongest indications of shared governance working effectively. The Deans of the four academic divisions in the Instruction half of our campus have been working together to review all our programs to find duplications that could be eliminated or combined more effectively. Our Distance Education and Continuing Education offices have been moved into the Instruction arena so that their members can work more directly with the faculty.

These vital links between faculty and administration – our department chairs – are perhaps the most involved faculty members in terms of shared governance.

Department chairs participate in regularly scheduled meetings with each other in the college-wide Council of Chairs as well as in division meetings for the chairs.

These vital links between faculty and administration – our department chairs – are perhaps the most involved faculty members in terms of shared governance. They have many duties and responsibilities that are the bases for the functioning of any college.

While the Master Contract clearly stipulates in the article that addresses these duties and responsibilities of department chairs “that the functions of the department chair are advisory in nature and that nothing in this article shall confer or imply administrative authority to such employees,” it is this role that has most contact with and impact on our college administration.

Our climate surveys and the administrative survey give us some more details about how those involved in shared governance perceive this concept as it is applied at SCC.

In the Winter 2002 Climate Survey, faculty and staff were asked to respond to the statement “I am encouraged to give my input into the making of campus decisions.” Respondents were evenly split with 50 percent agreeing with the statement and 50 percent disagreeing. When modifying the statement to ask about input into making division decisions, 76 percent agreed and only 24 percent disagreed. Further analysis of this question by dividing respondents into faculty or staff categories showed us

that at the campus level, 56 percent of staff agreed that they were solicited for input while only 46 percent of faculty felt that way. At the division level, 70 percent of staff believed their input was encouraged while 79 percent of faculty felt encouraged to give their input.

In Winter 2003, the results to the above statements concerning both the campus and division were very similar. Looking at another statement from that survey, "My input into planning and policies is solicited and acknowledged," we find only 55 percent agreed. Comments indicated that some would like to know whether any of their ideas were even received let alone used in the decision-making process.

In looking at the statement "The campus administration maintains a positive overall climate for the open discussion of issues," in 2002, only 50 percent agreed with this statement. Modifying the statement to ask about the division level, we had 75 percent in agreement.

The next year, the overall climate seems to have improved if the responses are an indicator. Regarding the campus climate, 56 percent agreed with the statement in 2003, and 81 percent agreed that the divisions maintained positive climates for the open discussions of issues.

This high assessment of the shared governance

holds for almost all of the nine units used to categorize faculty and staff for survey purposes. The response to the statement "Division problems are resolved through a collaborative process" can be broken down as shown in the table below.

Administrators are also seeing problems with shared governance at Spokane Community College according to the results of the Administrative and Professional Exempt Survey given in Fall 2002 found in the table on the next page.

The analysis and comments concerning the relationship between SCC's administration and the faculty association or union, the Association of Higher Education (AHE), from the administrative survey deserve serious consideration. Many comments indicated that administrators feel they are unable to work effectively because of interference by AHE faculty representatives: "Shared governance cannot occur so long as AHE officers insist on telling administrators how to do their jobs," and "The AHE works in a counter-productive way with administrators,...several of the deans have complained of feeling handcuffed by AHE tactics."

Faculty and Staff

While the accreditation element of this standard only addresses the Faculty Role in Governance in Section 6.D, this report will add some of the staff issues that dovetail with faculty issues.

"Division problems are resolved through a collaborative process."			
Division	Number Responses	Percents	
		Disagree	Agree
Athletics	8	25	75
Business, Hospitality, & Computers	36	17	83
Health & Environmental Sciences	34	15	85
Learning Resources Center	8	63	37
Liberal Arts	55	35	65
Technical/Professional	47	9	91
Student Services	47	23	77
Computer Support	19	37	63
Facilities	2*	0	100

* Small sample size renders statistical analysis of data invalid.

Fall 2002 Administrative & Professional Exempt Survey		
Statement	Percents	
	Disagree	Agree
The working relationship among Instructional units at SCC embodies open communication.	39	61
The working relationship among Student Services units at SCC embodies open communication.	41	59
Sufficient collaboration between the Student Services unit and the Instruction unit occurs.	74	26
A high level of communication occurs between the Instructional and Student Services units about issues that affect the college.	79	21
The relationship between SCC's administration and AHE is productive to meeting SCC's mission and goals.	80	20
Shared governance is working effectively at SCC.	75	25

This element was noted as a problem in our last accreditation review. Our then-President set up several councils to provide active, systematic avenues for faculty and staff involvement. The three dominant advisory boards were the Council of Chairs (a committee of all department chairs), the Staff Council (a committee representing concerns and perspectives of our classified staff), and the College Council (a committee with representatives from all constituencies of the college meeting with the President).

While the first two councils have continued to meet on a regular basis since being started in 1995, the last committee has only been convened once in the last three years. In both climate surveys, respondents were asked if "[p]articipation in college planning and policy development is important to [them]." In 2002, 73 percent said "Yes" to this statement. Of those marking "Yes," slightly over 65 percent believed they had contributed to plans at the division level, but only 34 percent felt they had contributed in such a way at the campus level.

In 2003, 70 percent marked "Yes" to the same statement. Of those who marked "Yes," 73 percent agreed that their input had contributed to planning at the division level. And now 40 percent of those who marked "Yes" agreed with the statement that their input contributed to the development of plans and policies at the campus level.

Part of the reason for the rise in numbers can be

found in the response to the statement "The development and work of the Strategic Planning Committee, Budget Committee, and Facilities committee have improved communication among various college units." This was a new item in the Winter 2003 Climate Survey, and the committees were formed partly as a result of the responses to the 2002 survey.

In the 2003 responses to this statement, 54 percent agreed that these committees have had a positive impact on communication. Staff and faculty indicate they have felt more involved in campus issues.

More information concerning faculty involvement and issues pertaining to the teaching that occurs at SCC is found in the Standard Four Committee Report and in chapter four of this self-study report. The only additional staff information to address concerns staff salaries and staff evaluation. Unfortunately, staff salaries are set by the state. Last year, these important members of our college community did not even receive a cost-of-living-allowance raise. Reviewing the salary schedule for classified staff is one of the recommendations that has come out of our self-study process, but making changes in the state system is an arduous process.

The evaluation process for staff members is pretty clear. As with all members of the college, board policies address the overall role of staff, the staff handbook gives guidelines for the evaluation proc-

ess, and all specific job criteria are on file with the Human Resources office.

Students

At a two-year institution, it is often difficult to have students involved in the governance of the college because most of them are focused on understanding college life and trying to balance jobs and families with education. But for those who do want to be involved in the larger issues of our campus, we have several ways that they can participate.

Most of those desiring involvement become part of the two student governing bodies – the Associated Student Council (ASC) and the Student Activities Council (SAC). From these two groups, most of the student representatives are chosen. The ASC president represents students at the CCS Board of Trustees meetings.

Often students participate in screening/hiring committees; in addition, other students sometimes participate as part of a demonstration classroom but often as full-fledged members of the committees themselves. Students may also serve as equal members of the tenure review committees.

The most important part students currently play in governance is their dominant role in the Technology Planning Advisory Committee. This committee formed after the student government implemented a Student Technology Fee in 1999 to be added to all students' costs.

This fee, which is \$3 per credit up to \$30 per quarter, creates a fund that is to be used to augment the monies allocated to the school and that can be used only to purchase new and replacement technology products for student use.

Since this fee generates about \$600,000 a year, students have a lot of money to consider. While staff, faculty, and administrators have input and participate in the decisions, the committee is dominated by students, and their voice is the deciding one for final allocations.

The 2002-03 ASC President has been the most involved student in governance issues during this academic year. He has been the representative to the board meetings and has been serving on three committees with our district Chancellor. He noted in an interview that he finds the Chancellor and district administration very approachable. He acknowledged that he has also been serving on one committee with the SCC President, but that because they have attended at different times, he has had little contact with her.

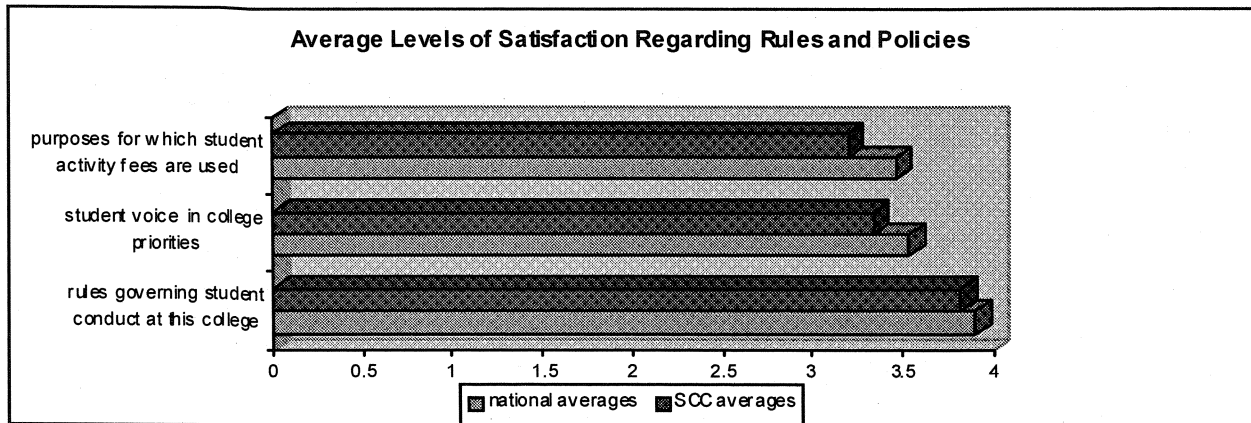
Because of the retirement of the administrator who works with the student government, our Vice President of Enrollment Services and Student Development has taken on the responsibility of advising the ASC. She has been touted as "a great advisor" who is willing to listen and help. Even though the Vice President of Learning has no direct connection to the student governing bodies, she was also noted as being very helpful and attending many student functions.

The Student Services divisions conducted a survey of students in Spring 2002 to begin the process of long-term assessment of their relationships to students. While none of the questions in the survey directly pertained to governance issues, we can glean some information about how students at SCC perceive their involvement with the college.

Using a scale where 1=very dissatisfied, 3=neutral, and 5=very satisfied, we can get some base lines for our students that will be used to measure improvements in future years. A chart of some of these results is found on the next page.

As a preface to these results, the analysts of the data caution that SCC's results should be compared to national data with care and with the understanding that the national data cannot be considered to be representative of all two-year institutions.

In addition, while the SCC pool of respondents can be considered fairly representative of the student body (with 939 completed surveys out of 1,000 targeted for the 9:30 class hour and evening classes), we are not sure about the methodology used by other colleges.



While this graph shows that SCC students' ratings of how their fees are used, what their voice in college prioritizing is, and how they feel about the rules of the college that pertain to their conduct are slightly below the national averages, they still rate these issues in the "high neutral" to "satisfied" range.

Their overall response to student government was 3.30, slightly above "neutral." Their rating for opportunities for personal involvement in college activities (including governance as well as athletics and clubs) was 3.55 – definitely in the "satisfied" range.

The CCS Foundation

The last element to be addressed in this report concerns our foundation. While this body is not part of the governance of our institution per se, it is the only institutional advancement activity organization we have. The CCS Foundation, which serves all the units of the district, has helped our college in many small and large ways.

The foundation is responsible for a variety of scholarships that help our students pursue their dreams. Through the public and private donations that the CCS Foundation coordinates, scholarships to 342 students throughout our district amounted to \$149,821.

The CCS Foundation has been able to support our students in other ways. Three of their major pro-

jects this year pertain to SCC: the Spokane Community College Center for the Humanities, Child-care Needs Assessment, and Technology – Access to Education Anytime, Anywhere.

Perhaps the most successful project the foundation has helped support for our college is the Touch the Future House. This yearly project has generated more than \$150,000 in scholarship and program support for SCC since its inception in 1996. In addition to the scholarship support, the hands-on experience for SCC students in Carpentry and Cabinetry, Architectural Technology, Landscape Planning, and other programs is invaluable.

And faculty benefit directly from the beneficence of foundation programs, particularly the Exceptional Faculty Awards given yearly to several faculty from both colleges. In December 2002, the foundation received \$25,000 from our local Spokane Teachers Credit Union to be added to this

Perhaps the most successful project the foundation has helped support for our college is the Touch the Future House.

fund. This pledge will receive matching funds from the state, so the amount of \$50,000 will have been added

to this endowment principal ensuring that faculty for many years will be recognized and honored for their contributions.

We do have a faculty representative to the CCS Foundation board meetings. In 2002-03, several members of this board attended our All College Meetings to present information and make stronger

contacts with our campus.

The relationship between SCC and the foundation that supports us needs to be strengthened, but as more members of our college see the positive results of the projects funded by this body, more are expected to become involved with this fund-raising branch of our district.

Conclusion

At this point, trying to summarize the strengths of how we govern at SCC and the areas where we need to improve is not an easy task. The overall strength is that we have a substantial majority of the college population that believe in being involved in the workings of our college and who – in spite of the frustration and confusion that have been in evidence during the last several years – have kept this college functioning so that what happens in our classrooms and in service to our students has not suffered.

Strengths

To reiterate our strengths in governance at SCC, we note the following:

- ◆ We have an overall stable structure beginning with our CCS Board of Trustees. While this body does not directly govern SCC, it does have clear policies directing its activities and allows for all voices from our college to be heard. Our board has shown itself to be responsive to our college.
- ◆ We also have the promise of a more positive relationship with the Chancellor of our district and, therefore, with the Central Administration.
- ◆ SCC has two Vice Presidents who have worked hard in their respective portions of governance responsibilities. They have also tried to take on duties in areas where administrators were missing to keep the college functioning.
- ◆ Looking at the two climate surveys' results, we see that the overall climate of Spokane Community College has improved in the last year, partly

because the reintroduction of the Strategic Planning Committee and the formation of a new Campus Planning Committee and a new Budget Advisory Committee have given the faculty and staff opportunities to have their ideas heard and used in these vital areas of our college.

