



SPOKANE COMMUNITY COLLEGE

Five-year Interim Accreditation Report

Prepared for
Northwest Commission on Colleges and Universities

October 6-7, 2008

TABLE OF CONTENTS

Introduction

Part A – Actions Taken Regarding Recommendations

Recommendation 1: Strategic Plan.....	1
Recommendation 2: College-wide Program Assessment.....	2
Recommendation 3: Linkages.....	4
Recommendation 4: Faculty Evaluation	5
Recommendation 5: Governance	5

Part B – SCC’s Approach to NWCCU Accreditation Standards

Standard 1: Institutional Mission and Goals, Planning and Effectiveness.....	10
Standard 2: Educational Program and Its Effectiveness	13
Standard 3: Students.....	24
Standard 4: Faculty	27
Standard 5: Library and Information Resources	32
Standard 6: Leadership and Management	36
Standard 7: Finance	40
Standard 8: Physical Facilities	43
Standard 9: Institutional Integrity.....	46
Summary.....	47
List of Exhibits.....	48

Spokane Community College Five-year Interim Accreditation Report

Introduction

Washington's 34 community and technical colleges operate under the direction of the State Board for Community and Technical Colleges (SBCTC). Spokane Community College (SCC) is one of two comprehensive community colleges and one institute within the Community Colleges of Spokane District 17. SCC was officially established as part of Washington State's community college system in 1963 after having been a vocational training facility since 1916. By the mid 1960s, SCC was offering a full complement of liberal arts courses to support career and technical education students and those who wished to transfer to a baccalaureate degree granting institution. Today, approximately 70% of our students are pursuing a professional technical certificate or degree as their educational goal. Approximately 30% are preparing for transfer to a four-year college or university.

Our last full-scale accreditation evaluation occurred in 2003 and resulted in reaffirmation of accreditation with five recommendations. Each of these recommendations has been implemented to the satisfaction of the Northwest Commission on Colleges and Universities (NWCCU). Part A of our report focuses on these recommendations. Part B presents updated information on SCC's approach to the accreditation standards. Exhibits listed throughout the report will be available in the resource room during the five-year interim site visit.

Exhibits: NWCCU Full-Scale Evaluation Committee Report, October 2003
 Focused Interim Report, April 2, 2005 (from SCC to NWCCU)
 A Focused Interim Report, April 25, 2005 (from NWCCU to SCC)
 Progress Report, April 21, 2006 (from SCC to NWCCU)

Part A- Actions Taken Regarding Recommendations

Recommendation 1:

It is recommended that the College continue to develop and implement a systematic institutional planning and evaluation system. While the committee found evidence of prior strategic planning and evaluation processes, current processes tend to be ad hoc, fragmented (i.e. at the department level) and not institutionalized (Standard 1: 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 1.B.9).

In 2004, President Steve Hanson redefined the role of the Strategic Planning Committee with the goal of positioning it as the hub of College governance. The committee was renamed to become the College Council with the following charges: 1. serve as the major College planning body; 2. facilitate and coordinate the administration of strategic planning; 3. facilitate and coordinate the administration of College effectiveness; and, 4. act as the communication link for the governance system.

One member of the College Council serves as a campus representative to the Community Colleges of Spokane (CCS) District Strategic Planning Committee and serves as our liaison between the two entities. Lines of communication were also established among the SCC governance councils as they provided input to governance issues and planning.

The CCS District Strategic Plan was approved by the Board of Trustees during the Fall of 2004. By April of 2005, with the participation of all divisions and departments as well as all governance councils, the SCC strategic plan, entitled *Strategic Directions 2005 and Beyond*, was presented to the Board and widely distributed among the campus community.

Along with the development of this plan came a strategic planning process based on a three-year rolling cycle. Planning process steps include: 1. analyzing the internal and external environment; 2. reviewing and revising our mission and values statements; 3. developing strategic directions and College goals; 4. developing an evaluation plan and key indicators; and, 5. reviewing and assessing outcomes.

Priorities are established for the annual or operational plan, as well. Divisions and departments identify opportunities and issues on which they will concentrate during the year. The budget planning process accommodates annual priorities.

The strategic plan developed for the 2005-08 period is currently undergoing revision under the leadership of Co-College Council Chairs, Dennis Keen, Interim Dean for Arts and Sciences, and Donna Phinney, Dental Assisting Program Director. Mr. Keen presented the draft in multiple venues as well as to the entire campus community at our 2008 Spring Quarter All-College Meeting. The Council has continued to solicit suggestions for improvements to the draft, which will be adopted during the Fall of 2008.

The Council had significant institutional effectiveness assessment tools (as outlined in Part B, Standard 1 of this report) upon which to develop our 2008-11 strategic plan and to continue to assess performance to the plan.

Exhibits: CCS 2005-08 Strategic Plan
SCC 2005-08 Strategic Plan
College Council Annual Reports

Recommendation 2:

It is recommended that the assessment of College-wide programs be integrated into the overall institutional effectiveness plan. Although the committee found evidence of assessment at the course and program level, it did not find institution-wide evidence that assessment of educational programs is integrated into the overall institutional effectiveness plan (Standard 2.B.1).

On January 27, 2004, the Northwest Commission on Colleges and Universities issued Spokane Community College's 2003 Comprehensive Evaluation Report. A letter was included requesting that SCC submit a progress report on Recommendation 2 in the Spring of 2006. Our progress report described the Program Review Process designed and implemented by our Office of Institutional Research in conjunction with the Vice President of Learning. The purpose of the annually conducted Program Review Process is to assess quality, relevancy and continuous improvement of our programs, while celebrating program accomplishments and proactively addressing current shortcomings and anticipated needs.

The Program Review Process generates a program "report card," which includes data such as student enrollment, student-faculty ratios, student demographics, graduate job placement, and average earnings. Report cards are distributed to specific administrators and faculty, and are used for the determination of either a "standard" or an "in-depth" review for each program. The standard review consists of an analysis and evaluation of report card data with relevant administrators and faculty. Questions regarding the data and their interpretation are resolved; follow-up actions are identified and implemented as required. If an in-depth review is warranted based on any of the information within the report card, a review team is put in place to investigate issues in detail and to formulate an action plan to be carried out during the following year.

The Program Review Process, which was developed with significant faculty involvement, is now in its third year and has proven to be a valuable tool. Revisions have been made to the format of the report cards during this time period in an attempt to provide more in-depth information to program faculty and administrators. One remaining issue with the current format is that the outcomes data obtained from the Washington State Board for Technical and Community Colleges (SBCTC) are always lagged one year behind the evaluation year. For example, the 2004-05 report cards reflect 2004-05 data on program enrollment, faculty, student demographics, academic preparedness and success, while reflecting 2003-04 data on job placement and academic transfer. Reporting two different cohorts on the same report card makes direct comparisons challenging. The 2006-07 report cards, issued in 2007-08, were intentionally delayed until later in the school year while new sources for outcomes data were being investigated. While these efforts did not yield the desired results this year, it is hoped that the 2007-08 report cards will be able to report a single cohort of students.

During the Summer of 2008, our Office of Institutional Research plans to develop a report card which aggregates data for all of SCC's professional-technical programs. This aggregate report card will provide our administrators the ability to track College-wide performance as well as program-specific statistics. In addition, a report card will be developed for the Arts and Sciences departments.

Most programs do not require an in-depth review. However, it was determined that several of the Agriculture-Horticulture programs would undergo an in-depth review based on information derived from the Program Review Process which revealed a pattern of declining enrollment. Under the leadership of the Vice President of Learning, a Review Team was established including the Environmental Sciences Department Chair, program faculty, the Office of Institutional Research Director, the District Marketing Director, and Workforce Development Office staff.

Focus group sessions consisting of current students, program alumni, and industry-specific employers were conducted, secondary data were collected and analyzed during the year-long process, and the appropriate advisory committees were convened. It was determined that the curriculum should be revised and updated. Further advice was sought from the program advisory committee members during Fall Quarter 2007. The committees concluded that, in order to better serve the regional industry's needs, SCC should equip Agriculture-Horticulture students with more diverse scientific studies and include some business education.

The outcome of this particular in-depth program review process resulted in significant curriculum changes with emphasis on connecting agriculture-horticulture technical skills development with business education and courses from other environmental science programs. These changes will be in effect starting Fall Quarter 2008. Data will continue to be monitored to determine whether these revisions will attract a higher number of students and better respond to industry needs.

A second example of an in-depth review is the Bank Teller/Financial Services program, which has been offered only sporadically in recent years due to low enrollment. The College wishes to determine whether this program should be continued or deleted. The advisory committee was divided on the value of the program as most financial institutions now conduct in-house training for new employees. Data regarding placement, regional demand, and earnings structures were reviewed. The preliminary decision was to place the program on hiatus for 2008-09 during which further evaluation will be conducted. The curriculum will be revised with emphasis on banking product information if the program is continued.

Concerning assessment, SCC has expanded the Office of Institutional Research to include a staff of two full-time researchers. In addition to program review, they have developed a set of key performance indicators for administrative monitoring, and a comprehensive institutional effectiveness assessment plan which is further described in Part B, Standard 1 of this report. Many of the assessment metrics, methods, and instruments have been fully developed and implemented, while others are works-in-progress and added in incremental stages. In 2008-09, a series of monitoring reports will be developed to convey the College's status relative to historical data and peer institutions.

Program review is an integral part of Spokane Community College's comprehensive Institutional Effectiveness Assessment Plan. Conducted annually and followed-up diligently, the Program Review Process provides SCC with powerful tools to assess the value and viability of our educational programs. The above descriptions, in addition to the documentation of SCC's Program Review Process and Institutional Effectiveness Assessment Plan, demonstrate compliance with the Northwest Commission on Colleges and Universities (NWCCU) recommendation.

Exhibits: Program Review Process
 Annual Report Cards

Recommendation 3:

It is recommended that the College demonstrate the linkages between the institution's goals and objectives and its resource allocation to achieve these goals and objectives. Although the College has formed budget, program review, campus planning and strategic planning committees, it is not clear that a linkage exists among these processes, nor that these processes are understood or inclusive of appropriate constituencies. This linkage and the processes should be clearly defined, documented and participatory with appropriate constituencies. Furthermore, the strategic plan should address the needs of the College regarding technology and equipment across all units, and resources for upgrades, acquisitions, and replacements need to be developed and implemented (Standards 5.A.1, 5.D.6, 7.A.3, 8.B.1, 8.B.2).

President Hanson's strategic planning charge to the College Council included the responsibility for developing communication and accountability linkages among the governance councils. The distribution of College resources has been linked to College and divisional strategic plans. Deans, working with department chairs, faculty, and staff identify the resources they will need to implement their plan. Divisional priorities are identified and brought forward to the vice presidents to develop a single prioritized list that becomes the planning document for distribution of College resources.

Our April 2, 2005, Focused Interim Report provided as an example of linkages between our goals and objectives and resource allocations, our Technology Planning Advisory Committee (TPAC), which was restructured in 2005-06 to become the Student Technology Fee Committee. Co-chaired by a Vice President and Associated Student Government President, the committee consists of students, faculty, staff and administrators who review proposed equipment acquisitions supported by a student-voted technology fee currently funded at \$4 per credit up to \$40 per quarter. The technology fee provides approximately \$750,000 annually. These and other funds support computer laboratory, and faculty/staff computer rotations in addition to program-specific technology and classroom projection equipment.

Linking resource allocation with the strategic plan has become standard practice at SCC. When funds are targeted to special uses, proposals for programs of work must demonstrate how they effectively and efficiently further the strategic plan. In addition to technology funding allocation, other examples of linkage include:

- All new budget requests must be tied directly to the Strategic Plan and Division outcomes.
- All requests for new major or minor capital projects are required to show how they tie directly to the College Strategic Plan and support Division objectives and outcomes.
- Our Outcomes Assessment Committee provides funding for mini grants through which faculty are funded for assessment and student retention activities; each proposal must be linked to the strategic plan.
- Three years ago, our Finance Committee, in collaboration with the College Council, recommended a portion of our funding be earmarked for faculty and staff professional development. A Request for Proposals process is used to award funding based on the proposals' alignment with the strategic plan.

- An allocation is also made for marketing funds available to SCC units via an RFP process; applicants must demonstrate that the use of the funds facilitates accomplishment of strategic objectives.

Exhibits: Student Technology Fee (formerly TPAC) Procedures and Guidelines
 List of 2007-08 Student Technology Fee Funded Equipment
 Technology Rotation Schedules
 Outcomes Assessment Committee RFP
 Professional Development RFP
 Marketing Fund RFP

Recommendation 4:

It is recommended that a process for all part-time instructor evaluation using multiple indices be implemented. Although evidence was found that part-time faculty are evaluated within a five-year period, evidence was not found that multiple indices are being used to evaluate all part-time faculty (Policy 4.1.c).

Consistent with the faculty contract, student evaluations are administered in each of the first two quarters for new adjunct faculty; student evaluations are conducted annually in successive years. A process for multiple indices evaluation is in place, as well, to include in-class observations by administrators and/or peers and evaluation of course outlines, syllabi or other teaching materials.

Administrative assistants in each of the divisions maintain a spreadsheet which tracks evaluations due and completed during the academic year.

The evaluator in the 2005 focused interim visit found that all but one division was in compliance with the recommendation and the accreditation policy. Following that visit, the Vice President of Learning met with the divisional dean and department chairs to review the policy and ensure its implementation. This action was reported to the NWCCU in a letter dated May 20, 2005. This procedure continues to be followed in each of our divisions.

Exhibits: 2007-08 Division Faculty Evaluation Spreadsheets

Recommendation 5:

It is recommended that the College clarify its campus system of governance to facilitate the successful accomplishments of its mission and goals. While the individual departments have been functioning at a high level of success during a period of administrative transition, there is less evidence of this occurring at the institutional level. Important elements to be addressed are:

- A. Administrators, faculty, staff, and students understand and fulfill their respective roles in the campus governance system.**
- B. The system and processes are documented and widely disseminated.**

- C. The system of campus governance ensures that the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly described in a constitution, charter, bylaws or policy documents.**
- D. The system of campus governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.**

(Standard Six: 6.A.1, 6.4.2, 6.A.3, 6.A.4).

College Governance Model

Building on the existing model in place upon his arrival as president in November 2003 and with considerable consultation with the campus community, President Steve Hanson implemented a new governance model which consists of five primary councils to include:

- College Council: This council serves as the major College planning body focusing on strategic planning, College effectiveness, and the governance system.
- Finance Council: This council assists in the development of a long-range budget plan, evaluates the results of the annual budget process, and recommends changes as necessary.
- Facilities Council: This council develops, reviews and evaluates plans for campus facilities, including review of the Master Plan and capital projects requests.
- Technology Planning Advisory Committee: This committee coordinates the development of the spending plan for the SCC student technology fee and participates in the ongoing assessment of the campus-wide technology plan and the ongoing implementation of the campus-wide technology replacement schedule.
- Diversity Council: This council develops the College's diversity plan and provides coordination of the College's diversity activities.

Other components of the governance model include the Council of Chairs, the Classified Staff Council, the Curriculum Committee, and the Executive Team or President's Cabinet (President and Vice Presidents). In addition, the Instructional Council (consisting of the Vice President of Learning and the instructional deans) and the Student and Instructional Services (SIS) Council (consisting of the Vice President, Deans, Managers, and Department Chairs in the Student and Instructional Services Division) have significant involvement in the planning and decision-making processes.

To ensure communication and cooperation, various governance units meet periodically to share information on activities, opportunities and issues. For example, the Instructional Council and the Students and Instructional Services Council meet jointly on a monthly basis; the College Council and the Finance Council hold joint meetings from time to time to strategize future priorities and implementation of the College plan. Liaisons to constituencies are appointed to relay information to others on campus and minutes are posted on the SCC Intranet.

The 2005 Focused Interim Report noted that, "The College has made extensive progress on clarifying its governance system in the last year and a half. The governance structure includes representatives from all constituent groups. Interviews with these groups indicated general understanding of the various councils and their roles. Faculty and administrators identified governance committees, understood their charges and referenced decisions made by the councils. Information about the councils and their charges has been disseminated widely."

A significant addition to our governance structure occurred in 2005-06. President Hanson restructured the Technology Planning and Advisory Committee (TPAC) to become the Student Technology Fee Committee with the responsibilities for recommending student technology fee allocations. During the same academic year, he initiated the SCC Technology Advisory Committee with the charge to develop, recommend and institute strategic and long-range plans for campus technology. Issues addressed by this Committee include developing procedures and practices to govern campus computer usage, establishing technology priorities across campus, updating systems, enhancing helpdesk services, and initiating new technology for student use.

Revisions to the 2003 governance model have served the College well; however, it became apparent that it could yet be improved upon. Plans for 2008-09 and beyond are described in Part B, Standard 6 of this report.

Exhibits: Council Annual Reports
 SCC Technology Plan
 Student and Faculty/Staff Computer Rotation Descriptions
 Student and Faculty/Staff Rotation Costs

Governance – Relationship with the District

E. As a multi-unit governance system (District), the division of authority and responsibility between the central District office and the institution is clearly delineated, documented and disseminated.

In December 2003, the Community Colleges of Spokane Board of Trustees developed its 2004-07 strategic plan. Among its goals were the following:

Clarify policy and operational roles to continually enhance the efficiency of instructional, student and administrative services, emphasizing collaborative and student-centered strategies, while avoiding unnecessary duplication.

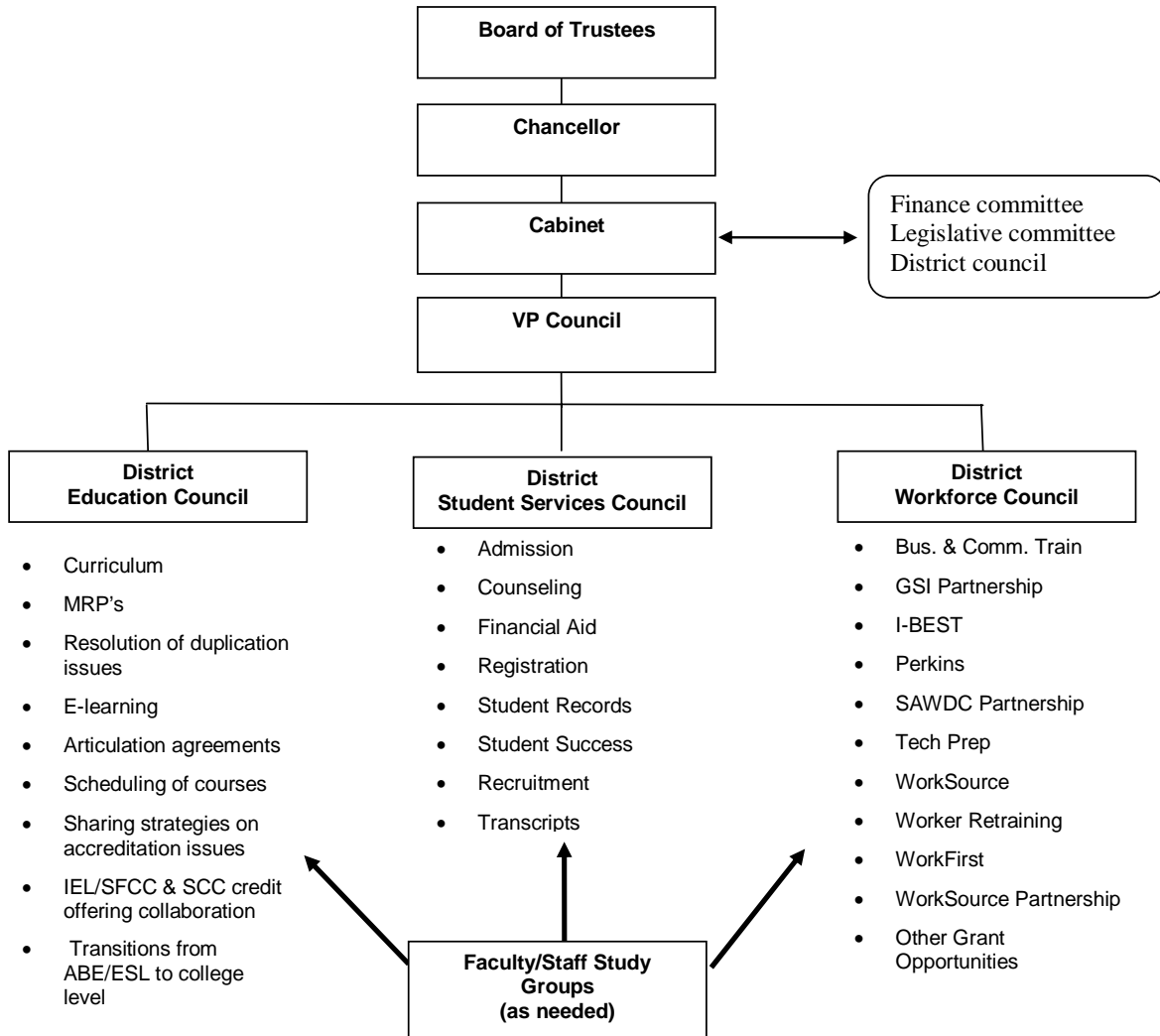
- Objective 1. Update, clarify, organize and communicate Board policies in accordance with the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC).
- Objective 2. Update, clarify, and organize and communicate administrative procedures.
- Objective 3. Improve District business processes and information for decision making.

The process to achieve Objective 1 began in 2005 and was completed in December 2006. All Board policies are posted on the CCS Internet site – www.ccs.spokane.edu – in the “About CCS” section under “Board of Trustees.” Each board policy includes a list of and links to its implementing procedures. Each procedure identifies and links to its corresponding policy.

Finance and Human Resources began work on Objective 2 within the same timeframe. Throughout academic year 2007-08, a concerted effort was made to complete and post as many administrative procedures as possible by June 30, 2008. Work remains in progress on procedures related to Chapter 3 Student Services, Chapter 4 Instruction and Chapter 7 Miscellaneous, as this is a significant project. The District and the Colleges develop, refine and disseminate procedures jointly. Typically, drafting of procedures begins with District staff; the draft is vetted with the VP Council and Cabinet. Drafts are then shared with College administrators, faculty and staff. The final version is posted on the intranet.

The Decision-Making Flow Chart below addresses Objective 3 regarding District processes. While each of the units within the Community Colleges of Spokane is a separate entity and the two colleges (Spokane Community College and Spokane Falls Community College) are accredited independently of one another, structures are in place to sustain a synergistic working relationship. For example, each of the units is responsible for student recruitment, admissions, registration, instruction, administration, etc. Yet there are circumstances under which units work together to serve the educational needs of our service area. The Chancellor’s Cabinet and the VP Council serve as the venues for discussion of common interests. The councils, with representation from each of the units, communicate upcoming activities, share best practices, and resolve issues, as appropriate.

CCS DECISION MAKING MATRIX



As part of the Board of Trustees' efforts to gather information for decision making (Objective 3), in August and September 2007, the Board commissioned Robinson Research to conduct focus groups to provide information that would help them evaluate progress CCS had made on the 2004-07 strategic plan. The groups covered the following subsets of stakeholders: community leaders, business leaders, employers served by CCS, alumni, K-12 administrators and counselors, and higher education representatives. Employee and student surveys were conducted as well. In addition, the District, SCC and SFCC institutional researchers collaborated to provide the Board and administration with a comprehensive environmental scan entitled "The Weight of Change".

The Board received formal presentations of all of the above information during a retreat on November, 9, 2007, in preparation for reviewing and updating the 2004-07 plan. A second retreat was held on December 14, 2007, the result of which was the draft 2008-11 CCS mission, values and goals.

The draft was shared broadly through meetings and web posting. Final adoption occurred in March 2008. The revised mission, value, and goals were then used by SCC to develop the first draft of its new strategic plan for 2008-11, as indicated above.

Exhibits: CCS 2008-11 Strategic Plan
 Robinson Research Report
 Summary Results Employee Survey
 Summary Results Student Survey
 "Weight of Change" Environmental Scan

Part B – SCC’s Approach to NWCCU Accreditation Standards

Standard One – INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

- **What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?**

Mission

Spokane Community College continues to respond to its mission statement as articulated in January 2002, prior to our last full-scale evaluation. As they 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.

Spokane Community College Mission Statement

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.

Goals

The three primary goals we had at the time of our 2003 self-study have been updated for 2004-07 and for 2008-11. There are recurring themes in the updates concerning two of the three 2002-03 goals (emphasis on student welfare and wise use of resources). The third 2002-03 goal addressing morale and trust remain but with language that recognizes that the tenor of the campus environment has evolved to where we concentrate on communication, institutional effectiveness, assessment, governance, professional development and celebrating accomplishments.

Institutional Goals 2002-03

1. Spokane Community College will offer educationally responsive programs and services to meet the diverse changing requirements of individuals, institutions, and industry.
2. Spokane Community College will develop a plan to balance resources and expenses with the demands of the population served and the services provided.
3. Develop a plan to support or improve morale and trust issues identified by Campus Climate Surveys.

Updated goals focus on the importance of current technology with a resultant technology plan which includes a rotation schedule for laboratory, classroom, and office computers and for classroom projection equipment. Funding for classroom and laboratory technology has increased. The student-voted technology fee has increased and the state and District have recognized the need for additional dedicated resource allocation to colleges with high technology/high cost programs.

Institutional Goals 2004-07

1. SCC will offer learning-centered, quality instruction that allows students to compete, succeed, and flourish in a complex world and rigorous economy.
2. SCC will offer students quality support services and efforts that enhance their ability to pursue their education goals.
3. SCC will manage enrollment processes and policies to promote student access, sustain fiscal health, and maintain instructional integrity.
4. SCC will offer students, instructors, and staff the most optimal and appropriate technologies to enhance the goals of the institution.
5. SCC will be responsive to the needs of the students and the larger community by building strong collaborative relationships with the business, community, government, education, and human service organizations of the region.
6. SCC will create and sustain institutional effectiveness through a transparent system of governance, planning, evaluation and assessment.
7. SCC will practice fiscal responsibility and enhance its financial health through wise stewardship of resources, operational efficiency, and innovative resource enhancement.
8. SCC will create and sustain an integrated community that celebrates professionalism, diversity, opportunity, renewal and cross disciplinary collaboration.
9. SCC will create and sustain strategies of communication and information management that enhance the public image of the college, facilitate students' ability to reach their educational goals, improve the quality of the workplace environment, and promote the overall health and vigor of the institutions.