- ◆ The involvement at the division level is perhaps the area where shared governance is working best. Faculty especially believe they have input and impact in the decision-making that most directly affects what they do in their classrooms and in their services to students. The Deans also feel they have good working relationships among themselves and that they are accomplishing things that help their divisions.
- ◆ In addition to the new committees for campus governance, SCC has a variety of opportunities for students, staff, and faculty to join administrators in discussing issues that affect all of us. Some of these committees or task forces have had great success in making changes that benefited the college. Our SCC Curriculum Committee and the Technology Planning Advisory Committee are two such successes in the last five years.
- ◆ Most important to an institution of higher education, we have general support from all those involved for the teaching and learning environment that must permeate a college for it to be successful. Even when budget problems or administrative decisions adversely affect what we do in our classes and in our services to students, the overall commitment to education prevails.

Areas for Improvement

This report has also made it clear that we have some serious issues concerning governance that must be addressed for Spokane Community College to maintain this environment for future students. Some of these issues are as follows:

- ◆ Most critical is clarifying the role and responsibilities of the SCC President. Finally understanding the “strong president” model vs. the “strong vice president” model has helped many realize why the expectations we had for our current

President were unfulfilled. When we have a leader who takes the actions that show us decisiveness and the best interests of the college, confidence and trust will return. These responses should tend to filter throughout the college in the same way that frustration has currently found its way into so many of our working relationships.

- ◆ We need to stabilize the administration at the Dean level of our college by filling vacancies and addressing the turnover issues. These issues include workload assignments, incentives, and other problems that can be solved to promote better retention of those Deans who are doing fine work.
- ◆ We also need to stabilize the structure of our administration. We are currently trying to find the best organization for the various units of our college so that all of these elements can work more effectively and so that we do not overtax

the administrators in charge of specific units.

- ◆ The adversarial relationship between administration and the AHE that has developed over the past few years must be worked on. While the AHE has an obligation to represent faculty concerns to the administration, both sides need to find a way to approach these problems so that the animosity evidenced in the administrative survey is diminished.
- ◆ Finally, we need to find the means to allow more classified staff to leave their posts for committee meetings. Their input is valued, but their involvement has been stymied by factors that prevent even short absences.

Overall, when stability returns to the governance of SCC, trust will rebuild. As all parties recognize the complementary roles we play in making decisions, we will find ourselves working together again.

Appendix 6-A

Turnover in Instructional Deans

Dean of Instruction for Liberal Arts and Vocational Related Education 6

1993 – August 1998	Dean (Shirley Hauck)
September - November 1998	interim Dean (Dennis Keen)
November 1998 – August 2002	Dean (Robert Hauck)
September 1 – October 15, 2002	acting Dean (Cecile Lycan)
October 15 – December 20, 2002	acting Dean (Grace Leaf)
December 23, 2002 – June 30, 2003*	interim Dean (Karin Hilgersom)
*tentative ending date	

Dean of Instruction for Business, Hospitality, and Information Technologies 4

1977 – June 1997	Dean (Barry Hill)
September 1997 – June 1998	interim Dean (Scott Finnie)
June – September 1998	acting Dean (Duane Sunwold)
September 1998 – present	Dean* (Roberto Gutierrez)
* acting Dean (Mike Mires) January – April 2002	

Dean of Instruction for Health and Environmental Sciences 4

1997 – 1998	interim Dean (Georgeanna Conrad)
1998 – 2000	Dean (Charles Giammona)
July 2000 – July 2001	interim Dean (Beverly Walker-Griffea)
July 2001 – present	Dean (Carol Riesenberg)

Dean of Instruction for Technical Education

6

July 1992 – August 1999	Dean (Joe Young)
1999 (September – December)	acting Dean (Dick Cox)
2000 (January – June)	interim Dean (Bruce Randall)
September 2000 – December 2001	interim Dean (Bob Branch)
January 2002 – February 14, 2003	Dean (Bob Branch)
[February 18, 2003 – present	interim Dean (Mike Mires)] post “snapshot”
date	

Appendix 6-B

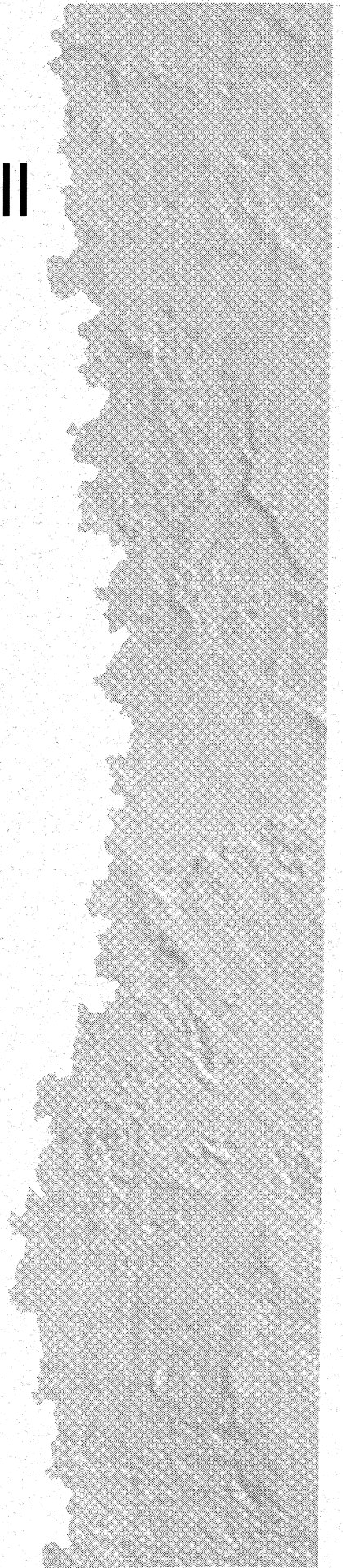
Survey Data by Divisions

Winter 2002			Winter 2003		
Division	Mean	Respondents	Division	Mean	Respondents
Athletics	3.43	10	Athletics	2.98	8
Computer Support	3.27	8	Computer Support	2.81	15
Health	3.09	25	Health	3.12	31
Business	2.95	38	Business	3.13	33
Prof-Tech	2.89	47	Prof-Tech	3.09	43
Liberal Arts	2.88	67	Liberal Arts	2.55	48
Student Services	2.85	39	Students Services	2.92	44
Facilities	2.60	8	Facilities	3.33	1
LRC	2.18	10	LRC	2.88	4

Positive sentiments are not necessarily felt equally in the divisions. The Winter 2002 and Winter 2003 surveys did show differences among the divisions in response to division administration. The mean composite satisfaction scores as well as the numbers of respondents are listed above (using the scale of 5 = highest score possible and 1 = lowest score possible):

STANDARD VII

FINANCE



Standard Seven – Finance

Standard Seven asks us to look at how finances are handled at our institution. The standard is divided into four major areas for review: Planning, Adequacy of Resources, Financial Management, and Fundraising and Development.

If students are the heart of our institution, faculty the soul, and administration and staff the brain and neural paths, then finances are the blood that flows through to keep all these parts functioning. Reviewing how our blood supply is doing indicates that while we have an extensive system, the blood flow is constricted in some areas and is in danger of being cut off.

To understand what happens with finances at Spokane Community College, we need to look at the larger picture and work our way inward. The

Community Colleges of Spokane are part of the State Board for Community and Technical Colleges, referred to as the SBCTC. This board prepares a budget for all 30 community and technical college districts in our state, which is submitted to the governor. From the budget that is approved by the Legislature, the SBCTC allocates funds to our district on an annual basis.

District 17 – CCS and Planning

SCC is one of two colleges and one of five major budgetary units in the district. When the district receives its annual state allocation, it divides the funds on a pro-rata basis among the five units. SCC receives approximately 40 percent of the monies. From this point, the college has considerable discretion about how it budgets its share.

Unfortunately through this process, our diverse “vocational” needs get short-changed. The current state funding model is based on a standard full-time equivalent student formula. While this formula is fine for most of the colleges in the state, it does not begin to allocate enough for the expenses incurred by a college with a majority of its students enrolled in professional and technical fields.

This funding formula inequity will be explained later in this chapter as we look at the inadequacy that this plan creates for our college. Compounding this funding problem is the district’s pro-rata distribution. SCC must constantly try to use the money allocated for its relatively inexpensive liberal arts students to offset the insufficient funds allocated for the business, service, health, environmental, and technical areas of the college.

So SCC finds itself at a disadvantage even before planning and budgeting begin.

So SCC finds itself at a disadvantage even before planning and budgeting begin.

To compound these planning problems, the state allocations have not increased for in-

flation and rising energy costs over the last several years. All of the colleges have been allowed to accept more full-time equivalent students, and tuition has been increased.

Our college has also been able to generate some extra revenue through the Running Start program where high school students take college classes and the money usually allocated for their high schools comes (in part) to our college instead. We also had a fairly large International student population because of our excellent technical and professional programs. That source of additional money has diminished since September 11, 2001.

Planning for Facilities and Equipment

Fortunately, monies for facilities is separate from other funding, so the planning for capital projects and facilities operations can be looked at as a separate issue.

In December 2001, our college began to develop its first formal Campus Master Plan. This plan addresses the short- and long-term facilities needs of

the campus. A professional firm guided the college-wide committee in evaluating the needs based on projected enrollment growth, aging facilities, design of a new campus entry, and other property acquisitions that will need to take place when the Department of Transportation begins work on the future north Spokane corridor (linking the freeway to the north side of town) that will run through the western part of our campus.

The most difficult part of our budgeting is identifying resources for equipment acquisition and replacement. Every year, departments prioritize their needs and submit their lists to the President. This process has been consistent through many years. These department lists are then reviewed by the President and Vice Presidents who determine the budget for the coming year. That budget is approved by the CCS Board of Trustees.

Planning vs. Budgeting

While the President tries to use the departments' priorities to set the budget, often the amount of money available barely covers basic operating expenses, so there is little or no money available to fund the requests. When we see how this scenario repeats itself year after year, we know that planning and budgeting are not the same thing. Planning has been inconsistent at SCC. Too often maintaining the status quo has been the guiding principle in SCC's finances.

In 2002-03, we did revive the Strategic Plan that had been created in 1996. With a new Strategic Planning Committee and a new Budget Advisory Committee, we are hoping we can seriously look at how best to use the limited resources that come to our college, not just for the coming fiscal year, but for the long-term future as well.

Survey Data Concerning Budgets and Planning

This issue of planning and finances is at the core of the theme that we keep finding throughout our self-study: boiling the frog to death one degree at a time. The pattern of budgeting to cover basic expenses and hoping that other revenue can fund the needs of our programs has created a resource gap. This widening gap has in turn created a lot of frustration for everyone at the college.

This frustration was expressed in the Winter 2002 Climate Survey. The summary report of this survey stated that when asked about participation in planning and resources, "three-quarters disagree (55% disagree and 20% strongly disagree) that resources such as time, money, and equipment are adequate to ensure effective evaluation and planning (23% agree and 2% strongly agree)...[Additionally] over two-thirds disagree (45% disagree and 20% strongly disagree) that budget decisions reflect the participation of staff, faculty, and administration (33% agree and 2% strongly agree)."

Respondents were also asked whether participation in college planning and policy development is important to them. Again, the summary of the survey noted, "Seventy-three percent answer that it is important to them." For those respondents who indicated that planning was important to them, "the majority agree (54% agree and 1% strongly agree) that their input into planning and policies is solicited and acknowledged, while 37% disagree and 7% strongly disagree."

The same set of questions was asked of employees in Winter 2003 with the major exception that when questions in 2002 had referred to "campus leadership," those statements were separated into three

Winter 2003 Climate Survey Responses to the Statement "Budget allocations by the ... reflect the stated values and goals of SCC."		
	Percents	
	Disagree	Agree
Vice President of Learning	25	75
Vice President of Enrollment Services and Student Development	21	79
President	55	45

Fall 2002 Administrators & Exempt Responses about Budget and Planning		
Statement	Percents	
	Disagree	Agree
Participating in college planning and policy development is important to me.	0	100
Budget decisions reflect the participation of staff, faculty, and administration.	39	61
Resources (time, money, equipment) are adequate to ensure effective evaluation and planning.	90	10
Budget allocations reflect the stated values and goals of my division.	28	72

Winter 2003 Climate Survey Responses about Budget and Planning		
Statement	Percents	
	Disagree	Agree
Participation in college planning and policy development is important to me.	30	70
Budget decisions reflect the participation of staff, faculty, and administration.	56	44
Resources (time, money, equipment) are adequate to ensure effective evaluation and planning.	67	33
Budget allocations reflect the stated values and goals of my division.	38	62

components to elicit responses specifically about the President, the Vice President of Learning, and the Vice President of Enrollment Services and Student Development. Responses were similar to those from the year before but were more positive in most cases.

The faculty and staff responses to these statements indicate that many who work at SCC do feel involvement is important and that within their divisions they understand how the money being spent supports their values and goals. But they are not as sure that the decisions take into account their ideas, and they are quite certain that the resources needed are not adequate.

Administrators and professional exempt employees were not surveyed in the two climate surveys done in Winter 2002 and Winter 2003. In order to understand the perspective of this important component of our campus, a separate survey was designed and distributed Fall 2002 for these employees. Four of the statements concerning budgets and planning were ones that had been used in the general climate surveys. However, the Fall 2002 Administrators and Professional Exempt Survey followed the first

climate presentation and did not separate the top leadership roles.

Comparing these two components of our college employees, we see some expected differences, particularly with regard to the importance of participating. While administrators generally seem more optimistic about the inclusiveness of participation in the budget decisions than the faculty and staff did in the climate surveys, they are also significantly more pessimistic about the adequacy of resources.