Institutional Goals 2008-11

1. Student and Instructional Services at SCC will provide students access to our programs and services in an efficient and accommodating manner.
2. Instructional Divisions at SCC will develop and maintain educational programs that are of high quality and relevant to the needs of students and the region.
3. Each unit within SCC will provide student-centered instruction and services that foster educational achievement, improve retention and facilitate career or transfer success.
4. SCC will develop and maintain strong working connections between itself and important local and regional enterprises with whom we interact.
5. SCC will develop the talents and professionalism of all employees.
6. SCC will create an environment for students and employees that promotes the safety of the person and the security of property and resources.
7. SCC will develop and maintain systems and procedures that ensure effective flow of information, promote productive decision making, and provide for efficient planning as we respond to emerging issues.
8. SCC will use technology, equipment, and physical resources in the optimal way.
9. SCC will use financial resources wisely to ensure institutional stability and efficiency as well as to promote creative and worthwhile responses to the changing needs of students and the region.

A second new emphasis is placed on partnerships. As a college with a significant number of professional/technical programs, we have always had synergistic relationships with employers who provide clinical and internship sites. Similarly, we have had articulation agreements with secondary schools and with baccalaureate degree institutions. Examples of new partnerships include development of a biotechnology program in partnership with Washington State University, Eastern Washington University, and employers. We participate in a math partnership through which secondary school, community college and university math faculty meet jointly on curriculum matters. We are key partners

in skills panels such as in manufacturing and in health care. We work closely with two regional Workforce Development Councils and with Greater Spokane Incorporated (joint Chamber of Commerce and Economic Development Council).

Enrollment management is now noted as a specific goal. In the fall of 2005, the Vice President of Student and Instructional Services convened a task force comprised of faculty from each instructional division and student services faculty, staff and administrators. The task force developed a comprehensive Enrollment Management Plan released in its final version in winter quarter 2008. The plan resulted in several new initiatives described further in the Standard 3 Students section of this report. Enrollment management efforts will continue via a new task force charged with implementing the plan consistent with the State Board for Community and Technical College's Student Achievement Initiative described further below.

Per goal #6 in our 2008-11 plan (SCC will create an environment for students and employees that promotes the safety of the person and the security of property and resources), there is an increased emphasis on campus security. While always a priority, today's educational environment requires increased vigilance, planning, and resources to ensure the physical safety of persons and property. Campus security has been moved from a District to a college function resulting in the security office and staff reporting to our Vice President of Student and Instructional Services and increased integration into the campus community. The ability to convey emergency messages to students, employees and the community via the internet, cell phones, etc., has been implemented.

- **What existing plans for the future have been achieved and what new plans have been formulated?**

As noted above, significant strides have been made concerning campus climate and governance, technology, enrollment management and partnerships since our 2003 full-scale evaluation. Some initial steps have been taken regarding campus security. A very detailed District security plan is being revised to reflect today's campus needs. The former Spokane police chief has been retained over the past year to consult with the District and the colleges as a more understandable and responsive plan is being developed. On August 4, 2008, a day-long retreat was held with key administrators, faculty and staff to develop campus-specific emergency plans and methods through which to communicate those plans and procedures. In 2008 SCC became the first college in the nation to house a Community Oriented Policing Service (C.O.P.S.). It is staffed by community volunteers, a Spokane Police Officer, and Department of Corrections personnel providing a regular police presence on campus. Emphasis on campus security will continue in 2008-09 and beyond.

Three major initiatives have been established in our 2008-11 strategic plan. The first is development and implementation of a college-wide communication plan. The updated governance model described under Standard 6 Governance and Administration and advanced communication technology require new avenues of communication.

The second is the establishment of a strategic plan for distance learning (most notably online education) that provides for logical oversight and effective development. SCC has significantly increased the number of distance learning classes and students since our 2003 accreditation site visit. We now have several certificate and degree programs online. We anticipate that the demand for distance learning will continue to increase and it is crucial that SCC approach it in a comprehensive and effective way.

The third major initiative is further enrollment management and retention efforts. The SBCTC has initiated a Student Achievement Initiative through which student retention and success is tracked at various “tipping points” which build momentum toward successful completion of student educational goals. These tipping points include: basic skills, college readiness, first 15 credits, first 30 credits, 5 credits in college level computation/quantitative reasoning classes, and certificates and degrees. Baseline data on each of these tipping points were developed in 2006-07; 2007-08 was the preparation year; and colleges will be awarded “momentum points” on student achievement of these tipping points beginning in 2008-09.

- **Succinctly describe the institutions’ current status in meeting the requirements of Standard 1.B Planning and Effectiveness.**

As discussed in Part A of this report, the 2003 full-scale evaluation noted: **While the committee found evidence of prior strategic planning and evaluation processes, current processes tend to be ad hoc, fragmented (i.e. at the department level) and not institutionalized.** SCC has continued to focus on planning and assessment at the department and program level. We have since developed a comprehensive planning and effectiveness schedule. College-wide program review has been a significant part of our institutional effectiveness model. Key indicators have been developed together with scheduled surveys and environmental scans. The employment of two full-time institutional researchers has been instrumental in our planning and effectiveness efforts.

SCC has implemented the planning and assessment tools needed to plan strategically and to assess our achievements. The additional sophisticated tools described in our plan will make us even more effective in accomplishing our college mission.

- **What are the institutions’ expectations of itself and how does it assess itself regarding the achievement of those expectations?**

Critical to SCC’s mission are student success, academic excellence, fiscal responsibility, and community accountability. Key institutional effectiveness indicators include student progress and achievement, workforce development, transfer preparation, developmental skills, general education, student experience, diversity and equity, and community outreach. SCC’s Institutional Effectiveness Assessment Plan provides the resources needed to measure achievement in our mission critical areas.

Exhibits: 2004-07 Strategic Plan
 2008-11 Strategic Plan Draft
 SCC Institutional Effectiveness Assessment Plan

Standard Two – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

- **What changes, if any, have been made in the requirements for graduation and why?**

No College-wide changes have been made in the requirements for graduation since our 2003 full-scale evaluation. Our Arts and Sciences Division, which focuses on transfer degrees and courses needed as pre- and co-requisites in our career and technical education programs, has done much in the past five years to assist students in seamless transfer to baccalaureate institutions. Together with other community colleges across the state, SCC has developed Direct Transfer Agreements, or DTAs, which are

statewide transfer degree agreements between the community colleges and the public baccalaureate universities.

At SCC, DTAs have been established in the following areas:

- Associate in Business (A.B.-DTA)
- Associate in Elementary Education (A.E.E.-DTA)
- Associate in Math Education (DTA)
- Associate in Pre-Nursing (DTA)
- Associate in Science Transfer
 - Biology Education
 - Chemistry Education
 - Computer Science, Physics, and Atmospheric Science
 - Engineering
 - General Science Education
 - Physics Education

With most DTAs, many of the degree requirements and required courses from the AA degree remain intact; however, the DTAs are much more prescriptive in requiring courses or course series appropriate to the degree, again to facilitate transfer to particular institutions and to reduce “time to degree,” an issue of particular importance to the legislature.

Another initiative to assist students in transferring courses from one of Washington’s community and technical colleges to another is Common Course Numbering (CCN) which is a statewide effort to identify equivalent courses. The intent is to assist students transfer among the community and technical colleges in Washington State. Courses indentified as part of the CCN system have an “&” after the course prefix. For Example, ENG 101 is now ENGL& 101.

Associate of Science Transfer (A.S.T.) degrees are available as Pre-Major Degrees in Veterinary Medicine, Education, Chiropractic, Dentistry, Medicine, Pharmacy, Corrections, Criminal Justice, Fire Science, Biological Science, Chemistry, Oceanography and Physics.

Several programs, including Fire Science, Criminal Justice and Corrections have implemented an Associate of Applied Science-Transfer (A.A.S.-T.) degree, which has been accepted by several four-year institutions as a transfer degree.

As recommended in our 2003 Site Visitor’s Report, several of our career and technical education programs including Nursing, Diagnostic Medical Sonography, Echocardiography Technology, Natural Resources, and Water Resources, have reduced the number of credit hours required for a degree. This has been accomplished by eliminating redundancies in course content.

Programs in the Business, Hospitality and Information Technology Division have also decreased the number of credits in several programs including Administrative Assistant, Administrative Office Management, Customer Service Representative, Legal Administration, Legal Administrative Assistant, Network Design and Administration, Paralegal, and Software Development.

Culinary Arts added Ice Carving to its curriculum in response to student demand, increasing the number of credits required for a degree to 109-112 from 106. Our Automotive program has added the fourth

quarter advanced drivability course which focuses on the hybrid technologies found in the automotive industry since our last visit.

- **In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates? Report only those certificate programs that total 45 or more quarter credit hours or 30 or more semester credit hours.**

New programs with 45 or more quarter credit hours have been focused in the allied health department, as health services is our region's largest industry cluster. Five new programs have been added to our inventory to include Radiology Technology, Vascular Technology, Diagnostic Medical Sonography, Massage Therapy and Expanded Practice Dental Auxiliary. The development of each of these programs has been supported by "high demand" funds from our State Board and all but Massage Therapy continue to be supported with perpetual high demand funding. This funding is awarded to community colleges through a competitive process requiring documentation of industry demand and high wages upon graduation.

New options include Auto Tech/Toyota T-Ten, Outpatient Medical Coder and Security. Programs deleted include Administration of Justice (umbrella only), Advanced Outpatient Medical Coder (short term), Automotive Parts Technician, Building Trades (contract), Business Computer Programmer, Correctional Specialist, Mental Health Assistant, Outpatient Medical Coder (short term) and Therapeutic Recreation.

Options deleted include Automated Equipment/Robotics Tech, Chiropractic Technician, Fluid Power Technology-Specialist, Ophthalmic Dispensing, Security Administration, and Web Technologies-Web Media.

Deleted programs and options typically were removed from our inventory for one of two reasons. Some were restructured to become degree programs offering sufficiently in-depth curriculums to better prepare students for the workplace. Other programs were considered to no longer meet a significant community need.

SCC has developed an A-6 agreement with the Institute for Extended Learning (IEL), an entity within the Community Colleges of Spokane, aligned with Spokane Falls Community College. The IEL operates several facilities throughout our six-county service area and shares the responsibility to serve our outlying areas. IEL students have significant interest in SCC programs and in an effort to facilitate their education, an A-6 agreement provides a workable solution. The agreement has been used sparingly to date. Welding classes and Business Technology classes, including two Medical Secretary classes, have been offered through the IEL. In 2007-08, the IEL offered Office Assistant and Front Office Professional programs at Pine Lodge, a women's correctional institution. Discussions are underway to deliver the HVACR program at Airway Heights Corrections Center in 2009. We anticipate that our new Criminal Justice portfolio classes will also be offered through the IEL to better serve law enforcement professionals in our northern counties.

- **What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?**

The newly developed Integrated Business and Entrepreneurship (IBE) program is designed to offer a hands-on approach to training our future business leaders and entrepreneurs. Students from all areas of study participate in a year-long business experience where they create a business from ground up. It is a three-quarter, thirty-credit program. A certificate is awarded upon completion.

Our Automotive program has added an optional High Performance Applications quarter which was piloted in summer quarter 2007 and offered again in summer 2008. The Automotive Collision program has developed a street rod restoration course for implementation in the summer of 2009.

The Criminal Justice program has added a credit portfolio option for practicing law enforcement officials who wish to pursue their individual post secondary degrees. This option has been approved by the curriculum committee and will be piloted in the 2008-09 academic year.

The Washington State Board for Community and Technical Colleges established IBEST (Integrated Basic Education and Skills Training) programs in the 2006-07 academic year. SCC has developed IBEST programs in the Manufacturing Trades including Welding, CNC Machining, and Hydraulics and Pneumatics and Business Technology including Clerical Assistant for Legal Office, Medical Office, and Administrative Office. IBEST programs prepare students with test score levels below those required for direct entrance into SCC programs to develop the necessary skills for entry level employment or entrance into one of our existing career and technical education programs. Classes are team taught by basic education instructors from our sister institution, the Institute for Extended Learning, and SCC faculty.

- **What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?**

SCC has adopted four college-wide abilities, listed below, that students in all disciplines are expected to achieve as they complete their degrees and certificates. The complete statement operationally defines these terms, and provides measurable indicators and rubrics for assessing student achievement regarding these abilities. Faculty members address how each of these abilities will be attained and assessed as they bring new programs and courses to the curriculum committee for approval.

Each department and program assesses achievement using different methodologies, those choices being contingent upon the relationship between the stated outcomes and the course objectives. Thus, communication studies has a somewhat greater interest in assessing a student's ability to speak clearly, accurately, and effectively than might mathematics. In the same vein, a biology instructor has a greater interest in assessing a student's ability to operate a scientific instrument than would a communication studies instructor.

SCC Student Abilities

Responsibility

Students will develop the ability to recognize, understand and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.

Communications (Oral and Written)

Students will demonstrate the ability to create meaning between themselves and their audience; learn to listen, read, speak, and write effectively using graphics, electronic media, computers and quantified data.

Problem Solving

Students will be able to access, evaluate, and apply information from a variety of sources and in a variety of contexts.

Global Awareness

Students will demonstrate an awareness and appreciation of the world; its scientific complexity, its social diversity, and its artistic variety.

While faculty in different programs and departments assess these learning outcomes in various ways, we have asked students to self-assess if they have made progress regarding these abilities during their time at SCC. Traditionally, our Outcomes Assessment Committee has sponsored a breakfast for graduates at which data were collected concerning student abilities. This event has been discontinued; and we have now implemented a graduate survey as a data collection instrument. We plan to administer this survey online in future years to ensure broader participation. The data from 2007-08 graduates show that 84.5% of respondents agreed or strongly agreed that they have achieved their academic or career goals at SCC. Responses to selected variables related to our student outcomes are summarized in the chart below.

Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
I have improved my ability to:					
RESPONSIBILITY					
Take responsibility for my own actions	4.4	3.7	5.7	45.3	40.9
COMMUNICATION					
Write with clarity	3.0	4.0	9.1	50.0	33.9
Speak with clarity	3.4	4.7	11.8	52.2	27.9
Actively listen	3.0	2.7	6.0	50.0	38.3
PROBLEM SOLVING					
Read and to critically evaluate written material	2.3	3.4	7.0	49.3	37.9
Organize ideas	2.3	2.7	5.7	53.4	35.9
Solve math and/or science problems	3.4	2.1	5.2	46.4	42.9
GLOBAL AWARENESS					
Understand my society and the world	3.4	4.4	13.8	47.0	31.5
Understand my life and the lives of other people	2.5	3.2	12.0	48.7	33.5

- **In light of the requirements of Commission policy 2.2 – Educational assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?**

Student Information

Significant information is tracked from prior to students gaining admission to SCC through their graduation and employment or transfer. The information is secured initially via the application process and student placement testing. Progress is tracked via program and course retention data and the Student Achievement Initiative. Transfer data are tracked by our Transfer Advising Center and employment is documented through our Program Review process.

Mid-Program Assessments

Our career and technical education programs tend to be based on a series of sequential classes. Students must successfully complete the previous quarter's classes in order to move forward in the program. For example, Accounting 202 requires the successful completion of Accounting 201 and so on for Accounting 203. Students must retain knowledge from the preceding classes in order to be successful in the program. Continuing with the Accounting analogy, Accounting 201 has had a low completion rate, so to correct the deficiency the division has reviewed the curriculum, requested peer instructors, established a drop-in center to assist students who are having difficulty with the course and requested an additional accounting instructor position to provide another level of continuity during this assessment period.

Many of our programs, including each of our health science programs, require clinical experiences in their programs. For example, our nursing students spend their first quarter clinical experience in an extended care facility completing more elementary skills. Their next five quarters are spent in acute care hospitals during which they perform more advanced skills and increase their patient load. During the seventh and final quarter, a part of their clinical time is spent at a health care facility demonstrating their ability to deliver services with less direct oversight by our faculty and more interaction with facility staff. Students must retain and expand their knowledge and skills as they proceed through the program. Simulation is used in health science and other programs to provide one-to-one assessment and teaching.

Examples of mid-program assessment are abundant in our Arts and Sciences Division, as well. The English Department has continually modified its assessment in the past few years. In the early 1990's, the assessment was based on a two day in-class essay given to all English 101 students. The assessment tool was a rubric that evaluated organization, development, and grammar. If students could write a standard five paragraph essay with minimum usage errors, they generally passed. The assessment resulted in few curricular changes.

Currently, the English Department requires each English 101 student to submit a portfolio of their work containing: 1) an in-class essay based on the common text for the quarter; 2) a clean, revised copy of one essay submitted during the quarter; and, 3) a set of notes, drafts, and revisions that together represent the student's understanding of the writing process. The portfolio is assessed based on critical thinking, development of ideas, and expression. The portfolios are read by faculty teams. Strengths and weaknesses identified in each class section are discussed with the instructor. Portfolios are a major agenda item during one department retreat each year. As a result of this assessment, the use of portfolios has expanded to many other classes within the department.

In Mathematics, faculty members address numerous proficiency issues regarding Math 99, Intermediate Algebra. Required for the AA degree, this course is truly a gateway. Many students prepare for Math 99 through the developmental sequence of math courses. Some place into Math 99 as the final preparation for pre-Calculus while others “test out” of the course and begin with 100 level math courses. In one way or another, most students face the rigors of Math 99.

As such, the Math Department devotes considerable assessment energy to the course. As a result, two major changes have occurred in the recent past. First, a common Math 99 final exam is now given to all Math 99 students each spring, and results are sampled to ensure that course objectives are being met. Through this rigorous assessment of the course and student performance, the Math Department has created two alternate pathways to fulfill intermediate algebra requirements. The Math 99 curriculum has evolved to better meet the needs of students advancing to college level mathematics. Math 97 is designed to meet the objectives of intermediate algebra while providing relevancy for those choosing other educational paths.

Through assessment, the Mathematics Department became concerned about the predictive validity of the current placement tools, the ASSET and COMPASS tests. As a result, a better and more sophisticated tool for placement, ALEKS, will be implemented in Fall 2008.

End of Program Assessment

Among end of program assessments are transfer rates, licensure and certification data, employment, student and employer surveys, clinical, cooperative work experience evaluations, graduation survey concerning student abilities, program review, and advisory committee feedback.

Program Review and Specialized Accreditation

As previously indicated, college-wide program review is used as an assessment method. In addition, SCC seeks program specific accreditation, certification or recognition where such endorsement is available. Many of our programs require accreditation to operate and to allow our graduates to become licensed or certified. Accreditation standards often establish program content, student:faculty ratios, faculty qualifications, student skill level attainment, program completion rate, and job placement level. A listing of programs and accrediting bodies is shown below.

Program	Accrediting Body
Automotive	National Automotive Technician Education Foundation
Aviation	Federal Aviation Administration
Cosmetology	Washington State Department of Licensing Cosmetology Section
Culinary	American Culinary Federal Foundation Accrediting Commission
Dental Assistant	American Dental Association
Echocardiography	Commission on Accreditation of Allied Health Education Committee on Cardiovascular Technology
Health Info Tech	American Health Information Management Association and the Commission on Accreditation for Health Informatics and Information Management Education
Invasive Cardiovascular	Commission on Accreditation of Allied Health Education Committee on Cardiovascular Technology
Forestry	Recognized by the Society of American Foresters
Landscape	Professional Landcare Network
Medical Assistant	Curriculum Review Board of the American Association of Medical Assistants Endowment

Nursing	Washington State Nursing Care Quality Assurance Commission; candidate National League for Nursing
Paralegal	American Bar Association's Standing Committee on Legal Assistants and endorsed by the ABA's House of Delegates
Paramedic	Commission on Accreditation of Allied Health Education Committee for the Emergency Medical Services Professions
Pharmacy Tech	Washington Board of Pharmacy and the American Society of Health System Pharmacists
Radiology Tech	Joint Review Committee on Education in Radiologic Technology, guidelines set by the American Society of Radiologic Technologists
Respiratory Care	Commission on Accreditation of Allied Health Education Programs in collaboration with the Committee on Accreditation for Respiratory Therapy Care
Sonography	Joint Review Committee, Diagnostic Medical Sonography, in progress
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Vascular Technology	Commission on Accreditation of Allied Health Education Committee on Cardiovascular Technology
Vision Care	Council on Optometric Education

Alumni Satisfaction and Loyalty

Advisory committees, required for each of our career and technical education programs, consist of an equivalent number of labor and management members. Many committee members are SCC graduates and provide significant input on the curriculum and how well they were prepared for the workplace. Many of our accredited programs require graduate follow up surveys regarding their level of satisfaction with the education they received at SCC. We conduct a survey of new alumni at graduation which addresses the students' evaluation of several outcomes including whether they have achieved their academic and career goals. In the future, we plan to administer this survey electronically and to increase the response rate.

In 2005, the Community Colleges of Spokane initiated an Alumni Association. Although many of our graduates transfer to baccalaureate degree institutions, over 1,700 alumni have already become members of our Alumni Association. We consider this an indication of loyalty among our graduates.

Dropouts/Non-completers

Retention is a significant focus for SCC and our program review tracks program completion rates. Administrators and faculty use these data in curriculum development and program re-design. In our career and technical education programs, faculty members tend to follow up with students who drop out of their programs. Even in our larger programs, such as nursing where we typically have over 275 students, we work with non-completers to determine if there is anything we can do to assist students in their career goals.

Anecdotally, we find that most students who do not complete their certificate or degree programs have family issues, personal or family health issues, or life events non conducive to student life. These factors were confirmed in a study conducted in 2004. Surveys were sent to 2,000 students who attended Spring Quarter but did not return the following Fall Quarter. Beginning Summer Quarter 2007, students who submit withdrawal forms must also indicate the reason for leaving the program. These reasons are tracked in the Student Management System for analysis. Once again, the 2007-08 data indicate that primary reason for leaving is "personal situation" (45%) followed by "illness/hospitalization" (11.5%).

We do not consider our students with transfer as their educational goal to be “failures” if they do not complete a degree at SCC. For example, the institution to which most of our students transfer is Spokane Falls Community College. Perhaps their interest in a discipline was piqued here and they chose to move to Spokane Falls because that college offers a program we do not. By the same token, SCC receives many transfers from Spokane Falls Community College, perhaps because we have a significant number of health science programs not offered at Spokane Falls. Similarly, when students transfer to us from four-year institutions, most frequently from Eastern Washington University, we do not conclude that they are unable to perform at a baccalaureate school.

Our Office of Institutional Research also provides data on completion rates by course. A recent study of completion/attrition rates for courses over the last three years provided data through which our administrators and faculty identified “gateway” courses with lower than desirable completion rates. Efforts are underway to assist these students with tutoring, peer academic instruction, student success centers and other support systems.

Like many educational institutions, our course non-completion rate is higher in online classes than it is in on ground classes. As noted above, one goal in our 2008-11 strategic plan is to develop a comprehensive plan for distance education, one part of which will be to study how SCC can increase the completion rate in distance classes.

Employment and/or Employer Satisfaction Measures

Job placement and entry level salary data are collected and included in program review. As indicated above, our advisory committees are among the sources used to determine employer satisfaction. New programs, new courses, and curriculum changes require the advice of our advisory committees. The environmental scan completed by our institutional researchers also provides an indication of employer support for our educational efforts.

We maintain a close relationship with employers in each of our programs. Through clinical experiences, internships, and cooperative education experiences, we are in constant contact with employers about the quality and relevance of our programs. In the future, the Workforce Education department will also be conducting an annual employer survey to solicit employer feedback regarding continuous program improvement.

- **Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?**

Concisely, SCC expects that our students will:

1. Make continuous educational progress, and
2. Transfer to a four-year institution, or
3. Obtain employment in their field of study.

As described in Standard 1 above, the Washington SBCTC has established the Student Achievement Initiative through which student retention and success are tracked at points along their educational path which build momentum toward successful completion of student educational goals. The data are tracked through the SBCTC and verified by District and college institutional researchers with the

expectation that the number of students and/or percentage of students achieving these benchmarks will continuously improve.

Through our Transfer Advising Center, SCC continually reviews transfer information for the 11 state and regional universities of most interest to our students. These include six Washington public universities including the University of Washington, Washington State University, Eastern Washington University, Western Washington University, and Evergreen State College. Private schools in Washington include Gonzaga University and Whitworth University. Also included are two public Universities in Idaho: the University of Idaho and Lewis and Clark State College. The 11th institution is Brigham Young University, a private school in Utah.

Graduate employment is tracked college-wide via our Program Review process. In addition, many of our programs also track job placement as part of their accreditation requirements or through their advisory committees.

Continuing Education and Distance Learning

With the goal of maintaining excellence in the programs and support services provided to students, SCC's Continuing Education and Distance Learning departments now report administratively to the Vice President of Learning.

Continuing Education

Continuing Education (CE) programs meet the unique needs of the community and lifelong learners. SCC's Continuing Education department is responsible for educational activities that do not result in academic credit and are referred to as "non-credit" courses or programs. 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 an individual, an agency, or an organization are referred to as "self-support." The majority of SCC's CE courses and programs currently offered are non-credit, self-support courses. All Continuing Education programs are consistent with the college's mission to offer accessible and affordable educational opportunities to the constituents and community it serves.

Since the time of the 2003 Accreditation Report, Continuing Education courses continue to cover a wide range of topics including personal interest, recreational activities, and professional/technical skills courses. Examples include Recruit Fire Fighter training, REVIT Architecture, Lifeguard training, Nursing Assistant Certification, Registered Cardiovascular Invasive Professional Exam Review, Yoga and Water Safety Instruction.

Another focus of the Continuing Education department is contracting courses to meet the needs of an organization or agency. Recent examples include Bosch Rexroth (Principles of Hydraulics), Avista (Basic Hydraulics), and Kaiser (Basic Engine Lathe, Vertical Milling, Machine Safety and Operation). Recently, the CE department has increased its online, web-delivered course offerings through an agreement with a third-party commercial vendor (Education To Go, a division of Cengage Learning). Further, in January 2008, the CE department formed a community partnership with the Spokane County Sheriff's Office to provide a traffic safety education program designed to improve the knowledge and understanding of traffic laws, as well as safe driving techniques and strategies, for drivers who have been cited for minor traffic infractions. During the academic year 2007-08, a total of 4,100 students enrolled in Continuing Education courses at Spokane Community College.

Distance Learning

SCC's Distance Learning department is responsible for supporting academic divisions in their instructional efforts to design and deliver distance learning courses. Distance learning course content, course evaluation, and program integrity are ultimately the responsibility of department faculty, department chairs, and division deans. All distance learning courses are approved through the same policies and procedures as other courses on campus and the credentials of faculty who teach distance learning courses are reviewed and approved by department chairs and division deans.

Since the time of the 2003 Accreditation Report, SCC's distance learning program has seen significant growth in both course offerings and enrollments. In 2003, SCC did not offer any full degrees or certificates through distance learning. SCC now offers six online degrees (Administrative Assistant, Office Information Systems, Administrative Office Management, Customer Service Representative, Legal Administrative Assistant, and Accounting Assistant) and five online certificate programs of 45 or more quarter credit hours (Front Office Professional, Office Software Specialist, Legal Information Processing, Legal Receptionist, and Accounting Clerk). There are now over 100 distance learning courses offered each quarter. Enrollment figures for academic year 2002/03 were 5,344 versus 7,574 for academic year 2007/08. In addition, since 2003, SCC has added a hybrid course modality (combining on-campus and online instruction) which added another 1,205 enrollments in 2007/08. While SCC continues to offer distance learning courses through the same modalities as originally reported in 2003 (online, telecourses, WAOL, and ITV), online courses compose the vast majority of DL course offerings.