In Winter 2002 when the faculty and staff surveyed were asked whether their input contributed to plans at the department or division level, 59 percent agreed that it did, and 6 percent strongly agreed. At the campus level, however, the belief that their input mattered diminished. The survey summary stated, "A majority of respondents disagree (55% disagree and 11% strongly disagree) that their input contributed to the development of plans and policies at the campus level (33% agree and 2% strongly agree)."

In trying to understand where the disenfranchise-

ment in this participation occurs, we can look at the administrative level above the deans' level. Since the Winter 2003 survey separates the top three administrators, we can see that most respondents still feel that budget allocations are in the best interests of the college through the Vice Presidents' offices, but their confidence wanes at the President's decisions.

Many at the college have come to realize how important financial matters are. We feel the constraints daily, whether through reminders to watch how much we photocopy or through trying to fix an old piece of equipment one more time.

There is a sense that planning is driven by budget constraints rather than by meeting the important needs of students. And this dismay is often expressed as dissatisfaction with the leadership of the college. The theme of concern about administration is felt particularly acutely in the area of finances.

Budget Details

Our yearly budgets are published and made available to all who want or need to see the numbers. Most of this budget (over 90 percent) is consumed by salaries and benefits. What is left over is allocated to goods and services. We have had more meetings in the past several years that have been specifically focused on budgets and the problems that have developed. While the college does have a manager of financial analysis, it is not her job to make decisions about how to allocate resources. This is an issue that we will be grappling with for many years.

Debt

Fortunately, we do not have much debt to be concerned about as we look at the future. The Washington Administrative Code, WAC 132Q-01-006 *Organization and Operations*, and CCS Board of Trustees resolution 02-50 require the board to approve all major capital outlay expenses. Occasionally SCC has "borrowed" money from district reserves to finance equipment replacements, especially during the summer months when students are not involved in many of the programs. These trans-

fers are never taken from budgeted funds, only from reserve funds. Currently, the college does not have any internally financed equipment purchases. The last arrangement occurred in 1999 and was repaid in early 2002.

Historically, the district has tried not to incur debt. But our college has taken on two long-term debts in the past decade. One is a Certificate of Participation/Lease financed by the Washington State Treasurer's office. This debt was obtained to meet the short-term cash needs for the Lair, our student center, remodeling project. The college borrowed \$700,000 on a \$3.7 million project. The debt will be repaid by local revenue sources, including student building funds and bookstore and vendor revenues.

The other debt was obtained in 2002 to finance Phase I of a district-wide Energy Savings Conservation Project. The SCC improvements were included in the total project, which was completed during 2002-03. The project cost of \$3,399,780 was financed by the Washington State Treasurer's office. SCC's portion of the project and related debt is \$2,526,733. Energy savings are intended to provide the resources needed to retire this debt.

The college has no other external debt. But we have been affected by a debt incurred by the district. In 2001, the district entered a 10-year lease with the CCS Foundation to relocate its central administrative offices to the Riverpoint One building located in downtown Spokane.

Our college became affected by this debt when the district's rental budget needed an additional \$500,000 to meet the lease obligation. The solution for that shortfall was to reallocate funds throughout the district. SCC's portion of the reallocation was approximately 40 percent, or \$200,000.

This unexpected depletion of our operating funds had a serious impact on our ability to plan or budget for that year and created much controversy throughout the district. In 2002, the district has been able to sub-let some of the building, which will reduce the district's obligation by \$70,000. The rent savings are to be allocated to the operating

units in the district for the 2003-04 budgets.

Adequacy of Revenue and the Funding Formula

Although SCC's future looks good in terms of debt management, it does not look good in terms of its adequacy to meet the goals and mission we have set for ourselves.

Like most public institutions, we have become dependent on state funding as our primary source of revenue. The state's funding formula has been simplified to allocate monies based on full-time equivalent student, also known as FTES, enrollment.

As mentioned earlier, this simplified formula works well for most of the colleges where the majority of students are enrolled in liberal arts courses. Liberal arts courses traditionally are known as chalk-and-blackboard courses, with minimal equipment and supply needs.

The professional and technical courses, on the other hand, generally have greater expenses associated with their delivery because they need highly specialized pieces of equipment and frequently replenished supplies, whether we are looking at an expensive piece of surgical apparatus or the food purchases for the operation of our student-operated restaurant.

Another problem with this formula is the actual numbers of FTES. While SCC is adamant that its liberal arts

classes remain small, most of these classes still have more students than their professional and technical counterparts. Professional and technical classes must have limited enrollments for a variety of reasons, the most important one being the quality of instruction that is enhanced by a low student/teacher ratio.

But the amount of equipment available and the space needed to house workstations are other fac-

tors that limit class size. Yet over 70 percent of SCC's students are enrolled in these small classes. Therefore, funding based solely on the number of FTES puts these classes at a distinct disadvantage.

But the first mandate of our Mission Statement is to provide "industry-standard, professional/technical certificate and degree programs." State funds as they are currently formulated will continue to be inadequate to meet this requirement.

Alternative Sources of Money

So we have begun to seek more sources of revenue. Like most colleges, we have implemented student lab and course fees for those areas with high expenses. We are careful to ensure that those fees are just used for those courses. We have also included Perkins federal vocational and Worker Retraining funds as alternative sources of revenue.

More private grants and partnerships are being explored to help provide funds and/or equipment for the college. An example of such an arrangement is our Toyota T-Ten project where equipment and resources are provided by the Toyota Corporation to support the Automotive programs on campus.

And we continue to receive money from auxiliary enterprises using campus facilities such as the bookstore, the food service business, and various vendors that have been setting up tables in our Lair student center. This extra money is placed in a student reserve fund.

One significant financial boon for us has been the adoption of the Student Technology Fee approved by the Associated Student Council in 1999.

One significant financial boon for us has been the adoption of the Student Technology Fee approved by the Associated Student Council in 1999. This fee is added to students' charges at the rate of \$3 per credit each quarter with a maximum of \$30 per quarter assessed. The money gathered through this process amounts to approximately \$600,000 per year.

A committee of students, faculty, and staff obtain technology requests from every part of the college. They then decide which requests can be funded, using established criteria to determine how the allocations will be made. This "extra money" has been

especially helpful in the college's attempts to keep abreast of the technological needs for all of our programs.

While much of the spending from this fund has gone to computer purchases and "smart" classrooms, other purchases include new microscopes for the sciences and specialized equipment such as a turbine engine, wheel alignment and suspension equipment, and an industrial parts washer, just to name a few.

Computer purchases, replacements, and software upgrades have become integrated into every field at the college. All faculty have computers in their offices, and 42 computer labs are available to accommodate students' needs for these instructional and learning tools.

Ten years ago, we had not quite envisioned the predominance of the PC in our teaching. Now it is difficult to imagine teaching without these marvels. Without the additional revenue generated by the Student Technology Fee, our campus would be in dire straits in its ability to provide the necessary skills for any of the fields – including liberal arts disciplines.

Yet this new fee is not the cure for our financial woes, so we are exploring other ways to make ends meet.

An idea that is being piloted in 2002-03 is

the self-support course. Our Pharmacy Technician certificate program is offering an additional section on a self-support basis since there was no state funding to make the class available otherwise. Students do pay more than regular state tuition for these kinds of classes because they pay the direct and indirect costs of operating such classes. Some of our courses in high demand, such as Anatomy and Physiology, are also offering additional sections at the self-support rate to meet the needs of our Allied Health students.

Piloting the self-support concept with these limited courses will give us the means to see how well this idea works. The pilot project will be evaluated at

the end of the fiscal year to determine how much revenue was actually generated and how this arrangement impacts our students and our Mission Statement.

Problems with Finances Realized through Hindsight

Many at the college and in our district offices have recognized that while SCC has had a stable financial history, our resources have been steadily declining in recent years. Part of this decline is a result of spending cash balances for locally funded capital projects, such as remodeling our student center. Of course, state funds have gone down in their ability to help us meet our needs if not in actual dollar amounts.

Another factor has been an over-reliance on contracted enrollment revenues, such as those generated by our international tuitions. Losing so many international students over the past few years has had a significant impact. The college plans to try to correct this problem by moving the International Student program into the instructional realm (and out of the student services area where it had been located).

*Ten years ago, we had not quite
envisioned the predominance of the PC
in our teaching.*

Over-reliance might not have become a problem if we had continued to follow our practice of placing the extra money generated by Running Start and International students into

a reserve account. But during the 1999-2000 year, the college effectively depleted this account because the budgeting had depended on that year's revenue from contracted enrollments to make ends meet. Since that year, we have been attempting to rebuild the reserve account that is truly a reserve and not an anticipated source of revenue for budgetary planning.

Maintaining this type of reserve has served the students well in their projects since revenues from the auxiliary enterprises housed in the Lair student center are always placed in reserve. A portion of our parking permit fees and fines is also placed in a district reserve account that can later be used for

improvements to parking and related facilities. Some of those fees and fines are used for parking enforcement, security, and administration of those services.

Another way to rebuild a reserve for the college is being tried by allocating five percent of all new initiative monies to a contingency fund as part of the proposed plan. As of February 2003, only the self-support Pharmacy Technician program had so designated funds from the revenues generated. But several other proposals have added that component to their plans as well.

In seeking new partnerships, particularly with Spokane School District #81 and Inland Northwest Health Services, we are hoping to explore other new avenues to generate revenue and thus support our programs.

Looking Ahead to Reduce Expenses

But we have also had to take a hard look at the other side of the equation. If we recognize that less money is coming into our college, we must accept that we will have to do less. This is a painful acknowledgement.

If we recognize that less money is coming into our college, we must accept that we will have to do less.

Lower than average student/faculty ratios can suggest that a college is operating less efficiently than other colleges. Even if efficiency is not the issue, the expenses to operate a program that serves few students must be considered in the overall college plan. Our 1996 Strategic Plan had noted a need to review all student/faculty ratios, but as noted elsewhere in this self-study report, that plan was "lost" in the administrative turnover at SCC, so no review was systematically begun.

In 2001-02, the college developed a Program Review process designed to seriously look at the viability of every program on campus. This process is to provide the college with a continuous, concurrent procedure to identify successful programs, as-

sist those programs that need improvement, and ensure that all technical programs are aligned with current employment markets and community needs.

The purpose of the Program Review Committee is to follow a process that will review and evaluate every SCC program on a three-year rotation schedule. Committee members come from faculty representing all educational areas of the college as well as AHE representation.

Reviews for each program will be based upon student/faculty ratios, state average ratios for the same or similar programs, enrollments, and student placement/graduation. Each department under review will provide information regarding enrollment waiting lists, recruitment, retention, curriculum changes, advisory board involvement, equipment needs, budgets, lab fees, grants, and so forth.

The first year for this committee was spent reviewing 30 programs with low student/faculty ratios. The viability of each program is to be assessed to find any existing or potential problem areas. Any program determined to be in need of assistance – for whatever reason – will then be given the necessary support to try to remedy the deficiency. An action plan will be drawn up, and college and district resources allocated. If these efforts fail to improve the program and a reduction-in-force becomes necessary, the affected faculty may be retrained to teach in other areas.

Our Nutrition Therapy program was one such area where the process was unable to save the program, but the faculty member is to be retrained to work in a related Allied Health field.

For the 2002-03 academic year, the committee was to finish reviewing the low-enrollment programs and begin with an alphabetical series of programs. The programs and the dates for their reviews are in chapter six of this report.

We are hoping this process will find those pro-

grams that need to be modified or eliminated so that the college can operate more efficiently while at the same time staying with our mission of providing the programs our community needs. This balance will not be easy.

Student Financial Aid

In these economic-troubling times, we are constantly reminded that our college is not the only place experiencing financial problems. An overwhelming majority of our students are in financial predicaments as well. Required Document 4, Table 4 Sources of Financial Aid – Public and Private Institutions, shows what an important issue financial aid is to our college and our students.

We participate in a broad range of financial aid programs, including federal, state, and private grant and scholarship programs. This aid is awarded through the college's Financial Aid department and disbursed by the district Business and Finance office.

In 2001-02, the college awarded over \$25 million in state and federal aid to approximately 5,716 students. Some of the federal aid and loan programs authorized by the U.S. Department of Education include Pell grants, supplemental education opportunity grants (also known as SEOGs), subsidized and unsubsidized loans, and federal work-study money.

SCC and our sister college, SFCC, were the first Washington state colleges to participate in the federal direct loan program that was implemented in 1995. Local resources are also committed for student aid.

By statute, the college is required to allocate 3½ percent of tuition for institutional aid. This money is awarded as need-based grants and work-study money. The college also has a short-term loan fund that is supported by contributions from the Services and Activities Fees. These loans are for students who have applied for other sources of aid, but for whom that aid has not yet arrived.

Many students use these loans to pay tuition at the beginning of a quarter while they wait for their fi-

nancial aid awards to be finalized. The 2002-03 student council approved 1½ percent of its collected Services and Activities Fees to be deposited into this loan fund.

We have many private scholarships to help our students. The CCS Foundation awarded 1,457 scholarships valued at \$319,453 to 937 different CCS students during 2001-02. SCC students received \$149,821 of these scholarships.

We are especially concerned for our students at this time. Our state is currently debating raising tuition rates again. Such an increase will impact our students more than most colleges' students since over 30 percent of state-funded students at SCC received need-based financial aid in 2002 – two times the state average – yet grants are not keeping pace with the rate of tuition increases.

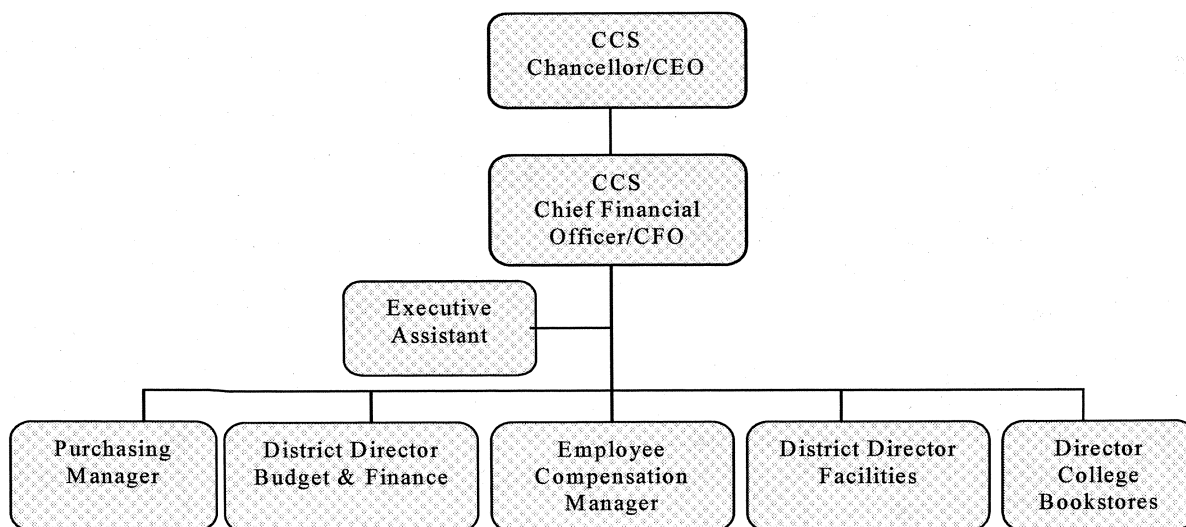
The result is an increase in the number of unsubsidized loans borrowed by students and parents. This type of financial support is increasing faster than any other type of support available to students.

We believe that the best form of financial aid is low tuition. Our Mission Statement stresses "accessible and affordable" education. The Spokane area is experiencing even more economic uncertainty than the rest of the nation. While this situation generally means that more people will return to higher education to improve or develop skills for new jobs, we are seeing that avenue restricted by the higher cost of that route.

For those who do pursue our means to a better life, we see more students working more hours at jobs after school. Their struggles are valiant, but often debilitating as they get by on few hours of sleep with poor nutrition and little time to study.

Fiscal Management and Organizational Structure

We have seen so far that planning for inadequate resources has been a challenge. But the management system we have been using at SCC and throughout the Community Colleges of Spokane district has been truly one of the strengths of our institution and district.



Our fiscal management is centralized through the district Chief Financial Officer, or CFO. She is responsible for overall financial operations and reports to the Chancellor/CEO and the CCS Board of Trustees. She also keeps the college President abreast of the college's financial condition. These duties are all spelled out in board policy 1.50.02(4). Some of the specific duties include fiscal reporting, accounting, budgeting, purchasing, payroll, cashing, retail sales, investments, and risk and facilities management.

The district Business and Finance office is organized into five major functional areas: budget, finance, and accounting; purchasing; employee compensation, including payroll and benefits; facilities; and college stores.

The office also has five financial managers, one for each major budgetary unit: SCC, SFCC, IEL, Facilities, and Central Administration. Therefore, SCC (as one of the five units) has its own financial manager. While this manager does report directly to the district director, she has a "dotted line" reporting relationship to the college President, acting as an advisor to the college's administration as well as serving on many of our college committees.

She has two offices – one on our campus and one with the district – and splits her time between these

locations. This gives her regular contact at both levels and is a factor in the cohesiveness and consistency that is found in our processes and reporting.

This organization was commended in the 1993 accreditation report, and we are pleased that it still works so well. Our biggest challenge has been staff turnover and the expectations associated with this financial manager role. Fortunately, our current manager has been with us since 2001 and came to us with prior community college experience.

But whoever is in this position only offers numerical information with limited advice. The position does not have the authority needed for real fiscal decision making. We believe it would be helpful for the college to have the district director or Chief Financial Officer become involved in the budgetary and financial planning decision processes.

While this system may look as if the district controls the college finances, SCC actually has control over most of its budgeting and planning. We must coordinate with the district just as we must follow the guidelines of the state's Office of Financial Management (OFM). The best place to see how these complex interactions work is to look at how financial aid is handled.

Financial Aid as an Example of SCC's Relationship with the CCS District

The SCC Financial Aid department works on campus as the awarding agent for all aid to students. The members begin to plan every November by reviewing and updating all forms, policies, procedures, and training.

SCC has been approved by the U.S. Department of Education and receives separate allocations from the state Higher Education Coordinating Board (HECB) as well as separate Title IV program monies from the federal government. In addition to administering all these federal, state, and institutional grants, loans, work-study monies, and scholarship programs, we monitor all agency funding, veterans' benefits, worker retraining funds, and WorkFirst awards.

In all of these cases, we must follow the rules and regulations pertinent to the fund. The monies themselves are disbursed through the district Business and Finance office. The SCC Financial Aid department works closely with this district office to reconcile awards given with the accounting disbursement every quarter.

The Business and Finance office is the initial contact for the annual audits that take place, but if a focus is related to a financial aid issue, the auditors are referred to the SCC Financial Aid department. Again, the close relationship between these aspects of our college and our district have worked well.

Investments

One area where the college does not have much control is the area of investments. The district has traditionally carried out this function of our finances, and it has taken a conservative approach with the focus on safety and accessibility rather than growth.

In general, this approach has included a checking account, an interest-bearing account, and staggered short- and longer-term certificates of deposit and U.S. treasury notes. These arrangements were al-

ways designed to ensure that debts could be paid.

This pattern was slightly modified in 2002 when cash was invested primarily in the interest-bearing repurchasing agreement and a money market account, both for short-term yields and easy access.

The district does plan to return to the staggered 12- to 24-month investments to improve the returns for the future. All of these plans, while deemed an administrative procedure delegated through the Chancellor, are presented and reviewed by the CCS Board of Trustees.

Accounting Practices and Audits

In general, the accounting system used both at the district and in the college conforms to accepted practices. All transactions are processed through the Financial Management System (FMS), an integrated accounting system that was developed specifically for the community and technical colleges of Washington. The Center for Information Services (CIS) is responsible for maintaining the functionality of this system. Still, at the local level, we can use our own system to maintain accounts.

Which is good because the FMS was to have been improved, but the projects implementing these improvements have not been successful, so we are still using the antiquated system set up at the time of our last accreditation visit. Since the reports generated through this system are hard to read, they are not used by most of those at the college. Both the district and college financial personnel have recreated the information in forms that the rest of us can understand.

Currently the district business office is working on developing a project that is independent of the CIS re-hosting project. The plan is to have a system that can deliver financial information via personal computer in a readable format and more often than just once a month. This type of system could be very helpful for department chairs and program directors who need to watch their specific budgets. It would also allow for better analysis of financial activity.

All of these practices do need to be audited to ensure that the monies are being spent as they should

be. As a public institution, Community Colleges of Spokane is audited annually by the Washington State Auditor's office (SAO). This audit determines if the college and the district have complied with all state laws and regulations as well as our own policies and procedures and any federal grant requirements. This audit then becomes part of the Statewide Single Audit Report.

In 2000-01, the SAO focused on travel and cash receipting procedures. When these areas were reviewed, it was decided that all travel credit cards assigned to individuals should be cancelled. The report the following year noted that college officials had "taken steps to make improvements and correct conditions noted in the prior year findings."

The report added that this effort "reflects the college's commitment to maintain a strong system of internal controls." All of the SAO reports are available, and the reports for 1999, 2000, and 2001 can now be found at the office's Web site: <http://www.sao.wa.gov/reports>.

Other areas, such as Federal Student Financial Aid, are audited by other applicable processes on an annual basis as well. In 2001-02, the state board auditors formally noted weaknesses in controls related to accounts receivable and collections procedures.

However, the report added that limited staff resources was a contributing factor to this problem. Still, the Business and Finance office is correcting this problem and trying to allocate more resources to staff this area.

While we do not have a full-time internal auditor, we do have strong internal controls, as noted above by the SAO report. Part of this control comes from the district manager of accounting and part from the processes set up that allow for sufficient oversight and separation of duties. The district expects college administrators and supervisors to review their own budgets and report any problems they notice. The new accounting and reporting system being developed should facilitate this aspect of internal control.

The most serious problem we have in managing our money is the size and complexity of our district and our college. But the overlapping and coordinated roles that various managers and departments have help to keep our accounts in order. We think the new internal system being developed will only strengthen an already sound financial network.

CCS Foundation

Another auxiliary financial aspect of our college's overall monetary picture is the CCS Foundation. This organization is the primary fundraising agent for our college and for the district. In 1972, the board of trustees for our district approved the articles of incorporation to create a foundation that would serve the colleges and district by promoting and supporting the educational programs and pursuits of our students.

The majority of private financial support has come to the Community Colleges of Spokane through the CCS Foundation.

This foundation was officially recognized as a non-profit organization the following spring, and in 1984 adopted by-

laws to augment the articles of incorporation. The majority of private financial support has come to the Community Colleges of Spokane through the CCS Foundation.

Our foundation works much as other such organizations do. A fundraising coordinator is employed by the foundation. Funds are raised through annual contributions, direct solicitations for special projects, events, planned gifts, endowments, and memorials.

The funds are managed by a professional investment management firm, The Common Fund. All legal and ethical requirements are met in accordance with IRS 501(c)(3) regulations and the National Society of Fundraising Executives code of ethics. Since 1983, an outside public accounting firm has conducted independent audits of the financial statements, the executive summary of which is published each year in the foundation's annual report. (Required Exhibit 4 contains all these documents.)

Because the CCS Foundation serves the entire district, its efforts are not exclusively coordinated with Spokane Community College nor with our mission and goals. However, the foundation members are aware of our needs because our President and other staff members regularly meet with the group. We also have a Nursing faculty member who is currently the faculty representative from our college.

The CCS Foundation president regularly visited our campus during the 2002-03 year to hear faculty concerns and comments. Those meetings prompted the creation of a document that explains the process of submitting funding requests to the foundation in the hopes that more faculty would write proposals.

Our foundation has prudently invested its monies according to the Investment Policy which governs the management of all funds, including endowments. (Please see Required Exhibit 4.) The investment strategies are continually reviewed, particularly in recent years with the volatility of the domestic and global markets.

As a result of careful fiscal management, the CCS Foundation has been able to support the district and our students with four major projects this year. Three pertain to SCC: the Spokane Community College Center for the Humanities, Childcare Needs Assessment, and Technology – Access to Education Anytime, Anywhere.

Perhaps the most successful project the foundation has helped support for our college is the Touch the Future House. This yearly project has generated more than \$150,000 in scholarship and program support for SCC since its inception in 1996. In addition to the scholarship support, the hands-on experience for SCC students in Carpentry and Cabinetry, Architectural Technology, Landscape Planning, and other programs is invaluable.

Of course, the scholarship aid is of major benefit to many of our students. As mentioned earlier, the scholarships offered through the public and private donations that the CCS Foundation coordinates amounted to \$149,821 for 342 students in 2001-02.

And faculty benefit directly from the beneficence of foundation programs, particularly the Excep-

tional Faculty Awards given yearly to several faculty from both colleges. In December 2002, the foundation received \$25,000 from our local Spokane Teachers Credit Union to be added to this fund.

This pledge will receive matching funds from the state, so the amount of \$50,000 will have been added to this endowment principal ensuring that faculty for many years will be recognized and honored for their contributions.

The relationship between SCC and the foundation that supports us needs to be strengthened, but as more members of our college see the positive results of the projects funded by this body, more will submit their requests and make their needs known.

Conclusion

It is at this point when a review of our college reveals that while financial problems have infiltrated every aspect of our institution, money is not the primary strength of our college. Our strength is how we do continue to do so well as we find ways to help our diverse student body discover the many avenues we can offer them and as we work to have our leadership coordinate those efforts more effectively.

Strengths

To reiterate the strengths we find in our study of finances at SCC, we note the following:

- ◆ Foremost is the system we have been using to manage our financial matters. Coordinating money revenues and expenditures in a district such as ours is not an easy task. Yet repeated audits and examinations have shown that this aspect of our district and college has been handled with integrity and care. Having a centralized system could create havoc at many levels, but those who work in the financial areas have managed to work together and have also tried to make their work understandable to those of us who need to use the numbers they so meticulously synthesize.
- ◆ Our foundation is to be applauded for the efforts it has made to supplement the financial needs of our college. The recent creation of a document to

help us understand the process of requesting aid shows us that this board of directors does want us to tap into their resources. Many of our students could not continue their educations without the scholarship help of the CCS Foundation.

- ◆ Our students deserve accolades for being willing to add the Student Technology Fee to their educational expenses. Those who have served on the Technology Planning Advisory Board have made careful and well-considered decisions in how they have allocated those funds each year to serve the needs of students and their programs throughout the college.
- ◆ We also need to recognize that our Program Review process is a positive addition to SCC. Since it has become imperative to look within to find cost-saving measures, we need to have a process that is fair and that scrutinizes every program. Having data to justify modifying some programs as well as strengthening others will prevent the divisiveness that occurs when some areas of the college believe they have been singled out to bear the brunt of economic cuts.

Areas for Improvement

But we have areas where we need to do some serious work to improve our financial situation. They are as follows:

- ◆ Program Review falls into this category as well.

This is still a relatively new process at SCC, and too many faculty feel threatened by it. Perhaps only time will show that the process is not designed to eliminate programs and faculty positions, but until most of the college realizes that this new committee is trying to help all programs and faculty, there will be resistance.