A significant advancement since the 2003 Accreditation Report is the implementation of a CCS District-wide Blackboard course management agreement. In May 2006, SCC spearheaded an effort wherein SCC would host Blackboard locally. By negotiating a District-wide license, as opposed to a license for each individual college, we realized a cost savings to all institutions and self-hosting allowed us to enhance system performance, allowed for much faster resolution to problems, and streamlined and automated processes that were previously done manually affording us a much greater level of quality control and ensuring our students the best education for their dollar. Representatives from the distance learning departments, student services, instructional technology, and information systems - with staff from SCC, SFCC, and the IEL - all took part in the planning process. The result was one unified CCS District Blackboard site. While the system serves the entire CCS community, the infrastructure is housed on the SCC campus and is administered and managed by the SCC Distance Learning department.

SCC's Distance Learning department has also expanded both its student and faculty support services. Department staff includes the Continuing Education, Distance Learning & Media Engineering Manager, a distance learning specialist, a distance learning program coordinator, a part-time distance learning support staff, and recently two media engineers. Distance learning staff develop and deliver training programs to faculty, consult on distance learning instructional best practices, and assist faculty in converting traditional courses into distance learning courses. Media engineering staff perform design and installation of classroom instructional media equipment and training to faculty in its use.

The Distance Learning department has added additional tools to be used in the development and delivery of courses: Respondus (an assessment design tool), LockDown Browser (an online testing security application), and Tegrity (allowing capture and recording of audio and video course content). For student and faculty technical services, SCC previously contracted with a third party vendor for its course management system technical support. Based on surveys of students and the department's desire to achieve faster and more thorough resolution to problems, SCC implemented its own 24/7 help desk accessible by email and both local and toll-free phone numbers in September of 2006. This allows

the department to provide a higher level of service in the ability to provide quick resolution to problems and personalized support. SCC's Distance Learning department continues to evaluate and add instructional design/delivery tools and enhanced support services to meet the needs of its growing community of faculty and students and in response to increasing demand for e-learning opportunities.

- Exhibits:
- Student Abilities Graduation Survey Summary
 - List of Programs Undergoing Curriculum Changes 2003-07
 - A6 Agreement with the Institute for Extended Learning

Standard Three – STUDENTS

- **What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.**

Student Enrollment

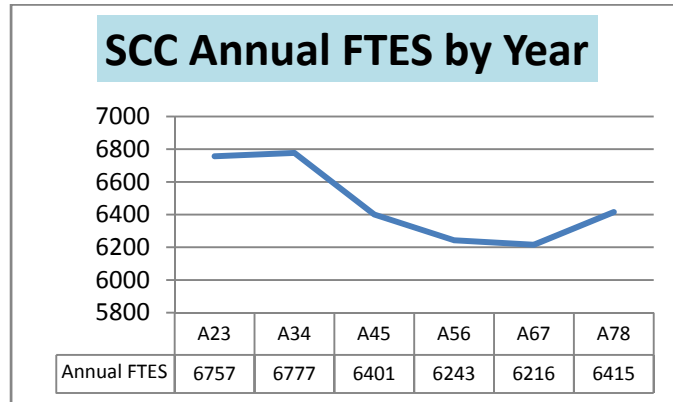
The total number of students (unduplicated headcount) in 2007-08 was nearly the same as it was in 2002-03, as shown in the table below. A higher percentage of our current student population is female (51.3%) compared to 47.5 % five years earlier. While a high percentage of our 2007-08 students reported themselves to be Caucasian (83.2%), the figure is somewhat lower than in 2002-03 (86.8%) with a slightly higher percentage of our student body describing themselves as Hispanic or Multiracial.

	Academic Year		
GENDER	2002-03	2007-08	Change
Female	47.5%	51.3%	3.8%
Male	52.5%	48.7%	-3.8%
Total Reported	13402	13503	101
RACE/ETHNICITY			
African American	2.7%	2.5%	-0.1%
Asian	3.0%	3.1%	0.1%
Caucasian	86.8%	83.2%	-3.6%
Hispanic	3.0%	4.2%	1.2%
Native American	2.5%	2.6%	0.1%
Pacific Islander	0.1%	0.3%	0.3%
Other Race	2.0%	1.7%	-0.3%
Multiracial	0.0%	2.4%	2.4%
Total Reported	12742	11774	-968
Total Annual Unduplicated Headcount	13737	13839	102

Source: SBCTC Data Warehouse Class Tables

In 2002-03 we recorded excess enrollment, that is, SCC enrolled more students than were supported by the SBCTC. Consistent with enrollment patterns in other Washington community and technical colleges, SCC experienced a decrease in student FTEs (45 annual quarter credits) from 2002-03 to 2006-

07. FTE enrollment increased from 2006-07 to 2007-08 and indications are that 2008-09 will see enrollments expand yet again over the previous year.



Source: SBCTC Data Warehouse Class Tables

Student and Instructional Services Purpose and Organization

In 2004 the campus identified Enrollment Management as an institutional goal. To that end, the Vice President of Student and Instructional Services was charged with the creation of a task force which would develop an Enrollment Management Plan for the campus. The task force began its work in Fall 2005. Comprised of faculty from each instructional division and student services faculty, staff and administrators, the task force began by educating themselves and the campus on Enrollment Management—this included presentations at deans meetings, department, and all-college meetings. In addition, task force members attended training sessions at SEM Works; AACRAO SEM, Snowmass Institute and through local state resources. The result of their work was a comprehensive Enrollment Management Plan that was presented in draft form in Spring 2007 and released as final in Winter 2008.

All student services departments have been charged with reviewing and updating procedures to ensure consistency and accuracy of service. Updated procedures are available, as appropriate, through the intranet or in the departments.

Services for students in both on ground and virtual courses have been enhanced through expanded use of web services for admissions, registration, and student support services. In response to the changing needs of students and institutional needs, a separate Office of Admissions and Recruitment was created. This office simplified and streamlined admissions processes for students, implemented a student ambassador program to assist in campus tours, and cooperated with District-wide recruitment opportunities. In addition, the assessment testing office has become part of the admissions functions of the College.

In 2007 the President requested a review of all student services processes and procedures including student paths, areas of redundancy and best practices across Washington and nationwide. To that end, the Student Services divisions entered into a year-long evaluation and review. The process included: Mystery Student experiences; discussions with instructional faculty and staff; focus groups; and data evaluation. The recommendations from the review called for a reconfiguring of student services offices on the campus to provide for a more student friendly environment and the creation of a one-stop center for student services. Work is currently underway remodeling Building 15 on the campus to co-locate the Registration Department with the counseling and admissions areas. Design work is underway to add an addition to that building which will house all enrollment services departments.

General Responsibilities

As part of the College Strategic Plan and the Enrollment Management Plan (EMP), a Student Success Office was established. This office provides a centralized point to support retention efforts on campus. Beginning in Fall 2006 with a half-time staff assistant and a counselor reassigned for 50% time to the office, work began on creating campus-wide initiatives to support student persistence. This included workshops on a variety of areas such as Math Anxiety, Note Taking Skills, Time Management, etc. In 2007 the office was expanded by combining resources from various state grants. The office is now supported by a full-time counselor/manager and three support staff, including a social worker for case management. The office has developed an on-line Early Alert system, established bridging programs with areas high schools, established procedures for managing specialized state grant funds, and implemented a pilot First Year Introduction (FYI) program.

In 2006 a newly designed Multicultural Student Center was opened in the Lair (SCC's student center). The following year, a new full time Manager of Multicultural Student Services was hired and the Center has begun to expand its programs both in club and cultural activities and through links with the Student Success Center.

In 2006 the college hired a full time Campus Security Director and established an office of campus security. This office is staffed by two full time employees and between 15-25 work study students from the Criminal Justice Program who are given special training to provide a visible campus security presence. In 2008 Spokane Community College became the first college in the nation to house a Community Oriented Policing Service (C.O.P.S.). The C.O.P.S. Shop is staffed by community volunteers, a Spokane Police Officer, and Department of Corrections personnel. This partnership has provided regular police presence on campus as well as offering a dynamic service for our local neighborhood community.

In Fall 2003 Student Services at Spokane Community College, having newly filled several long-term vacant administrative positions, began a strategic planning process. This process developed clear goals and objectives. Though the process has been adjusted and changed over the course of the past five years this initial work was instrumental in moving student services to a goal centered organization. The current planning process is tied to institutional goals and objectives and is evaluated (using multiple indices) on an annual basis.

Academic Credit and Records

In 2004 the college implemented use of document imaging. All admissions and registration records are now scanned and stored in the system. Financial Aid has begun the process of imaging their student records and is expected to have fully integrated the system by the Winter of 2009.

Student Services

A revised Academic Standards Policy was set in place in 2005. This policy is published on the web and in college publications. The process provides for a three-tiered progressive action, which includes warning, probation, and suspension.

In 2005 an Advising Task Force was created to evaluate and improve advising and counseling functions at the college. The Task Force led to the establishment of a new Transfer Advising Center which provides students regular interaction with SCC transfer counselors and on-site access to local University advisors. Additionally, the Dean of Student Services initiated a relationship with local universities to

provide supervision for Mental Health Counseling interns. This has provided SCC students with access to regular mental health counselors without charge.

Working with the Math Department, the Assessment Testing office piloted a new math placement test, ALEKS. Student Services developed the Big Grid to ensure that test score information was consistent across the campus and to ensure that all testing requirement changes were coordinated with the college curriculum office.

In 2006 the College initiated a relationship with Washington State University’s People’s Clinic to provide a Student Health Center. Student Government provided funding for the project with the Health Sciences Division providing a place and coordination of the project. The Clinic will have assigned space in the renovated Building 7; construction will begin in August 2009.

Financial Aid has targeted its loan default rates with a multi-faceted approach which includes financial literacy workshops and information regarding loan consolidation. The loan default rate for 2006 was 10.7% compared to 13.1% in 2002. The work-study office was restructured, adding a full-time program assistant, and moving all time sheets to the Automated Time Accounting System (ATAS). This program provides for greater security of student time sheets and for timely payment of accounts.

The Disability Services Office was relocated to an area in closer proximity to Counseling and Student Success. A full time manager was hired for the office and the department was restructured which included a review and update of all policies and procedures.

Standard Four – FACULTY

- **What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty? See Standard Four – Faculty Evaluation Policy 4.1 Faculty Evaluation.**

Faculty Characteristics

SCC has experienced some change in the characteristics of our faculty. For example, based on self-reported data, we have a higher proportion of full-time faculty of color in 2007-08 (7.9%) than we did in 2002-03 (4.0%). The percentage of part-time faculty of color has not changed significantly with 3.6% of our part-time faculty of color in 2002-03 and 3.8% in 2007-08.

Faculty Race/Ethnicity	2002-03		2007-08		2002-03	2007-08
	Full-time	Part-time	Full-time	Part-time	Total	Total
White	96.0%	96.4%	92.1%	96.2%	96.3%	94.3%
Of Color	4.0%	3.6%	7.9%	3.8%	3.7%	5.7%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: SBCTC PMIS Employee Tables

SCC has experienced a significant number of faculty members who have retired in recent years, some of whom had been employed at SCC since the 1970s. Therefore, currently we have a faculty with fewer years of teaching within the Washington community college system. For example, 26.6% of our 2007-08 faculty members have 1 to 5 years of teaching in the community college system compared to 17.4% in 2002-03. Conversely, 39.4% of our 2007-08 faculty members had over 15 years of teaching experience compared with 48.8% in 2002-03. The data for part-time faculty are reversed. SCC has a lower percentage of part-time faculty members with 1 to 5 years of teaching experience within the system in 2007-08 (52.7%) than in 2002-03 (63.8%).

Years Teaching experience in WA CC System	2002-03		2007-08		2002-03	2007-08
	Full-time	Part-time	Full-time	Part-time	Total	Total
1 to 5	17.4%	63.8%	26.6%	52.7%	47.2%	40.7%
6 to 10	13.4%	20.4%	18.2%	22.4%	17.9%	20.5%
11 to 15	20.4%	8.6%	15.8%	11.8%	12.8%	13.6%
Over 15	48.8%	7.2%	39.4%	13.1%	22.0%	25.2%

Source: SBCTC PMIS Employee Tables

The educational level of our faculty members has remained fairly consistent between 2002-03 and 2007-08. There is a 2% increase in the percentage who have Bachelor's degrees; the percentage with master's degrees is equivalent; the percentage with PhD degrees has decreased 1.8%.

Faculty Highest Education Level	2002-03		2007-08		2002-03	2007-08
	Full-time	Part-time	Full-time	Part-time	Total	Total
High school	0.0%	4.4%	1.2%	3.9%	0.8%	2.0%
Trade certificate	5.1%	0.0%	5.9%	0.0%	4.1%	4.1%
Some college	5.1%	8.9%	4.1%	3.9%	5.8%	4.1%
Associate degree	16.3%	11.1%	16.6%	22.1%	15.4%	18.3%
Bachelor's degree	15.8%	13.3%	17.8%	26.0%	15.4%	20.3%
Master's degree	48.0%	51.1%	47.9%	33.8%	48.5%	43.5%
Professional degree	0.0%	0.0%	0.0%	3.9%	0.0%	1.2%
Other doctorate	2.6%	2.2%	1.2%	2.6%	2.5%	1.6%
Ph. D.	7.1%	8.9%	5.3%	3.9%	7.5%	4.9%

Source: SBCTC PMIS Employee Tables

Faculty members who teach primarily in our AA degree program and professional technical faculty who teach in a subject where a Master's degree is generally available must have a minimum of a Master's

degree. Educational levels and licensure or certification may also be dictated by program accreditation standards.