- ◆ Planning is another area where we need to improve. Many factors have led us to a reactive approach to finances, but for our college to succeed in the 21st century, we really must begin looking at a variety of factors as they will affect us 10 and 20 years from now. The Program Review findings need to be coordinated with the advice from the Budget Advisory Committee and integrated into the Strategic Plan. Changes in our community's needs with regard to jobs cannot be overlooked if we are to continue to meet our Mission Statement's directives of being "responsive to the needs of our diverse population" and supporting "the economic success of our region."
- ◆ Perhaps most critical is finding new sources of revenue. Washington state is having serious economic problems. We simply cannot expect the Legislature to fund our college in the way it should be. Other sources of money need to be explored. We will need to be looking for grants, for community partnerships, for endowments, and other sources of money, equipment, and goods that can keep our programs flourishing.

STANDARD VIII

PHYSICAL
RESOURCES



Standard Eight – Physical Resources

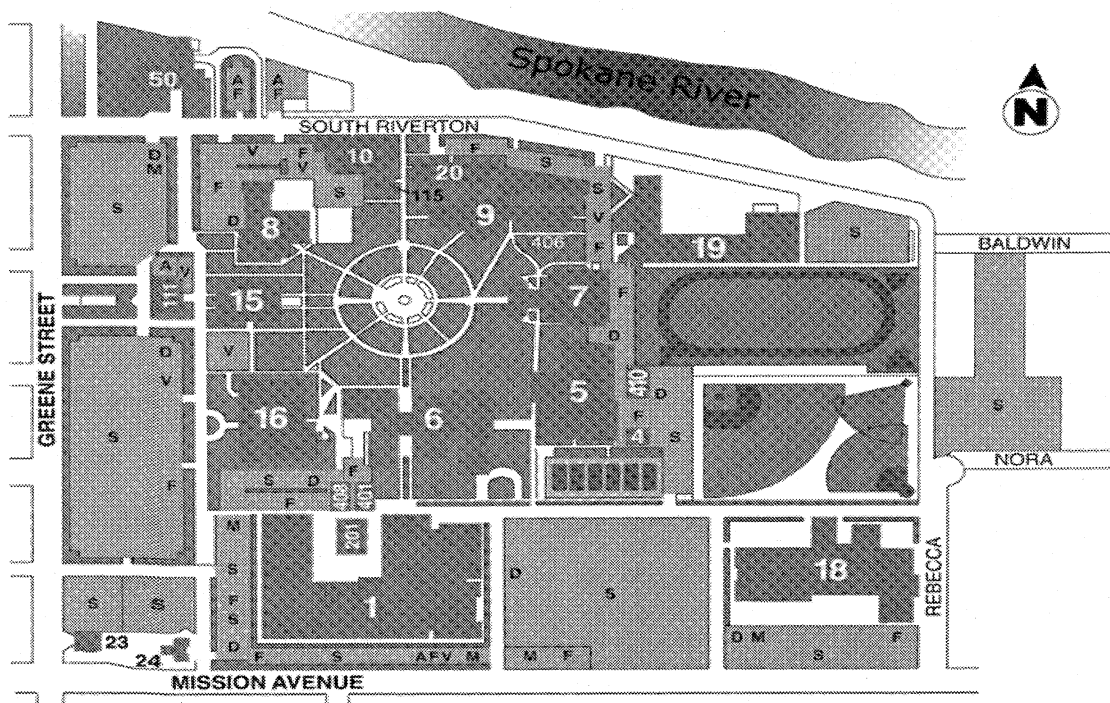
Spokane Community College was established on its current 112-acre campus in 1963. SCC has 30 buildings on-campus, four buildings off-campus, and one building partially leased, for a total of slightly more than one million gross square feet, housing approximately 300 classrooms. The oldest buildings on campus date from 1955, and the newest was completed in 2002. Across the campus, there are 22 parking areas with 3,355 total parking spaces.

The map below shows the layout of our current campus.

The district office is responsible for overseeing the development and maintenance of all facilities. Our campus has a facilities manager who has responsibility for most aspects of the day-to-day operations. But the district Facilities office is responsible for functions such as maintenance, fleet, purchasing, administration, and environmental health and safety.

There are 44 full-time equivalent Facilities employees assigned to the campus, along with 10 employees who work out of the district Facilities office supporting both Spokane Community College and Spokane Falls Community College. The Facilities department works closely with other on-campus support departments, including Media Services and Computer Support Services, to ensure that the infrastructure necessary to support those services is adequately addressed when remodeling projects and new buildings are planned.

In addition, the college's Facilities staff is also responsible for the on-going maintenance of two district office facilities, the Maintenance Annex and Esmeralda South. Facilities staff also provide maintenance and custodial support for the following IEL sites: Sullivan Square, East Central Community Center Head Start, the Hillyard Center, and the Newport Center. This adds 88,827 square feet to the staff's workload.



Standard Eight explores all of these physical resources to determine if they are designed, maintained, and managed in ways that help the college achieve its mission and goals. This exploration not only includes the facilities listed above but also the equipment and materials used by the campus as well as the planning SCC is engaged in to ensure that our physical resources will be adequate for our future.

The table in the appendix to this chapter lists the majority of the college's on-campus and off-campus buildings and includes the sizes and dates of construction as well as dates of any renovation or remodeling. As can be seen in this table, many of the major buildings were constructed in the mid-1970s and have undergone many additions and changes.

The last 10 years have seen several new buildings added to the college's main campus. These changes have added space, technology, and functionality to the college's instructional and support services. At the present time, there is no new construction under way on campus; however, there is a request for a much needed new science building.

To complement the instructional and services utilization of the buildings on campus, SCC has several facilities for specialized uses:

- The Greenery, run by Horticulture students
- Orlando's, a full-service restaurant, managed by Hospitality students
- a commercial bakery, a beauty salon, and an automotive services center, all managed and operated by students of these departments
- Lair, our student center, which features a number of facilities:
 - a renovated cafeteria
 - a remodeled bookstore
 - a TV lounge, a bowling alley, a video arcade, and ping-pong and pool tables for students' recreational needs
 - the Community, Career, & Employment Services Center
 - student government offices
 - a 350-seat auditorium
- the Walter S. Johnson Sports Center, which includes gyms, indoor and outdoor running tracks, tennis courts, a swimming pool, and a fitness

center.

- the Bigfoot Child Care Center

Adequacy of Facilities

In examining the assignment of facilities, there are three areas to consider: instructional facilities, office facilities, and parking facilities. Surveys of faculty and staff indicated that most (82 percent) strongly agreed or agreed that their physical space - instructional and office - was conducive to doing their work. However, 78 percent of the faculty and 69 percent of the staff were unhappy with the parking facilities.

In the past, the college has employed several methods of assigning classroom, laboratory, and shop space to meet instructional needs. At peak times of the instructional day - between 8:30 a.m. and 12:30 p.m. - there are often not enough classrooms to meet the demand for classes, particularly in the Liberal Arts and Business divisions on campus. Rooms not originally designed to be classrooms have been used more and more often during the last few years. One reason the Facilities department has had a difficult time calculating exactly how many classrooms (counts range from 298 to 306) is that some rooms are not "officially" instructional areas.

The major instructional problem area on campus is the Science building, a 30-year-old, 39,300 square foot structure with worn-out mechanical systems; a leaking roof; poor program access; and insufficient laboratory, classroom, and office space.

The college faces the same problems faced by most other colleges, the aging nature of many of the buildings and the increased use of technology, which result in an ongoing battle to retrofit these facilities and the supporting infrastructure in attempts to keep current.

For example, the basic computer infrastructure on campus was installed using Category 3 cabling, 10 MBS hubs, and routers. Attempting to keep this infrastructure current is extremely difficult in light of current budget restrictions. Each year, college and district computer services staff attempt to upgrade a small portion of the network, but before the

task can be completed, it is already a generation or two out of date. To further complicate the problem, the whole issue of infrastructure is not addressed in a comprehensive way in the college Master Plan.

Furnishings

Historically, the SCC campus has attempted to provide faculty, staff, and students with adequate furnishings in classrooms, labs, and offices. The college has also attempted to provide special accommodations in as many locations as possible for students and staff with disabilities. The primary source of new furniture is through major and minor capital projects. Additional furniture replacement has been handled on a case-by-case basis in each division and department.

Challenges in regard to furnishings do exist. Comments from a survey, conducted by the Standard

Eight Committee indicate that most of the furnishings on campus are adequate, though not always as modern as some would like. One exception to this is in some of the professional/technical areas where there are insufficient study areas for students who have one- to two-hour study breaks between classes. Student surveys also indicated a lack of adequate furnishings in some of the professional/technical and science lab areas.

Another area of concern is that faculty and staff office furnishings, which are old and worn, make for less than ideal working environments. One area where the furnishings in classrooms and offices are particularly old and worn is at the Felts Field aviation site. Furnishings at Felts Field are often items reclaimed from surplus or other hand-me-downs and their well-used condition does not offer an environment conducive to efficient study and work. The Facilities department continually monitors all areas in an attempt to ensure adequate furnishings.

Maintenance

Responsibility for the upkeep of the buildings rests with the district Facilities department. Five full-

time district trades persons and two others that serve the campus part-time maintain campus facilities. The trades represented by the full-time maintenance staff are carpentry, painting, electrical, heating and air conditioning, and general equipment maintenance. Plumbing and locksmith/carpentry trades persons provide repair, maintenance, and small project support, spending between 50 and 70 percent of their time on the SCC campus.

Maintenance is primarily reactive in nature with trades persons dispatched to repair calls by either the campus facilities manager or district Facilities staff. Where possible, repair calls are prioritized with safety and security problems having the highest priority and issues directly affecting students coming next. Repairs are initiated on the higher priority calls on the same day. Lower priority repairs, departmental support, and other projects are scheduled, so they do not interfere with classroom activities or building activity.

Student surveys also indicated a lack of adequate furnishings in some of the professional/technical and science lab areas.

The current backlog of lower priority work is estimated at between 10 and 13 weeks, based on current staffing and workload. A rudimentary periodic maintenance

program is in place on campus with the maintenance mechanic (general equipment maintenance) performing basic lubrication, filter and belt changes, cleaning, and operation checks.

When the maintenance mechanic identifies equipment problems, the applicable trades person is assigned the repair work. Periodic maintenance on boilers, chillers, and other heating and air conditioning equipment requiring special skills is performed semi-annually by the plumber or the campus controls technician.

Building repairs, including doors, hardware, and roofs, are primarily performed by a carpenter with assistance from a plumber or electrician as needed. All doors with automatic openers are checked once a year for hardware operability. Roofs are walked twice a year to check for cracking, damage, or flashing repairs that need to be done.

Painting worn-out buildings is based on a 10-year master schedule with adjustments made annually for remodeling and major renovation through capital projects or for adverse wear conditions. This schedule, with one painter assigned to the campus, provides minimal, but adequate serviceability for the campus building interiors at the present time.

A gardener II and a sprinkler maintenance worker, assisted by occasional work-study student workers and two to four temporary grounds workers in the summer, accomplish grounds maintenance.

This level of staffing has proven to be inadequate in maintaining the 112-acre campus. The newly established Campus Planning Committee considers ground maintenance upgrades a very high priority. While the funding level is adequate for maintaining minimum standards, additional funding from the state, particularly for preventive maintenance, is highly desirable in order to provide the type of learning environment that our students deserve.

Safety

The district's Environmental Health and Safety department has the responsibility to provide a safe and healthy learning and working environment for CCS employees, students, and visitors. Safety programs and procedures are developed to comply with applicable federal, state, and local environmental health and safety laws and regulations. To ensure effectiveness, programs and procedures are evaluated periodically and updated as necessary. A district safety professional oversees the health and safety issues.

A Safety and Health Committee comprised of faculty, staff, and students discuss and provide support for the campus' safety and health program. The members discuss potential hazards and encourage the rest of the college community to follow established safety procedures. Each building has a representative on this committee who completes an annual building safety survey to identify hazards by inspecting the facilities and miscellaneous equipment (fire extinguishers, eyewashes, fume hoods, safety showers, and other safety devices).

First Aid/CPR training is provided to college em-

ployees to ensure quick and effective first aid at all job/campus sites. First Aid kits are regularly checked and re-stocked when needed. Safety devices and protective equipment are also furnished for worker protection. Safety training is provided on a regular basis.

Some of the environmental areas that are monitored for safety include indoor air quality and ergonomics issues associated with workstations or work practices.

SCC emergency procedures, including medical and fire, are established to protect and keep employees, students, and visitors safe while on campus. An emergency procedures information sheet is posted on facility safety bulletin boards, in employee workstations, in break rooms, and in classrooms. A newly formed Emergency Management Committee will develop a comprehensive district-wide Emergency Management Plan.

Security

Security is closely related to safety, but there are distinctly different issues in this category. College security is the responsibility of the district Facilities department, while the campus Vice President of Enrollment Services and Student Development administers campus parking enforcement.

Parking is an area of major concern. In every survey of students, staff, and faculty, parking heads the list of problem areas on campus. The college is a commuter college with most students traveling by individual private cars. While technically there are enough parking spaces to meet the demand, many of these spaces are often located blocks away from the classroom and office spaces on campus. This problem is most acute during inclement weather, especially in the winter, and for students and faculty who have to park in unlit areas of the campus. Not only is this situation inconvenient, but there are also safety concerns, especially after dark.

Parking issues are dealt with primarily through the Administration of Justice department of the Technical Education division. The instructors in this department provide training and supervision for students who make up the uniformed security unit

on campus when classes are in session. Student Security is comprised of 10 to 30 uniformed security students, two marked vehicles, five bicycles, an electric golf cart, a base radio station, and an information counter.

Student Security employees write parking tickets, assist stranded motorists, provide escort services, enforce campus motor vehicle rules, report crimes, and complete applicable reports. Student Security personnel also perform general security duties on campus as required. One four-hour contract security officer assists with parking enforcement during the first six weeks of each academic quarter.