Efforts are made to track degrees attained after initial employment; however, we cannot assure that all of the data have been captured.

With the decrease in student FTEs, SCC has had fewer class sections taught by part-time instructors in 2007-08 compared with 2002-03, as shown in the table below. In addition, the student:faculty ratio has declined from 19.48 in 2002-03 to 18.26 in 2007-08. However, the number of sections taught by moonlight faculty (full-time faculty teaching more than their assigned workload category requires) has increased.

Instructor Employment Status	2002-03				2007-08			
	FTES	FTEF	Student: Faculty Ratio	Sections Taught	FTES	FTEF	Student: Faculty Ratio	Sections Taught
Contracted*	1,209.73	78.58	15.39	175	1,782.44	100.00	17.82	208
Full-time	10,325.78	532.40	19.39	2090	9,795.45	539.42	18.16	1973
Moonlight	1,625.76	68.63	23.69	458	2,527.58	101.26	24.96	530
Part-time	7,068.73	357.17	19.79	1443	5,096.07	309.70	16.45	1318
Volunteer	39.70	3.73	10.64	71	44.64	3.57	12.50	73
College Totals	20,269.71	1,040.51	19.48	4,237	19,246.18	1,053.95	18.26	4,102
*Primarily Washington Online (WAOL) Instructors All FTES and FTEF presented as quarterly FTE FTES includes all students in all classes regardless of funding sources. FTEF includes all classes, regardless of funding source.								

Source: SBCTC PMIS Employee Tables

Faculty Policies

As noted above, the number of class sections taught by adjunct faculty has declined and SBCTC data show that SCC has one of the lowest percentages of classes taught by adjunct faculty among Washington's 34 community and technical colleges. Nonetheless, adjunct faculty members tend to be concentrated in the Arts and Sciences Division and efforts are being made to increase the number of full-time faculty in this Division.

In addition, annualized contracts (full-time, non-tenure track positions) are used to supplement faculty in departments and programs where increased enrollment has dictated. As with all adjunct positions, faculty in annualized positions must hold the same educational and work experience required for

tenure-track positions. These positions are filled through open recruitment following a process equivalent for tenure-track positions.

SCC has placed increased emphasis on and funding of professional development in recent years. A matrix describing the various types of professional development opportunities available to faculty was developed and distributed in 2006-07 and is updated annually. A faculty task force was assembled in the summer of 2008 to review how faculty professional development funding should be awarded; the task force's work will be completed in the fall.

A three-day new faculty workshop was first offered in 2007-08 and will again be offered in 2008-09. The objectives are to acquaint new faculty with teaching philosophy and practice, to demonstrate various teaching techniques and technology, and to foster a spirit of camaraderie among new faculty across the campus. This event is followed by a series of two-hour workshops throughout the year to introduce additional teaching concepts and address questions of interest to new faculty.

Professional-technical faculty members continue to be required to develop and implement a professional development plan to obtain and maintain certification. A new system has been put in place based on the *Washington State Skills Standards for Professional-Technical Instructors*. Faculty begin with the SCC Faculty Self-Assessment Form, which can be completed manually or electronically. They self-assess the importance of key instructional activities specific to their position; then they evaluate their current performance or skill level related to those activities. A five-year performance plan, which requires a minimum of five professional development activities that support the identified skills development and related measurable outcomes, is developed in conjunction with the divisional dean. Documentation of skills development activities must be indexed with the professional development plan to count toward certification.

Salary and Benefits Levels

The faculty salary schedule continues to increase annually for each workload category, as shown in the chart below. Salary levels have not yet been negotiated for 2008-09; however, we anticipate an increase of approximately 4%.

New faculty members are typically hired at Step B; however, the President is authorized to negotiate a higher salary step if required to attract high quality faculty with the required education and experience. Nonetheless, it can be challenging to attract faculty in certain disciplines, such as computer information systems and health sciences.

New since 2003 is the opportunity for faculty and staff to invest a small percentage of their pre-tax salary in a Voluntary Employee Benefit Association (VEBA) account allowing the funds to be used to pay medical expenses not covered in their health insurance plan. The funds are invested and continue to be available after the employee retires or resigns. Faculty and staff may also take advantage of a pre-tax flexible medical spending account plan.

SALARY SCHEDULES

Annually Contracted Salary Schedule (175 days) - Annual Rate

Step	Fall '05 Salary	Fall '06 Salary	Fall '07 Salary
A	n/a	\$40,080	\$41,565
B	\$40,190	\$41,315	\$42,845
C	\$41,390	\$42,550	\$44,125
D	\$42,590	\$43,785	\$45,405
E	\$43,790	\$45,020	\$46,685
F	\$44,990	\$46,255	\$47,965
G	\$46,190	\$47,490	\$49,245
H	\$47,990	\$49,340	\$51,163
I	\$49,790	\$51,190	\$53,081
J	\$51,590	\$53,040	\$54,999
K	\$53,390	\$54,890	\$56,917
L	\$55,190	\$56,740	\$58,835
M	\$56,990	\$58,590	\$60,753
N	\$58,790	\$60,440	\$62,671
O	\$60,590	\$62,290	\$64,589

The adjunct faculty salary schedule for 2007-08 is shown in the table below.

Adjunct Academic Salary Schedule

Workload Category	Weekly Contact Hours	100 Percent Load Quarterly Contact Hours	Load Rate Effective Fall 2007
A	15	165	\$9,280
B	18	198	\$9,280
C	20	220	\$9,280
D	22	242	\$9,280
E	23	253	\$9,280
F	25	275	\$9,280
G	28	308	\$9,280
H	35	385	\$10,529
I	30	330	\$9,280

Faculty Evaluation

Tenure Track

A tenure committee is established for each probationary faculty member consisting of three tenured faculty members, the unit's administrator, and a student. The committee's role is to assist probationary faculty members enhance their teaching skills and become productive members of the college community. During each of the first seven academic year quarters, committee members observe and critique classroom, lab and clinical instruction and conduct student evaluations in each class. Assistance may also be provided in classroom management, lesson planning, outcomes assessment, etc. The committee chair calls meetings with the committee and the probationer throughout the quarter, as appropriate. At the end of each quarter the committee reviews and evaluates progress and plans the next quarter's activities with the probationer. If improvement is required in any area, a remediation plan is established. Quarterly reports are forwarded to the Vice President of Learning and to the President for review, comment, and recommendation. At the end of seven quarters, the committee votes to recommend to the Board of Trustees extension of the probationary period, award of tenure, or denial of tenure.

Tenured Faculty

Per the faculty contract, tenured faculty members conduct student evaluations in at least one class annually. A summary of the results is reviewed by the division dean and further steps are taken as appropriate. In addition, faculty members are reviewed in-depth on a three-year rotation to include an evaluation plan developed jointly by the faculty member and the dean. Self-evaluation, classroom observation, peer-evaluation, professional development planning and a review of non-teaching contributions are required parts of the evaluation. Faculty-specific review and evaluation may also be a part of the plan. This evaluation is typically a year-long endeavor, with a summary of the results becoming a part of the faculty member's official file. Deans may initiate interim evaluations if required by circumstances.

Adjunct Faculty

As noted in Part A of this report, adjunct faculty are evaluated in each of their first two quarters and annually thereafter to include such methods as student, peer and administrator evaluations, review of syllabi, and performance to other contractual obligations.

Exhibits: SBCTC Data Regarding Adjunct Faculty
 Professional Development Opportunities Spreadsheet
 New Faculty Orientation 2007-08
 New Faculty Workshops 2007-08
 Faculty Contract
 Tenure Committee Handbook
 Professional Development Plan Worksheets

Standard Five – LIBRARY AND INFORMATION RESOURCES

- **How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?**

Instructional Services

Instructional Services consists of the Library, Media Services, Web Services and the Hagan Foundation Center for the Humanities.

Library

The size of the library's print collection has stayed about the same since the accreditation visit in 2003. As of June 2008 there were approximately 41,000 volumes in the circulating and reference collections. Aggressive weeding has kept the collection relevant and current. The total budget for library materials has remained the same with some internal reallocations being made to accommodate increased spending on databases. The collection development guidelines are in the process of being reviewed. It's expected the revised guidelines will reflect an increased emphasis on nonprint resources.

The library has been steadily increasing the number of electronic resources to meet the needs and preferences of students and faculty. In 2003 the library subscribed to 5 databases. Five years later that number has increased to 24. As with print resources, databases are selected to support the broadest spectrum of instructional programs: ALLDATA is of use to students in the automotive programs; ReferenceUSA is used by professional/technical students enrolled in Employment Preparation classes; health and nursing databases (CINAHL, the Cochrane Library, Health Reference Center, Magill's Medical Guide) support the nursing and allied health programs; CultureGrams, Alt-Press Watch, Ethnic NewsWatch and Opposing Viewpoints Resource Center help to support the college's mission to promote diversity; other databases focus on art, music, history, science and literature. The database budget was \$18,700 in 2002-03 and has increased to \$39,763 in 2007-08. This increased funding is because of a reallocation within the overall collection development budget and the use of outside grants (Perkins and Hagan Foundation Center for the Humanities).

To help make the library's resources and services more appealing, a number of facilities-related changes have been made: parts of the building have been recarpeted, the physical layout of the library's first floor has been changed to enhance study and reference collection use, a coffee stand has been added to sell coffee, soft drinks and various snack items, and wireless internet service is now available in the building.

To stay informed about new and changing instructional programs, library faculty members have been engaged in many activities that involve them in the life of the College. These activities provide an opportunity to learn about new curricula, departmental issues, special programs, administrative initiatives and student services. It also allows the librarians to promote the library, educate the faculty about information literacy, and ensure that the library is a vital component within the institution's mission.

Participation in campus governance through committee appointments is viewed by the library faculty as a valuable tool for outreach. The librarians are represented on the Outcomes Committee, the Curriculum Committee, the Facilities Council, the Technology Advisory and the Student Tech Fee Committees, the Council of Chairs and the New Student Orientation Committee.

To stay informed about the latest developments in librarianship and higher education, the SCC librarians have attended INCOL (Inland Northwest Council of Libraries) workshops, ACRL (Association of College and Research Libraries) national and state conferences, the Pacific Northwest Teaching and Learning Conference and various Washington State Information Literacy Grant workshops. In addition, SCC librarians hosted the CLAMS (College Librarians and Media Specialists of Washington State) Conference

in 2008 and presented at the Pacific Northwest Teaching and Learning Conference. The Dean has taken on leadership roles in ACRL, AACC (American Association of Community Colleges), and various community service organizations. These efforts all help to enhance the image of the College and provide insight into professional and societal changes on the horizon.

The librarians proactively market their services and resources to instructors through liaison activities. Each librarian has specific departmental assignments and makes an effort to keep up with changes in the curriculum and to evaluate the adequacy of the collection in that area. While there have been notable successes in some departments, there is still a need for liaison efforts to be expanded and formalized.

Since the last review, the campus has seen the growth of college-wide programs featuring outside speakers. The President's Speaker Series, the Geology Lecture Series, and the Hagan Foundation Center for the Humanities have all hosted a number of well-attended programs that have included presentations by noted scientists, politicians and writers. These programs are marketed throughout the campus and the community at large. The educational aspect of these programs is enhanced by suggested reading lists created by SCC librarians.

Instruction

Library faculty members have undertaken a number of projects in the last five years to improve the effectiveness of library instruction. They have participated in a statewide information literacy grant that included attendance at numerous one day training sessions as well as a weeklong "immersion" workshop. The grant allowed the librarians to work with teaching faculty on information literacy assessment projects and create a web-based "Toolkit for Teaching Information Literacy." Student technology fee funding was used to purchase laptop computers so that library instruction sessions can now incorporate hands-on exercises. Librarians will be teaching classes in the new FYI (First Year Introduction) program that the college has initiated to help new students be successful.

Support for Students Online

As the number of online classes has expanded, the library has continued to seek ways to support instruction in this environment. The increased number of subscription databases has already been noted. In addition to increasing the research resources available to students online, the library has also offered virtual reference assistance 24/7 through OCLC's QuestionPoint service. The service does not have a heavy use, but it does make a librarian available to SCC students any time they need assistance. Other libraries report that marketing the service is the key to getting more students to use it. This is an area the library faculty will be exploring in the future.

Online tutorials have improved access to library instruction for students both on- and off-site. Using a variety of software programs (Tegrity, PowerPoint and Camtasia) librarians have developed short tutorials that focus on specific topics, such as a general introduction to the library or searching ProQuest. These programs are made available to students and faculty through the library website and are collected, along with other instructional aids, in the Toolkit for Teaching Information Literacy.

Increased use of Blackboard across the campus has provided the library with another avenue for reaching students. Working cooperatively with librarians from Spokane Falls Community College, a page was created within the CCS Blackboard environment specifically for library resources. Both libraries anticipate making enhancements to this web page in the future.