These Student Security members also patrol the campus by walking and by using vehicles, a golf cart, and bicycles when classes are in session. Generally, Student Security members perform security duties Mondays through Thursdays 7:00 a.m. to 10:30 p.m. and Fridays from 7:00 a.m. to 6:00 p.m. Student Security is also responsible for locking and opening most buildings on campus.

During other hours and during the breaks between academic quarters, walking contract security officers perform campus security services. There are two contract security officers on duty during the weekend on swing and grave shifts. At all other times, there is one contract security officer on duty. In addition to patrolling campus, contract security employees perform random exterior building checks and occasional interior building checks, assist stranded motorists, and provide escort services. Facilities staff performs security duties on the day and swing shifts during holidays.

The campus bookstore has a separate alarm system, which is monitored by a priority contracted service. Security officers are contacted on a cell phone if an alarm is detected by the monitoring service and respond as appropriate.

Telephone connections are a problem for our security systems. The contracted security officers have a cell phone number. The Student Security office has a phone number. For emergencies, faculty, stu-

dents, and staff are to call 911. Then they are asked to call 3333 for campus assistance. If they call after hours, this second call goes to an answering service. All of these different numbers and connections can be confusing. The district Facilities office would like to create a 24-hour security operations

center to better coordinate the security help that is available.

The district Facilities office would like to create a 24-hour security operations center to better coordinate the security help that is available.

SCC has other security issues that it must deal with. One is how we deal with convicted sex offenders who are returning to school and have registered for classes.

The sheriff's office notifies the Vice President of Enrollment Services and Student Development by sending the profile of the offender. Public notice cards are posted in the safety section of bulletin boards, and books are kept in various offices with the profile information in them. The profile becomes a matter of public record, but the information is available only upon request. The Vice President meets with the student and sets behavioral standards. The intent is that an informed public is a safer public and that the college makes an effort to encourage the sex offender student to be successful in school.

The district has an approved written key procedure. Keys are issued on a "need" basis with an approval process that encourages careful review at increasingly higher levels, depending on the level of the key (for instance, building master, campus master, district great grand master key). If a building master key is lost, the building locks are re-keyed to restore security. As a "self-insured" institution, this policy is important for security of the facilities, equipment, and the people who use the buildings.

SCC works hard to achieve compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (also known as the Clery Act). A crime log is kept in the district Facilities office. This log contains report information on all crimes reported to security personnel or Facilities employees. Timely warnings are made to the campus community when a crime has occurred

in one of the eight major categories reported under this law. The distribution of crime statistics to students, faculty, and staff are made periodically. Prospective students and employees are also advised where they can obtain a copy of the crime statistics. Close coordination is kept with law enforcement in six counties in order to have full disclosure of all crimes that have occurred on college property.

Accessibility

Construction of the college's facilities is managed by the district Facilities department working through the state's Department of General Administration, Division of Engineering & Architectural Services. Consultants are hired to provide professional designs and construction administration for projects. In addition to designs that conform to code requirement standards for health, safety, and access, the campus disabled student services counselor and the district safety professional are asked to review design documents to ensure that accessibility and safety and health standards are maintained in construction.

Students with disabilities historically have made up 3 to 4 percent of our student population, though the number and percent are on the increase. For the 2001-02 year, an average of 33 students per quarter acknowledged disability status. On average, 70 students were using 285 academic accommodations during the year.

Spokane Community College has established the goal of having a barrier-free campus environment, and to that end, the Center for Students with Disabilities has directed and coordinated the college-wide effort to create a campus that is accessible and responsive to persons of disability.

The center's counselor received the 2000 Governor's Trophy Award "for empowering leadership, removing barriers to employment, and for improv-

ing access to programs and services." Both he and the center's accommodation specialist are active in disability issues not only on our campus but throughout the state.

Most of the accommodations provided by the Center for Students with Disabilities are covered in chapter three on Students, but in the past 10 years, SCC has made many capital improvements to increase the accessibility of our campus, with most of the effort going towards improving routes of travel and restroom accessibility. Retrofits and new additions to the college are done so with Americans with Disabilities Act considerations. For example, over the past fiscal year, approximately \$20,500 has been spent on such improvements at SCC.

These improvements were designed with the cooperation of the disability support counselor and student participation through the ADA Awareness Team. This team is comprised of the counselor, building and grounds staff, faculty, classified staff, and students with disabilities.

The work included adding several automatic door operators on entrances designated by the team, building an accessible ramp at the northwest entrance to Old Main (building 1), and retrofitting/replacing handrails throughout Old Main.

In addition to ensuring that all building renovations, remodeling work, and additions comply with the provisions of the Americans with Disabilities Act (ADA), we have spent over \$350,000 to improve access, including the following improvements:

- an elevator addition to the Environmental Sciences building
- toilet room improvements to Old Main, the Sports Center, our Multicultural Students Services Center, the Health Science building, the Administration and Student Services building, our Apprenticeship Center, the Greenhouses, the Automotive building, the Heavy Equipment building, and the Science building
- automatic doors in the Automotive building, the Environmental Sciences building, the Max M. Snyder Building, the Health Science building,

For the 2001-02 year, an average of 33 students per quarter acknowledged disability status. On average, 70 students were using 285 academic accommodations during the year.

the Heavy Equipment building, and our Sports Center

- an accessible ramp for the Bigfoot Child Care Center
- computers and workstation furniture to accommodate individuals with special needs

Other technology access issues are addressed by such services as relocating a class to an accessible room when needed. Lowering a workstation, adding an adjustable workstation for wheel chair accommodation, and providing computers with ADA software and large screens are just part of the proactive approach to meeting the needs of our students. Our physical education center is equipped with ADA stations for workouts and a swimming pool accessible to all students and the community at large.

The college also provides program access and accommodations for staff and visitors with disabilities. Flyers advertising college events carry the following notice: "Persons of disability may make arrangements for reasonable accommodations and printed material in alternative format by calling the event coordinator or by leaving a message on TTY 509-533-8664."

Other Facilities

The college owns two facilities off the primary campus: the Apprenticeship Center (about a half mile from SCC) and the classroom space, hangar space, and shops for the aviation programs at Felts Field (approximately one mile from campus). Both have been in use for more than 10 years.

The SCC Apprenticeship Center is located just east of the campus at 2110 N. Fancher Way. The two buildings housing the various apprenticeship programs total approximately 66,900 gross square feet (GSF). These buildings were procured from Wagstaff Engineering in 1982 for \$900,000. The district is responsible for maintaining this facility.

At the present time, this facility meets the needs for which it was intended. However, because of growth in the apprenticeship trades, the building is rapidly becoming outdated. The space available is also be-

coming inadequate as this program increases the numbers of students involved. Future growth will require construction of more space.

Felts Field houses the Aircraft Maintenance program. Spokane Community College built the current facility in 1969 on land that is leased from the Spokane County Airport Board. The adjacent structure, called the Anrode Building, was purchased from the Anrode family in the 1980s. The square footage of the main hanger is approximately 25,000 square feet, and the area of the Anrode Building is 4,800 square feet.

SCC owns all the furnishings in these facilities and is responsible for the maintenance of them. These facilities meet the needs of this program although upgrades are needed in several areas, such as heating, overhead air, electrical fixtures, and furnishings.

The only facility that the college uses that is owned and operated by another organization is the Holley Mason Building located in downtown Spokane. This is a newly remodeled facility, so it does meet the needs of the programs being offered.

Since Fall 2001, 7,763 square feet of space on the third floor of the Holley Mason Building has been used to offer a variety of computer classes for college and Running Start high school students through the Information Technology Academy. The IT Academy is a joint offering of Spokane Community College and Spokane School District #81. The remodeling and lease costs are paid for by SCC, and the computers and furnishings are provided by District 81.

For Fall 2002, another SCC program, the Biotechnology Academy, moved into 3,376 GSF of space in the lower level of the Holley Mason Building. This academy, funded through a \$578,000 grant, serves Running Start high school students from the Spokane area school districts and is intended to give students highly specialized training to meet the needs of local industry.

A problem that has recently been identified in the Holley Mason Building is that the routes to classrooms and restrooms for students in wheelchairs

Equipment Amounts and Percents of College Budget for 11 Years			
Year	College Budget in Dollars	Equipment Budget in Dollars	All Equipment as % of Total College Budget
1992-93	\$17,987,069	\$598,009	3.32%
1993-94	\$17,563,835	\$351,875	2.00%
1994-95	\$18,209,299	\$951,024	5.22%
1995-96	\$18,586,714	\$180,779	0.97%
1996-97	\$19,176,536	\$198,917	1.04%
1997-98	\$20,835,507	\$477,259	2.29%
1998-99	\$21,586,911	\$420,682	1.95%
1999-2000	\$23,428,005	\$304,873	1.30%
2000-01	\$24,526,418	\$42,517	0.17%
2001-02	\$25,087,492	\$46,718	0.18%
2002-03	\$25,832,995	\$30,000	0.12%

are not fully accessible. The Facilities department is working with the building owner to make the facility fully ADA compliant.

Equipment

This is the area of this standard's exploration that has shown the most serious problem for us to address. Over the last few years, the college has fallen well behind in a number of critical areas, but equipment purchases and replacement are one of the most critical areas. The table above shows the percentage of the college's budget as well as the actual dollars spent during the past 10 years on equipment.

Unlike equipment from 40 or 50 years ago which was built to last many years, today's high tech equipment is neither built to last nor intended to last that long. As an institution offering more than 90 programs, SCC relies heavily on technology and related equipment.

The college has made an attempt to provide necessary equipment. However, budget cuts have affected the overall equipment budget drastically.

The results of faculty, staff, and administrator surveys indicate that equipment funding is a critical problem that is not being adequately addressed at SCC.

In an attempt to meet some of its instructional equipment needs, in 1999 the Associated Student Council voted to impose a Student Technology Fee of \$3 per credit hour up to a maximum of \$30 per quarter per student. This fee is currently generating approximately \$600,000 per year.

This money has been helpful in meeting some of the equipment needs; however, the Student Technology Fee funds are restricted to the purchase of classroom/lab instructional equipment only. With only \$30,000 this year allocated from state funds, the college is creating a widening gap between the

equipment needed to provide instruction and support and the equipment and technology that can be funded.

In a random survey of 12 departments across the campus done by members of the Standard Eight Committee, the following information was collected. To the question "Do you believe that you have a realistic equipment budget to support your program or activity?" 84 percent of the respondents answered "no."

Comments included the following:

- We have no equipment budget at all.
- This year we had zero equipment dollars except for Perkins and Tech Fees.
- We had absolutely NO equipment budget this year or last year.
- My department has no state-funded equipment or Goods and Services.
- We purchase what we can from grants and Tech Fees.
- Our department has gone from an equipment budget of \$20,000 per year to ZERO.

Inventory, Maintenance, and Replacement of Equipment

The state Office of Fiscal Management and CCS procedures require that inventory control be maintained for all equipment costing \$5,000 or more and for small, attractive items costing \$300 or more. Departments should make every effort to limit access to areas that contain this kind of equipment.

If inventoried equipment is discovered missing, a search for any signs of forced entry into the area must be completed. When a suspicious loss is discovered, campus security is contacted immediately. Inventory control personnel should then be contacted to obtain a list of equipment assigned to the building and/or room.

One recurring problem with the inventory system occurs when people move equipment from one location to another without filling out the proper paperwork, and then the equipment shows up as missing on the next equipment inventory report. When a

department no longer has need of an inventoried piece of equipment, an Equipment Disposal Form is to be completed and the Central Receiving/Logistical Services is contacted to have the item picked up.

Another Central Receiving/Logistical Services area of responsibility is to provide a safe and accessible supply receiving area at campus buildings. This office delivers supplies, equipment, and furniture to all SCC buildings on a daily basis. It is important when planning the construction or remodeling of a building to provide a receiving location that is free of, or at least limits, pedestrian traffic and is easily accessible for the delivery personnel.

Responsibilities for maintaining and upgrading equipment that is part of the campus infrastructure have historically been shared by the district Facilities department, the college and district computer support services personnel, the campus Media Services department, and the district Telecommunications office.

Other maintenance on the SCC campus includes three instructional technicians who work in the science labs taking care of the equipment in those labs. One media engineer has the primary responsibility of maintaining the campus media infrastructure and the 500+ pieces of media equipment on campus. Eight computer technicians are responsible for more than 2,000 computer workstations and a portion of the computer network infrastructure on campus. The remainder of the computer infrastructure is the responsibility of the district computer support team.

A new equipment replacement schedule is currently being developed. This new system provides a Web interface for the current district inventory system that has been developed. When completed, this database will contain basic information about all equipment including anticipated dates for replacement.

While the inventory system and the new equipment replacement schedule provide the necessary framework, the lack of funding to actually replace and upgrade equipment is far from adequate. On the recent random survey, mentioned in the previous

section, to the question “What percentage of the equipment in your department or activity would you consider to be obsolete?” the average respondent said that 33 percent of the equipment was obsolete. A number of respondents also stated that the percent would have been considerably higher if not for the Student Technology Fees over the past two years.

Hazardous Material

The district Environmental Health and Safety department has the responsibility to ensure that the use, storage, and disposal of hazardous materials are in accordance with federal, state, and local regulations. The institution’s procedures are outlined in the CCS Hazard Communication Program and CCS Hazardous Waste Management Plan. This plan as well as the other policies and procedures in this chapter can be found as part of the Standard Eight Committee Report.

Hazardous materials used in the workplace are labeled, used, and stored according to the manufacturer’s recommendation. Flammable storage cabinets are provided in areas where flammable liquids are present. A material safety data sheet is maintained for each chemical in use, and employees are trained on the hazards of the chemical before use as well as proper disposal after their use.

Hazardous materials are designated and disposed of as hazardous waste if certain characteristics apply to the material. Before disposal, hazardous waste is labeled and stored at the hazardous waste storage area. This storage shed is accessible only to authorized employees. A certified hazardous waste transport and disposal company is contracted to pick up the waste and transport it safely to a treatment facility off-site. Employees who generate hazardous waste are trained annually in the proper management of the waste. The Environmental Health and Safety department conducts weekly inspections of the hazardous waste accumulation areas, and deficiencies are corrected immediately.

Planning for Physical Resources

Over the years, various plans and groups of planners have been involved with the college’s physical

resources, but not until Fall 2001 did SCC have a formal Campus Planning Committee. This committee’s role has expanded since its inception to include both short-term planning as well as long-range master planning of buildings and related site considerations.

During Fall 2002, the CCS Board of Trustees approved the committee’s first comprehensive Master Plan for SCC. That Master Plan is now undergoing review and modification.

In order to use this plan, the committee first set up criteria for reviewing all major and minor capital projects requests. Based on those criteria, the committee reviews each request, rates the request based on the set criteria, and sends the recommendations forward to the SCC President for minor capital expenditures for the 2003-05 biennium.

The campus Master Plan is being used more to support requests for new buildings, additions, or major remodeling to existing buildings and for changes in the campus infrastructure. Projects that are supported by the Master Plan will typically receive a higher priority than those that are not.

Typically, requests for new facilities or for changes to existing facilities start with the stakeholders at the division or department level. With the approval of the appropriate administrator, these requests are presented to the Campus Planning Committee for consideration and prioritization.

After being approved by the President, all capital projects of \$250,000 or more must be approved by the CCS Board of Trustees. The board also gives input to the selection committee when consultants are interviewed and hired. The biennial request for state capital funds, as well as most locally funded projects, is presented to the district council for review and approval. The district council includes exempt, classified, faculty, and student representation from the college.

After funding has been allocated and a design has been started, each project has a design committee. It is the responsibility of the design committee chair and of the Facilities department project manager to involve all constituent groups, including

students when appropriate, support services such as information systems and telephone services, and the counselor for students with disabilities. The President typically reviews projects of \$250,000 or more during the design stage. New buildings and major additions to buildings are presented to the board during design for its review.

Biennial capital requests to make repairs and improvements to college facilities are then submitted to the State Board for Community and Technical Colleges every even-numbered year. The board forwards our request to the state Legislature for funding with appropriations being released in July of each odd-numbered year. When new square footage is included in the requests, additional maintenance and operating funds are appropriated by the legislature.

For the 2003-05 biennium, the college has requested \$22,118,931 for repairs and improvements. This includes \$15,721,600 to replace the 30-year-old Science building. In addition to the Science building project, \$5,450,031 has been requested for needed repairs and \$947,300 for improvements. The table below summarizes the state capital funds received since 1993.

Required Exhibit 3 in the Standard Three Committee Report shows the major changes to the campus over the past 10 years that are included in the state capital funding listed below.

Conclusion

All plans are made with accessibility issues as part of the design. SCC actively pursues efforts to make improvements and additions to facilitate access for students and staff with disabilities on a yearly basis. Within the last year, SCC has conducted activities aimed at increasing access including a "walk through" of the campus and the development and prioritization of a needs list by the ADA Awareness Team, a review of technology access, and the development of a plan to relocate disability parking spaces to more accessible areas of the campus.

SCC will continue to work with students, faculty, and staff to ensure that it has an environment that fosters diversity and awareness.

Strengths

In general, Spokane Community College has a spacious, well maintained campus. A review of some of the strengths of our college will reveal why this statement can be made.

- ◆ The facilities and equipment at SCC have good oversight and are well coordinated through our district Facilities office. In addition, the new Campus Planning Committee and revised Master Plan will ensure that SCC's needs are recognized and dealt with effectively.

State Capital Funds Received since 1993			
Biennium	Repairs and Minor Improvements	Renovation, Remodel, New Square Footage	Total
1993-95	\$521,689	\$7,118,530	\$7,640,219
1995-97	\$927,120	\$713,000	\$1,640,120
1997-99	\$1,176,325	\$1,512,657	\$2,688,982
1999-2001	\$1,552,900	\$11,441,787	\$12,994,687
2001-03	\$1,892,289	\$1,014,040	\$2,906,329
10-Year Total			\$27,870,337

- ◆ Accessibility and accommodations for those with disabilities have come a long way to creating a truly “barrier-free campus.” Having all plans reviewed by our counselor for students with disabilities, performing annual walk-throughs with students who can point out problems, and conforming to ADA codes has given hundreds of students the opportunity to pursue higher education.
- ◆ Our safety and security programs are in compliance with all federal, state, and local laws. The clear policies and most of the procedures that have been established are working to protect our facilities, the equipment, and the people who use these buildings.
- ◆ A regularly scheduled maintenance program that is well organized and followed has kept the buildings and grounds functioning, clean, and agreeable. We have made many improvements to keep up with the technological needs of our programs. We have many specialized buildings and areas for students to use as part of their studies. We have added and remodeled several buildings during the last decade and plan to continue such projects as a way of keeping SCC a place where students enjoy learning.

Areas for Improvement

But there are some serious problems that can hamper the goals we have for the physical resources of our college. Following are a few of the major areas where we need to improve:

- ◆ Our number one area of concern is equipment. We need to find sources other than the Student Technology Fee to augment the decreasing amount of money our state is able to allocate. The college needs to consider how to find money to budget for equipment purchases and replacement. We also need more staff to service and maintain the equipment we do have. In order to fulfill our mission of “industry-standard” education, we must make this area a top priority for our continued success as an institution.
- ◆ Classroom space and furnishings are another area we need to work on. We do not have enough classrooms for teaching during our peak hours. Many of the classrooms – especially in our Science building – need to be replaced. The furnishings, particularly at Felts Field, need to be upgraded in several areas.
- ◆ Repairs and requests for improvements need to be handled in a timely manner, especially those requests for technological upgrades. The backlog we are currently experiencing is directly linked to the small staff that is in charge of the physical resources, so we are again looking at budget issues as they affect staffing.
- ◆ Coordinating our safety forces more effectively is an area where SCC needs to work with the district Facilities office. The number of phone numbers and methods of securing our large campus need to be simplified. A centralized system could be beneficial to all.
- ◆ Finally – parking must be mentioned again as a problem for SCC to deal with. As this report noted in chapter three on students, the problems with parking on campus are paramount to many. The Spring 2002 Student Survey, the two faculty and staff Climate Surveys, and the Administration Survey all noted parking as an issue. While our security and facilities personnel do need to work on ways to improve the safety of our lots and the spaces available, all of us who park on this campus need to reconsider carpooling and

Appendix 8-A

List of SCC Buildings

Building Number	Building Name	Building Area (GSF)	Year Constructed	Year Renovated
1	Main	194,012	1956	
	Culinary Arts Addition	2,450		1988
	Business Tech Addition	42,378		1992
	Industrial Tech Addition	39,080		1994
4	Gymnasium Annex	1,869	1955	
5	Walter S. Johnson Sports Center	53,482	1972	
	Mezzanine Addition	963		2000
	Mezzanine Addition Phase II	2,846		2003
	Wellness Center	8,842		1997
6	Student Lair	62,630	1972	
	Student Center Addition	18,417		1990
	Theater/Meeting Rooms	13,558		1994
	Bookstore/Kitchen Addition	10,572		2001
7	Science	33,462	1972	
	Science Addition	5,868		1986
8	Environmental Science	35,668	1973	
9	Health Science	31,156	1974	
	Health Science Addition	38,814		2002
10	Greenhouse Complex	9,846	1973	
14	Shed	925	1972	
15	Administrative & Student Services	23,288	1976	
	Multicultural Student Services Addition	1,526		2003
16	Learning Resources Center	21,392	1976	
	Learning Resources Addition	36,806		1990
18	Automotive	93,319	1976	
19	Heavy Equipment	51,579	1976	
20	Bigfoot Child Care Center	8,795	1984	
	Bigfoot Child Care Center Addition	4,205		1998

List continued on next page.

Building Number	Building Name	Building Area (GSF)	Year Constructed	Year Renovated
21	Clock Tower	450	1975	
22	Hazardous Materials Storage	928	1990	
23	Fire Science	7,679	1957	
	Fire Science Addition	2,041		2001
24	Fire Drill Tower	2,800	1958	
50	Max Snyder	30,912	1972	
	Max Snyder Addition	13,585		1989
111	Environmental Science Annex	5416	1955	
113	Multi-Cultural Student Services	Removed 2002	1955	
115	Journalism	693	1971	
201	Maintenance and Custodial	7,887	1972	
401	Maintenance Annex	Removed 2000		
406	Faculty Annex	500	1975	
408	Portable Classroom	768	1990	
410	Fitness Annex	1,440	1975	
602	Apprenticeship Center	20,000	1960	
603	Apprenticeship Center B	46,900	1960	
301	Felts Field Fixed Wing Hanger	22,556	1945	
687	Felts Field Anrode Hanger	5,025	1970	

STANDARD IX

INSTITUTIONAL INTEGRITY



Standard Nine-Institutional Integrity

In this last chapter of our self-study report, we need to appraise the integrity of this institution. Once again, we take a look at the status of the college, ask whether SCC abides by the policies set by federal agencies and the state board, reiterate the common concerns, and assess the overall effectiveness of the institution.

Our definitions of ethics and integrity are centered around these general precepts. The phrase “institutional integrity” seems to carry a dual meaning for us: While the term “integrity” in its traditional sense implies honesty, sincerity, and soundness – all of which are important to SCC – the term also means “integration” or “to bring parts together” by removing barriers and segregation.

When asked to define the same concepts as they relate to our college, a former administrator stated, “Integrity is not just answering the questions that are asked. Integrity is wholeness, entirety, [and] totality.” All these concepts are important to us in our efforts to make SCC and what it represents better.

While the term “integrity” in its traditional sense implies honesty, sincerity, and soundness – all of which are important to SCC – the term also means “integration” or “to bring parts together” by removing barriers and segregation.

in response to the needs of our community. Our General Values stress “open communication . . . honesty, integrity and mutual respect,” along with “accountability” and “a strong work ethic.” SCC expects all employees and students to live by these values.

Other established guidelines for institutional integrity include Washington state’s Ethics Law (RCW 42.52) and the CCS Dignity Statement. In addition, the CCS Board of Trustees and the district have adopted and implemented policies regarding Anti-Harassment, Non-Discrimination, Drug-Free Workplace, Personnel Selection Practices, General Ethics for Employees and Officers, Admission, Employee Acceptable Guidelines for CCS Technology Resources, and Ethics & Honoraria, as well as an Ethics Policy Manual.

These policies are printed in publications and handbooks, addressing our commitment to provide all students with an education of the highest quality and in a manner that exhibits concern and sensitivity to our students, faculty, and others who may utilize or recommend our services and facilities.

Ethical Standards

Spokane Community College makes every effort to demonstrate high ethical standards in many ways: through dedicated personnel, scholarship, and exemplary services; in fair treatment of its students, faculty, and staff; and in relationships with regulatory and accrediting agencies. Our emphasis on integrity is reflected in our Mission Statement, our Institutional Goals, and our General Values presented and explained in chapter one.

The SCC Mission Statement and the Institutional Goals stress our commitment to providing “accessible and affordable education opportunities”

The state’s Ethics Law requires all employees to take a class on ethics in public service. The Required Exhibits included in the Standard Nine Committee Report list all policies and procedures that have become the foundation for this institution over the last few decades.

To determine the current state of SCC’s institutional integrity, the Standard Nine Committee members met with campus administrators, faculty, and district administrators in a series of informal interviews. They included the interim Chancellor (2001-02), the current Chancellor/CEO, a member of the CCS Board of Trustees, the district managing director of Budget and Finance, the SCC Presi-

dent, both Vice Presidents of our college, and two representatives from the Association of Higher Education (AHE).

Among other issues, one of the questions during these interviews dealt with the acquisition of the Riverpoint office building for the district administration. Since the initial planning did not involve SCC, many campus employees, particularly faculty, expressed discontent over the ethics and integrity of the decision, especially because of the effect this decision had on our college's budget allocation.

In July 2002, our current Chancellor attended to the Riverpoint expenses and sought participation from all three units – SCC, SFCC, and the IEL – to come up with an effective solution. One of the ways found to reduce the long-term expenses forced on SCC was to rent out available parts of the building. We have been told that the space does have a substantial real estate value and will turn a profit eventually.

Our current Chancellor has worked at rebuilding or reintegrating the relationship between SCC and the district. For example, he has created professional development opportunities for new administrators as a way to enhance administrative leadership skills. He even implemented a Community Colleges of Spokane Leadership Training program to help improve the leadership potential of all parties concerned: faculty, staff, administrators, and students.

Our Chancellor is also taking an active interest in our campus and has participated in a program called "SCC Live." He spent a day in the Student Services areas to experience the enrollment process. He also attended various classes on campus to gain a better perspective of the programs offered at SCC and to experience a day in our students' lives.

The Office of Institutional Effectiveness established last year is yet another effort to make the re-

lationship between the college and the district smoother. The members include the Vice President of Workforce Education, the institutional research analyst, and the college's financial manager. The intent of this office is to address effectiveness and ensure that we live up to our mission and goals, provide the best services to our students, and meet the needs of the community.

Our college works closely with program advisory committees and other external agencies. These agencies support, advocate, advise, and respect SCC's efforts to meet the community's needs by providing college education. The public views SCC as an institution that devotes its time and specialized instruction in preparing the workforce, and the advisory committees and employment agencies/contacts support this public view. In the interview with the Standard Nine Committee, the current Chancellor apprised us of the unsolicited testimonials he receives at various meetings he attends, which stand as evidence of the respect our community holds for our college.

This positive image is what draws many students to this institution. The student survey run in Spring 2002 indicated the top four reasons why students choose SCC: the college offers the courses they want, there is a good chance of personal success, the campus is conveniently located, and the cost is low. A significant number indicated that SCC was their first choice of school for higher education, and 79.3 percent stated that they would choose SCC again.