Library Catalog

The library's ILS (integrated library system), which includes catalog, circulation and acquisitions modules, is shared with SFCC and is made available through participation in WIN (Washington Idaho Network). In cooperation with SFCC library staff, the catalog interface underwent a revision in 2007, providing a new look and new features. Also, the WIN Borrow service was initiated that permits SCC users to place requests for materials at other WIN libraries, including Whitworth University, Gonzaga University, and the University of Idaho. Research and discussions have begun in preparation for replacing the current ILS in 2009.

Media Services

In the last five years, Media Services has made significant gains toward providing better, more effective services. In the area of staffing, a Media Technician Senior position was added to accommodate increased test proctoring and to provide another "set of hands" for photography and electronic media production, because requests in both areas are increasing. In response to the increasing workloads, one Graphics Designer/Illustrator position and the Electronic Media Producer Specialist position were upgraded.

Media Services expanded its testing facilities, revamping Learning Resource Center Room 118 to become the primary paper-testing room. The glassed-in testing facility will be used for computer testing only, and at least two more workstations will be added to accommodate increasing demand and the need to improve testing protocols. A wireless network has also been added to the building.

Media Services centralized its circulating equipment in a locked, secured storage area. The Library's circulation module is now being used to track equipment and video checkout. The open computer lab was equipped with a new scanner, including photo-editing software. AUTOCAD was installed in the open lab, to support students taking AUTOCAD courses.

Web Services

In 2005, Web Services added a Web Developer/Programmer (Information Technology Specialist 2). Now two full-time staff members work to meet the Web-related needs of the college. Even though full-time staff has doubled from this point of view, the campus demand for these services still outpaces the office's ability to respond.

Until the 2008-2009 budget, Web Services operated on an annual equipment and supplies budget of \$1,000. This year, the budget will be \$3,000. Without the help of student technology fee dollars, it would have been impossible for the Web Services office to keep its hardware and software reasonably robust and up-to-date.

Over the past five years, the services offered and the projects undertaken by Web Services have continued to grow in support of the college's goals, activities, and initiatives. Here are a few examples of the many projects completed during this period:

- **New website design for the college** (along with corresponding improvements to the underlying technologies the site uses)
- **Early Alert Referral System** - Developed at the request of and in collaboration with the College's Student Success Center, this set of online features is intended to make sure that students who experience problems affecting their academic performance get easy access to support and assistance resources aimed at improving student retention and success.

- **New data-driven approach to program information online** – Taking advantage of the new possibilities introduced by our District office’s “iCatalog” project, the SCC website now provides access to more authoritative program information in a more flexible format and without requiring multiple points of data entry/maintenance as past approaches did. Custom development was required to make the SCC website tie in to the District’s information seamlessly.

The Hagan Foundation Center for the Humanities

The award-winning Hagan Foundation Center for the Humanities is about to begin its fifth year. The Center is a place “where people and ideas connect,” to quote the Center’s tagline.

The Hagan Foundation Center for the Humanities is dedicated to integrating liberal arts and humanities with the technical programs offered at SCC. The Center is also a significant way for SCC to contribute to the community’s cultural life. The Hagan Foundation Center for the Humanities is a place where a community of minds can gather to explore various perspectives and ideas. The Center is funded in part with an endowment, built with a NEH Challenge Grant. Center goals include:

- Infuse liberal arts and humanities across the campus curriculum.
- Create a humanities-based model for academic inquiry.
- Instill critical thinking skills and an appreciation for the humanities in SCC students.
- Raise community awareness of the scope and variety of campus programs.
- Enrich the community with humanities offerings.
- Foster a life-long love of literacy and learning.

Each year the Center focuses on a year-long theme. The 2008-2009 theme is *Living Lightly, Living Well*. Prior themes include *Culinary Culture*, *World War I*, *Leadership* and *Sustainability: a Year of Exploration*.

The Center offers programming which includes films, speakers, readings and panel discussions. The endowment supports the programming, staffing and library resources that supplement the year’s theme.

Interest in Center programming continues to grow as more and more faculty and students become involved in the Center’s offerings. We expect the 2008-2009 year’s programming to be the best attended yet. Evaluations and anecdotal information indicate that the programming is well integrated into curriculum and students enjoy the Center’s offerings.

Standard 6 - LEADERSHIP AND MANAGEMENT

- **Explain significant changes in the governing board, leadership and management of the institution.**

Of concern in our 2003 self-study was the short tenure of SCC administrators. We have experienced less administrative turnover than in previous years during Steve Hanson’s tenure as president, the period between 2003 and 2007. With his retirement in the fall of 2007, Vice-President of Learning Joe Dunlap was appointed Interim President, thereby creating additional interim positions in instructional administration. Fortunately, each of the interim positions was filled with seasoned employees who

were in position to effectively carry out the responsibilities of their interim position. As shown in the chart below, there has been no turnover in Student and Instructional Services administrators since 2003.

Length of Incumbency in Administrative Positions

President

September 2003 – August 2007	Steve Hanson
September 2007- July 2008	Joe Dunlap (Interim)
July 2008 – Present	Joe Dunlap (Permanent Appointment)

Vice President of Learning

April 2001 – March 2004	Sally Grabicki
February 2004 – June 2004	Carol Riesenberg (Interim)
July 2004 – August 2007	Joe Dunlap
September 2007 – Present	Carol Riesenberg (Interim)

Vice President of Student and Instructional Services

July 1999 – Present	Terri McKenzie
---------------------	----------------

Dean of Students

September 2003 – Present	Douglas Jones
--------------------------	---------------

Dean of Instructional Services

November 1996 – Present	Mary Carr
-------------------------	-----------

Associate Dean of Student Services

September 2003 – Present	Peter Williams
--------------------------	----------------

Dean of Instruction Arts and Sciences

June 2003 – August 2007	Karin Hilgersom
September 2007 – August 2008	Dennis Keen (Interim)
August 2008 – Present	Virginia Tomlinson

Dean of Instruction Business, Hospitality, and Information Technologies

September 1998 – July 2004	Roberto Gutierrez
July 2004 – July 2006	MaryO Fury (Interim)
July 2006 – February 2008	Carole Lionberger
March 2008	Dennis Keen (Acting)
March 2008 – June 2008	Thomas Gribble (Interim)
July 2008 – Present	Thomas Gribble (Permanent appointment)

Dean of Instruction for Health and Environmental Sciences

July 2001 – September 2007	Carol Riesenberg
September 2007 – Present	Christine Armstrong (Interim)

Dean of Instruction for Technical Education

February 2003 – Present	Mike Mires
-------------------------	------------

Associate Dean for Technical Education

New shared position September 2007 – Present

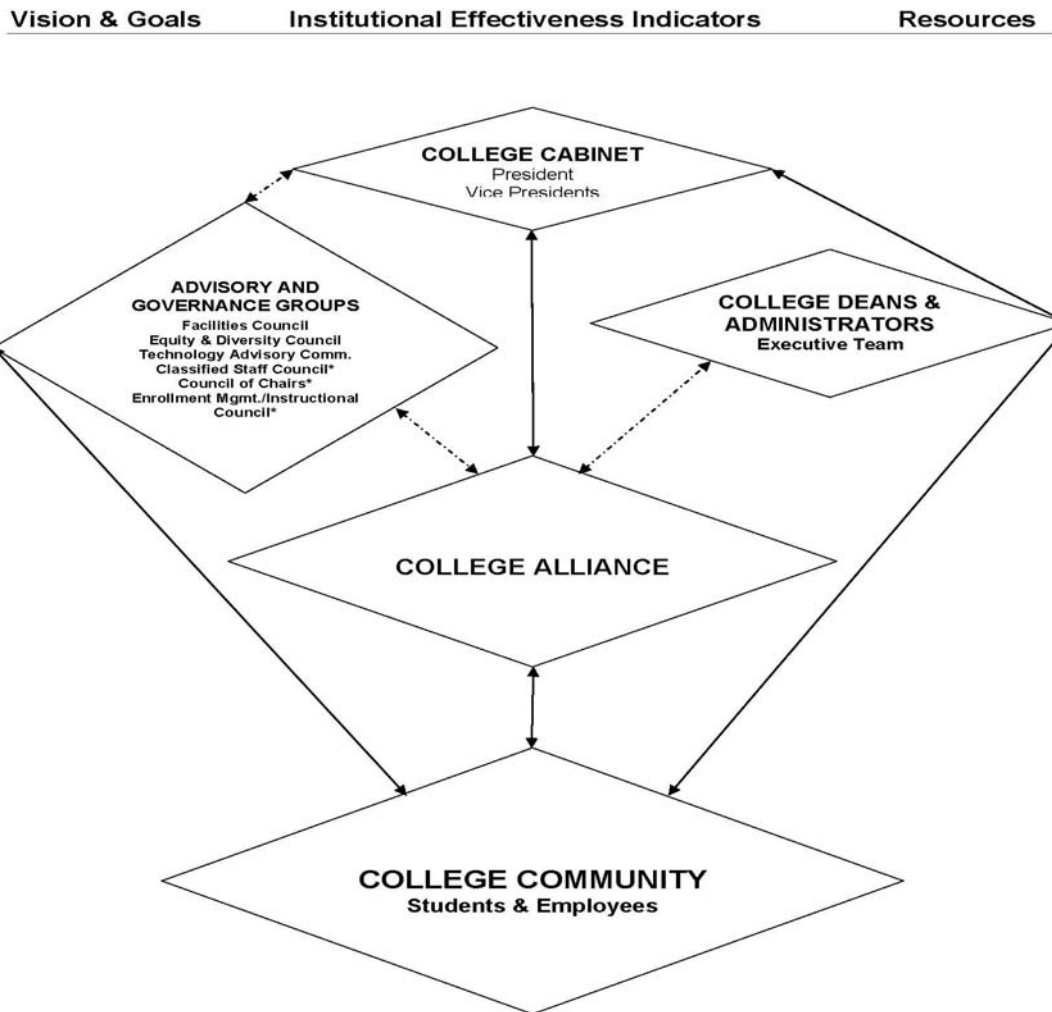
Dave Cox

College Governance Model - A Vision for the Future

Part A of this report describes SCC's response to the 2003 recommendation regarding shared governance. This revised governance model has served the college well; however, it became apparent that it could yet be improved upon. While the authority and responsibilities of administrators, faculty, staff, and students in day-to-day operations were clear and functional, they were less so in decisions affecting campus-wide issues. The role of several significant constituent groups, such as the Council of Chairs and the Classified Staff Council, was not clearly defined in the current governance model. Some units, such as the Finance Council, sought further definition of their role in the decision-making process. While there was a concerted effort to communicate among the governance groups and to the college community in general, it was determined that a better mechanism to ensure broad involvement in decision making could result in a more inclusive model. It remained unclear that all groups or individuals had a defined pathway through which to bring ideas forward for consideration.

Under the guidance of current President Dr. Joe Dunlap, the college sought to articulate a vision for an improved shared governance model developed through the collaborative efforts of current governance council members, the Council of Chairs and other constituent groups. Drafts of the model were presented and evaluated in various campus venues throughout 2007-08; President Dunlap and faculty member Bill Rambo communicated the model to the entire college at the All College Meeting on April 29, 2008. Further feedback was incorporated into the model which was again distributed to the college community via email on June 12, 2008. The new model, as diagramed in the sketch below, is scheduled for implementation during 2008-09. The model is fluid and will continue to evolve as we learn.

SCC Governance Structure/Decision-Making Model



The centerpiece of the new model will be the creation of a College Alliance with primary roles as follows:

- Conduct strategic planning
- Address college-wide issues
- Examine alternative courses of action
- Present final recommendations for action to the College Cabinet

Existing councils and committees remain intact as advisory units with the College Alliance ensuring that each has an avenue to bring forward opportunities and issues with the expectation that a solution will be forthcoming.

Membership on the College Alliance will consist of highly-committed members from the following:

- a. One Dean, selected by the Dean's Council;
- b. One member from the Council of Chairs, Classified Staff Council and the Enrollment Management/Instructional Council, to be elected by respective council members;
- c. Representatives from the former College and Finance Councils, to be appointed by the President;
- d. College Director of Institutional Research and CCS Budget Analyst for the college;
- e. And, as needed, advisors from the Facilities, Technology Advisory, and Equity & Diversity standing committees;
- f. Associated Student Government (ASG) representative as an ex officio member.

Deliberation of issues processed through the College Alliance for decision-making will take into consideration the college's vision and goals, current research and data, available human and fiscal resources, and overall impact to the institution. The College Alliance's meeting schedule will be determined by its membership. At least one meeting a month will be held jointly with the College Cabinet.

Standard Seven – FINANCE

- **What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?**

SCC continues to be the predominant provider of workforce education in the Spokane region; the College is viewed as a center for education in the health sciences, transportation, manufacturing, hospitality and the building trades. While SCC is truly a comprehensive community college with substantial academic transfer enrollments, workforce education enrollments totaled approximately sixty percent (60%) of the college's FTEs in 2007.

In the 2003 accreditation report, the District and state funding formulas were noted as putting SCC at a "disadvantage even before planning and budgeting begins." This disadvantage relates primarily to the state model of funding enrollment growth at a standard dollar amount per full-time equivalent student (FTE) and to the District's pro-rata model, of which SCC represents approximately 40 percent. The standard dollar amount per FTE falls short of funding the number of high cost workforce education programs provided at the College, and while SCC receives 40 percent of all budgetary increases under the District's pro-rata model, they also contribute to 40 percent of all District-wide budget reductions and other reallocations.