*The Office of Institutional
Effectiveness established last year is
yet another effort to make the
relationship between the college and
the district smoother.*

As the survey results show, students are satisfied with the academic components, and the most highly rated aspects of this category are the attitude of the teaching staff toward students, the quality of the instruction,

and the challenges of the major. Students' levels of satisfaction with services such as admissions, registration, staff assistance, policies, rules, and publications were consistently neutral or satisfied, and 78 percent reported that they were either satisfied or very satisfied with these services.

Only a few formal complaints or grievances by stu-

dents and five human rights violations during the past four years indicate that most problems in our relationships with our students can be worked out to the satisfaction of those involved. As the AHE vice president and the Vice President of Enrollment Services and Student Development concluded in the interviews with the standard committee, problems dealing with student complaints (mostly disagreements over attendance and grading) are solved at the lowest level, with the student and the faculty member sitting down and working out the issues.

Evaluation and Review of Policies and Publications

The policies of Spokane Community College are created and overseen by the CCS Board of Trustees and posted on the campus intranet. Each policy is clearly articulated and dated to communicate when it was adopted or revised. Policy review is an ongoing process with priority driven by statute and law changes. Approximately 50 percent of the posted policies have either been revised or adopted in the past 10 years, one of the most recent being the SCC Mission Statement.

College procedures are also reviewed and revised on an ongoing basis by administrators. Procedure review occurs in response to a specific situation or by changes in laws and statutes, which affect policies.

Similarly, college publications are revised when required. The district office, in consultation with the college, reviews the recommendations and makes the changes. In addition, as part of the accreditation process, selected publications have been reviewed by different standard committees. Publications recently revised include the 2003-05 college catalog, part-time faculty handbooks, and the Student Handbook.

Despite all these measures to ensure institutional integrity, many comments in both the interviews and the surveys indicate that faculty and staff question whether the appropriate processes are being followed and whether all candidates applying for positions at our college were treated with fairness. For instance, "customized" job descriptions or pos-

sible bias has frustrated and discouraged college members from applying for and/or serving on committees; delays in posting and filling positions have created setbacks in most divisions on campus. Too often, top administration has not accepted the final candidates for administrative positions sent forward by the screening committees. Although the resolution has been to reopen the searches, the frequency of having to try again requires that we address the problems with our process.

As suggested by the Standard Nine Committee, a policies and procedures manual for all employees at SCC needs to be consolidated. Moreover, a policies and procedures committee needs to be created and charged with the ongoing review, assessment, and effective dissemination of all policies. Finally, designated representative groups must be assigned to screening committees, and breach of confidentiality or advance knowledge of the makeup of the committee should be prohibited.

Accuracy in Representation of the College

To represent itself accurately and consistently to its constituencies, the public, and prospective students, the college must maintain accuracy and consistency in its publications. There is an established procedure to review the publication of the catalog, brochures, publications, and official statements, which includes specific review by appropriate administrators, directors, and faculty members. Care is taken to insert new courses, remove discontinued courses, and note changes in degree requirements.

The goal of each catalog or class schedule tabloid is to create an effective academic planning tool for students as well as to provide registration information and other useful facts about our college.

To maintain accuracy and consistency, we do the following:

- The college catalog is revised every two years and reviewed quarterly.
- Quarterly class schedule tabloids are mailed to every household in the district, and this information is available on the college Web site. To enhance the accuracy of this publication, changes

are made available through the intranet process. Advisors and counselors have current updates.

- Intranet and Internet access, continuously updated and revised, is available as a source of communication to aid faculty, students, and the public at large. As the college catalogs and other publications are updated, this information is also updated on the intranet links.
- Program brochures are developed by the program directors who are responsible for the accuracy of the final product.

All final publications are proofed, re-formatted – if required – and approved by the district Marketing and Public Relations department to further ensure consistency and accuracy. Since 1993, a Webmaster has been hired to assist in electronic publicity and access.

The Marketing and Public Relations department develops and reviews materials that represent the colleges to the public, such as news releases, flyers, posters, or Web pages on the college Web site. This department is aware that this material must not interfere with academic freedom and the right to communicate; however, care must be taken so that all publications accurately reflect the programs and offerings of the college.

Conflict of Interest

As the current Chancellor assured the Standard Nine Committee, he is not aware of any conflicts of interest on our campus. His perception is based on his belief that all relevant policies address this issue. In case a violation became known, top administration would report it to the attorney general. Moreover, administrators and board members are required to sign an affidavit to avoid conflicts. The Chancellor also said he was confident that the faculty members know where to draw the line between basic obligation to the college and personal gain.

Spokane Community College upholds the Revised Code of Washington state's Ethics Law (RCW 42.52) and the Washington Administrative Code (WAC 292) on its

Executive Ethics board that define conflicts of interest and the use of state resources and facilities. SCC also abides by the Washington State Whistleblower Act (RCW 42.40), which was enacted to encourage state employees to report improper governmental actions.

The following policies, as defined in the Board of Trustees Policy Manual, address a variety of conflicts of interest that are possible in a large organization such as ours:

- 1.70.01, Anti-Harassment (adopted 4/14/87, revised 5/21/02)
- 1.70.02, Nondiscrimination (adopted 8/16/88, revised 5/21/02)
- 1.70.07, Electronic Communications and Messaging (adopted 10/17/95)
- 2.10.03, Anti-Nepotism (re-adopted 9/20/78)
- 2.10.06, General Ethics for Employees and Officers (adopted 3/19/96)
- 2.10.07, Honoraria (adopted 3/19/96)

One infraction was brought up in the interviews regarding the use of school time and electronic communication by faculty two years ago in writing to the state Legislature. The error was a misunderstanding of policy, and corrective action was taken immediately.

Academic Freedom

By academic tradition and by philosophic principle, an institution of higher learning is committed to the pursuit of truth and to its communication to others, and SCC is no different. Academic freedom is assured and defined in writing in the Master Contract. Article III, Section 1 states the following policy.

The academic employee must be free from the corrosive fear that others, inside or outside CCS, because her/his view may differ, may threaten that academic employee's professional career or the material benefits accruing from it. Therefore, there shall be no restraints which would impair the employee's ability to present subject matter in this context. Each academic employee shall be free from institutional censorship or discipline when that academic employee speaks, writes, or acts, as long as s/he exercises academic responsibility in the instructional setting.

This language has been part of the master contracts between faculty and the district since November 1994. The faculty response to the Winter 2002 Climate Survey overwhelmingly stated that academic freedom is supported by the institution.

After interviewing all of the top administrators, Deans, and the faculty representatives of the Association of Higher Education, it was noted that there have been no serious infractions of these policies or codes for approximately 15 to 20 years. When an infraction does occur, it is due to lack of knowledge of the Master Contract; when the policy is pointed out or referenced, the parties correct themselves.

Conclusion

At the end of this self-study process, and keeping budget issues aside, we realize that in spite of all the challenges SCC faces, there are aspects of the college that deserve positive recognition.

First of all, the 1993 accreditation team had noted SCC as lacking diversity in personnel. Although we still struggle to attract and retain a diverse employee population, the student population of SCC is more representative of diversity than the region itself. Today, our Mission Statement stresses the college as “being responsive to the needs of our diverse population.” Considering the number and the variety of programs and services we offer and the different types of students we serve, it is safe to say that diversity is definitely part of SCC.

Second, in the past, SCC was often perceived by the community at large as a “vocational” school. However, our revised Mission Statement now refers to the transferable programs in both liberal arts and professional/technical areas, as well as the professional/technical certificates and degree programs.

Third, we agree that administrative turnover has caused frequent disturbances these past years, but the college has not stopped functioning. We now realize that any college’s internal stability lies in its policies and procedures and its dedicated faculty and staff. Administration is a transitory part of the college community.

Finally, the external evidence reiterates that SCC is regarded highly in the local community for its quality instructional practices and student services because we abide by our mission and goals, adhere to the policies and procedures, and have the personnel to accomplish all this. The dedication and commitment of the faculty, staff, and administration – in responding to the community and student needs – is what drives this college forward.

Strengths

From assessing the state of affairs at SCC, especially from the perspective of this last chapter, some specific areas of strength are apparent:

- ◆ Foundation for a strong sense of integrity lies in our willingness to change as needed. This is evident by our recent revision of the Mission Statement and the college’s goals and general values to suit the needs of the 21st century and the community we live in.
- ◆ Likewise, policies and procedures that guide us are also clearly stated, regularly updated, and properly circulated. The self-study process itself has shown us how all the components of the college do work together for a positive end result.
- ◆ In spite of concerns raised throughout the report in a variety of areas, this standard’s review shows very few serious infractions in terms of formal complaints, grievances, or violations of policies, between employees or between students and the SCC personnel. In fact, the student survey results are truly complimentary when they refer to the instruction and the services students receive at this institution.
- ◆ A positive image of our college in the community and with our students results partly from the quality of who we are and what we do and partly from the ongoing efforts to accurately represent ourselves in all our publications.

Areas for Improvement

As with other standards, some of the challenges pertinent to Standard Nine need to be addressed.

- ◆ Screening and hiring processes, in the past, seemed flawed in some cases, and dealing with all applications and applicants fairly is what we need to concentrate on. Fortunately, we now have skilled human resource professionals to improve the hiring process, and the outcomes are more optimistic.
- ◆ We need a single document, and not just an intranet site, to consolidate all district and campus policies and procedures for easier access and use. In addition, the policies and procedures need to be constantly reviewed for accuracy, assessed for their effectiveness, and disseminated effectively.
- ◆ We also need to improve avenues of communication among the district, the campus administrators, and SCC employees to restore and build trust for the common good of all.

ADDITIONAL APPENDICES

Appendix A-Acronyms

Following is a list of acronyms that appear throughout this self-study report. While we have tried to always give the name for each acronym within the report, we thought a list might be helpful in reading not only this report, but also the standard committee reports.

AA	Associate of Arts (degree)	DAC	District Athletic Committee
AAS	Associate of Applied Science (degree)	DATA	Develop a Task Analysis
AST	Associate of Science Transfer (degree)	DDC	Direct Digital Controls
ABA	American Bar Association	DL	Distance Learning
ACG	Accreditation Core Group	DOE	Department of Education
ACF	American Culinary Federation	EMT	Emergency Medical Technician
ACAS	Automated Collection Analysis Services	EPC	Educational Program Code
ACRL	Association of College and Research Libraries	EWU	Eastern Washington University
ADN	Associate Degree Nurse	FAA	Federal Aviation Agency
ALA	American Library Association	FLETC	Federal Law Enforcement Training Center
AMATYC	American Mathematical Association of Two-Year Colleges	FMS	Financial Management Systems
AOA	American Optometric Association	FTE	Full-Time Equivalency
AOS	Administrative Office Systems	FTES	Full-time Equivalent Students
A&P	Airframe and Powerplant	GIS	Geographic Information Systems
APLED	Applied Education	GSF	Gross Square Feet
ASC	Associated Student Council	HESI	Health Information System Incorporated
ASE	Automotive Service Excellence	HIT	Health Information Technology
ATE	Automotive Technician Excellence	HPAT	Hydraulic and Pneumatic Automation Technology
BCL	Book for College Libraries, 3 rd edition	HRC	Health Record Clerk
CAD	Computer Aided Drafting	HUC	Health Unit Coordinator
CAAHEP	Committee on Accreditation of Allied Health Education Programs	HVAC	Heating, Ventilation, Air Conditioning
CATT	Computer Application Technology/ Training	IBEW	International Brotherhood of Electrical Workers
CCI	Cardiovascular Credentialing Registry	I-CAR	Inter-Industry on Collision and Automotive Repair
CCNA	Cisco Certified Network Associate	ICRC	Intercollege Relations Commission
CE	Continuing Education	IFSAC	International Fire Services Accreditation Congress
CET	Civil Engineering Technology	IFTS	Interactive Fixed Television Services
CIC	Criminal Institution Commission	INCA	Inland Northwest Culinary Academy
CINAHL	Cumulative Index to Nursing and Allied Health Literature	INCOL	Inland Northwest Council of Libraries
CIP	Classification of Instructional Programs	INHS	Inland Northwest Health Services
CIS	Center for Information Services	IRP	Instruction Related Programs
CIS	Computer Information Systems	IST	Informational Services and Telecommunications
CISCO	name of the company founded in San Francisco	ITEC	Industry Technicians Education Coalition
CNE	Certified Network Engineer	LAC	Liberal Arts Center
CPR	Cardiopulmonary Resuscitation	LRC	Learning Resource Center
CRT	Certified Respiratory Therapist	MET	Mechanical Engineering Technology
CST	Certified Surgical Technologist	MCSE	Microsoft Certified Systems Engineer
		NBRC	National Board for Respiratory Care

NEH National Endowment for Humanities
NCLEX-PN National Council of Licensure
Examination—Practical Nursing
NCLEX-RN National Council of Licensure
Examination—Registered Nurse
NWAACC Northwest Athletic Association
of Community Colleges
OAT Outstanding Academic Titles
OSHA Occupational Safety and Health
Administration
PDA Personal Digital Assistant
PNWCG Pacific Northwest Wildfire
Coordinating Group
RAP Rapid Appraisal Process
RCLS Cardiovascular Invasive Specialist
RCS Cardio Sonographer
RRT Registered Respiratory Therapist
SAC Student Activities Council

S&A Student and Activities
SAM Skills Assessment Manager
SAO State Auditor's Office
SBCTC State Board for Community and
Technical Colleges
SCC Spokane Community College
SEOG Supplemental Education Opportunity
Grants
SFCC Spokane Falls Community College
SLO Student Learning Outcomes
SMS Student Management System
T-TEN Toyota Technical Education Network
WAC Washington Administrative Code
WAOL Washington Online
WINRT Western Instructors in Natural
Resource Technology
WSU Washington State University

Appendix B

Accreditation Participants

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