Two structural changes implemented since 2003 have contributed to an overall improvement in the College's financial condition: First, the state funding model funds FTEs on a standard full-time equivalent formula; however, since 2003, new categories of FTE that recognize high demand occupations and apprenticeship programs have increased and are funded at a higher rate per FTE when compared to the rate for general growth FTEs. For example, in 2005-2006 the college received 40 high demand enrollments and \$360,000 for a new Radiology Technology program, or \$9,000 per FTE. By comparison, the 2005-2006 funding for general growth FTE was \$4,510. This enhanced funding per FTE enabled SCC to start-up a new program in a high demand allied health field.

The second structural change was the addition of a “high cost set-aside” to the District’s internal funding model; the goal for the set-aside was \$200,000. In 2005-06, the initial set aside was \$47,156 - the \$200,000 goal was achieved in 2007-08. The purpose of the set-aside is to recognize and to support the additional costs of workforce education programs. The funding is allocated to the District’s three instructional units based on their percentage of workforce FTEs produced. SCC generates 70 percent of the District’s workforce FTE and receives \$140,000 of the set-aside. In 2007-08 the dollars were used to purchase instructional equipment and supplies in the divisions of Arts & Sciences, Business, Health & Environmental Sciences, and Technical Education.

The table below illustrates the College’s final expenditures and actual FTEs from 2003-04 to 2007-08 and the budget for 2008-09. As illustrated, the average dollar per FTE has increased 28.52% since 2003-04. The two main structural changes described above contributed to this positive change.

	2003-04 Final	2004-05 Final	2005-06 Final	2006-07 Final	2007-08 Final	2008-09 Budget
Expenditures	\$26,346,197	\$26,672,900	\$28,506,128	\$30,073,872	\$33,144,372	\$33,456,416
FTE	6,173	5,843	5,842	5,900	6,101	6,099
Ave \$/FTE	\$4,268	\$4,565	\$4,880	\$5,097	\$5,432	\$5,486
Percent Increase in Ave \$/FTE 2003-04 to 2008-09						28.52%

A comprehensive review of student fees during the past few years has also produced positive financial results. The college implemented a \$14 per quarter comprehensive fee and made significant changes to class fees in several technical education and allied health programs. The three-part comprehensive fee supports distance learning initiatives, student printing, and transcript evaluations. While course fee revenue represents only a small percentage of the College’s \$33M operating budget (less than one percent), the impact is measurable. The fees provide direct support for instructional and student support initiatives. The absence of the fee revenue would result in additional demands on the operating budget because the revenue funds basic operating and classroom expenditures. Whereas the operating budget has improved since 2003, it still remains tight; the approximate \$330,000 in course fee revenue provides some relief for the on-going budget pressures.

Operating Reserves

During 2003-2004 budget development, the CCS Board of Trustees directed each CCS operating unit to develop an unrestricted operating reserve. Specifically, the Board directed SCC and the other units to establish a reserve of at least five-percent of their base operating budget. The reserve was to be established over time, with some level accomplished during 2003-04. SCC’s accomplishment towards this goal is reflected in the table below. As noted, SCC effectively met the five-percent requirement at the conclusion of 2006-07 (4.99%) and surpassed the five percent goal at the end of the 2007-08 fiscal year. The Board has recognized the outstanding efforts of the College for their achievement and acknowledges the institutional commitment to fiscal responsibility. The reserve protects the College from unforeseen fiscal emergencies.

Fiscal Year End	2003-04	2004-05	2005-06	2006-07	2007-08
Reserve Goal	\$1,206,835	\$1,281,703	\$1,314,477	\$1,372,551	\$1,498,000
Reserve Balance	\$600,734	\$736,054	\$1,249,892	\$1,370,672	\$1,502,330
Fiscal Year End	2003-04	2004-05	2005-06	2006-07	2007-08

Enrollment

Enrollment is critical to the College's fiscal stability due mostly to the state's funding priorities and the fact that student tuition makes up more than one-quarter of the CCS base operating budget. Funding for the state's community colleges recognizes enrollment growth and enrollment support for high demand occupations. SCC receives an enrollment target each year based on the District's target from the State Board for Community and Technical Colleges (SBCTC). On-going base funding is predicated on the District meeting the SBCTC's funded enrollment target in accordance with their enrollment rules. During the past five years, SCC exceeded its annual enrollment target three times and fell short twice. While the District also missed their target in two of the five years, the enrollment performance did not jeopardize future allocations and budgeted tuition revenue was realized. SCC met its enrollment target during 2007-08, and enrollment during the first two quarters of 2008-09 is very strong at both SCC and throughout the District. Summer quarter enrollment for 2008-09 increased 21% above the previous summer quarter.

Other Important Highlights

The 2003 accreditation report reflected a college with financial and leadership challenges – much has changed since then, and most of the change is positive. Administrative stability and sound decision-making is providing the foundation for improved accountability. Communication of budget and financial information has improved through the use of online tools such as FMS Query and posting of periodic reports on the College's intranet site. The president, vice presidents, deans, selected department chairs and administrative assistants now have daily access to budget information through FMS Query. While communication of budget information is better than five years ago, it is an area of on-going challenge. A survey, conducted in 2007 as part of a comprehensive environmental scan, asked employees to rate areas of financial management including: 1. communicating budget information to CCS employees; 2. gaining financial support from outside sources; and, 3. making budget decisions that reflect the mission. Employees District-wide overwhelmingly rated these areas as "important"; a significantly lower percentage rated performance as "good".

The College is not strapped with outstanding debt obligations. Total District debt obligations as of June 30, 2008, were approximately \$2.5 million. Included in this amount is the remaining balance (\$142,000) used to purchase land to expand the SCC campus to the east. The land debt is being retired from revenue generated by the District parking fund; the remaining District debt was obtained to finance an energy conservation project (ESCO) in 2002 – the repayment source is the District utility budget. The total scheduled District debt payments in 2008-09 are approximately \$552,000. College operations will not be impacted by these debt payments.

The College completed a Facilities Master Plan in 2007. This plan is fundamental to the long-term capital planning process for the college. Since 2003, the College opened a new Math/Science building and completed several other minor capital projects. The College received state funding in the 2007-09 capital budget to design a new Technical Education building (\$2,393,000) and \$1,009,000 to design the renovation of Building 7 (the old science building). The college anticipates receiving state construction funds in the 2009-11 capital budget to continue these two important campus improvements.

Lastly, CCS's Foundation support to SCC has been exceptional. In addition to the annual support for student scholarships, successful fundraising campaigns by the Foundation have provided support for the following college initiatives for the fiscal years 2003-04 to 2007-08:

Project	Contributions	Income		Expenditures
		Match	Total Support	Program Support Generated
Center for Humanities Endowment	\$462,534.82	\$154,178.27	\$616,713.09	\$79,031.03
Center for Entrepreneurship	\$317,692.50		\$317,692.50	\$204,259.51
Medical Imaging Core Curriculum	\$282,210.00		\$282,210.00	\$278,830.00
Touch the Future House-Program Support	\$138,434.90		\$138,434.90	\$138,434.90
Totals	\$1,200,872.22	\$154,178.27	\$1,355,050.49	\$700,555.44

The Center for Humanities Endowment was established through a fundraising appeal by the CCS Foundation. Contributions made during this appeal were matched on a 3 to 1 basis by a grant from the National Endowment for the Humanities (a first for a Community College!). Contributions and matched funds were placed in an endowment, in which the principal is retained and earnings are transferred to a program support fund, according to the Foundation’s investment policy. Amounts transferred to the program support fund are available for expenditure for costs related to the Hagan Center for Humanities events, curriculum development, and staffing needs.

Whereas every community college in Washington struggles annually to meet the needs of its constituents, the conditions at SCC are much improved when compared to 2003. The College administration, cooperatively with faculty and staff, works tirelessly to serve students and the community. This will be challenged in the ensuing biennium as the state faces a substantial budget shortfall. Strong enrollment at SCC is both a challenge and an opportunity – the challenge will be to provide quality instruction and services when faced with potential state budget reductions; the opportunity will be to start new programs designed to serve displaced workers in need of retraining.

Standard Eight – PHYSICAL FACILITIES

- **What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?**

Since the 2003 full-scale accreditation visit, the College has seen an improvement both in its facilities and in its facility planning processes. The College received state funding approval for two new instructional buildings as well as funding for renovation of one additional instructional building. Additionally, minor capital improvements have occurred throughout the campus. Master Planning has been expanded with input from students, staff, faculty and community in the planning process.

Spokane Community College Campus Additions and Renovations		
Building or Location	N = New R = Renovated U = Upgraded D = Demolition	Year Completed
Orlando's restaurant	R	2004 Summer/Fall
Liberal Arts classroom	R	2004 Summer
Earth building	D	2004 Summer
Bldg 15 remodel dean's suite, records, disability support services, international programs and adding 3 classrooms, and student kiosk/lounge area	R	2004 Fall/2005 Winter
Science Bldg 27	N	2004-2006
Computer network infrastructure Bldgs 1,6,16	U	2005 Winter
Electronic campus sign	N	2006 Winter
Gameroom, Multicultural Center & Student Activities	R	2006 Winter
Athletics playfield relocated	N	2006 Winter/Spring
Smoking receptacles & signs installed campus-wide	N	2006 Winter/Spring
Gym foyer & locker rooms	R	2006 Summer
Classroom Bldg 1 re-carpeted	U	2006 Summer
Painted exterior of Bldg 1, Bldg 23 & Fire Science tower	U	2006 Summer
Trees replaced Mission St perimeter	U	2006 Summer
Repair & paint pool; locker rooms; restrooms ADA accessible	U	2006 Summer
Replace floor tiles in Bldg 1 south corridor, stairwells, upper & lower levels	U	2006 Summer
Paint walls in Bldg 1 south corridor, stairwells, upper & lower levels	U	2006 Summer
HVAC in automotive, heavy equipment & apprenticeship center buildings	U	2006 Summer/Fall
Arts & Sciences & Business & Hospitality executive suite	R	2006 Summer/Fall
New skins for greenhouses	U	
Landscaping south Bldg 1	U	2006 Fall
Storefront doors Bldg 1 south entrance	U	2006 Fall
Campus cleanup day May 2007	U	2007 Spring
Greenery & classroom painted	U	2007 Spring
Environmental Sciences Bldg 8 remodel computer labs & add classroom	R	2007 Spring/Summer
Painted two aviation program buildings	U	2007 Summer
Banners poles & banners on Mission Street	N	2007 Fall
Massage Therapy lab/classroom	R	2007 Summer
Remove damaged trees & bushes on Greene St & Ermina perimeter	U	2007 Summer
Remove trees & bushes surrounding Bldg 50	U	2007 Summer

Entrepreneurial Center	N	2007 Summer/Fall
Campus Security Office & Neighborhood Cop Shop	N	2007 Summer/Fall
Trashcans replaced campus-wide	U	2007 Fall
Rekey Johnson Sports Center	U	2007
Remove & replace trees by clock tower at Greene St entrance	U	2007 Fall
Disability Support Services testing	R	2007 Fall
Reroofing automotive, pool & small gym	U	2008 Winter
ITV classroom	R	2008 Spring
Campus-wide exterior lighting	U	2008 Spring
Sidewalk master plan phase 1 east campus near Athletics Center	U	2008 Spring
Removing & replacing overgrown shrubs in parking lots P17 & P20	U	2008 Summer
Landscape & parking aviation Bldgs 301 & 687 south	U	2008 Spring
Landscape area between aviation Bldgs 301 & 687	U	2008 Spring
Campus Cleanup Day May 2008	U	2008 Spring
Campus executive office suite	R	2008 Spring
Library carpet	U	2008 Summer
Aviation parking lot dry well	U	2008 Summer
Cosmetology lab	N	2008 Summer
Aviation paint booth	R	2008 Summer
Aviation engine run remodel	R	2008 Summer
Banner poles & banners on Greene St	N	2008 Summer
Soundproof classroom near elevator in Bldg 1	U	2008 Summer
Student Coffee House	N	2008 Summer
Replace campus sign campus west main entrance	U	2008 Summer
Remove old campus map from wall	U	2008 Summer
Run electricity to fountains Bldg 1 south	U	2008 Summer
Replace 14 sinks in rest rooms Bldg 1 south	U	2008 Summer
Re-carpet basement of Student Union building	U	2008 Summer
Install smoking shelters at 4 locations on campus	N	2008 Summer
Library restrooms ADA compliant	U	2008 Summer
Re-carpet classroom Bldg 1	U	2008 Summer
Power supply for server	U	2008 Summer

In 2004 the Facilities Council was established. Formerly known as the Campus Planning Committee, the Council is comprised of faculty from each division, staff, exempt and administrative representatives, members of the District Facilities office and is co-chaired by a faculty member and the Vice President of Student and Instructional Services. This Council is charged with the responsibility of developing, reviewing and evaluating plans for campus facilities and grounds, including review of the master plan and capital projects requests.

In Fall 2002, the College developed its first Master Facilities Plan. In 2005 the Facilities Council began work to revise the original plan to include all campus facilities (including off campus sites) and to develop a long range plan for campus improvement. The planning process, which was completed in

2007, included campus “town hall” meetings to gain student, faculty and staff input. Additional input was gathered from various state and regional offices (i.e. Department of Transportation and Spokane Transit Authority). The completed plan provides both short and long range facilities project goals. These goals are used in preparation of funding requests for both major and minor capital projects through the state capital projects process.

A major renovation project was begun in 2006 to improve the campus context through a campus beautification project. This project has included painting of exterior surfaces, landscaping around the perimeter of campus, new signage, and the initial design work for a new campus entrance on Mission Street. The plan was developed as part of the Master Planning process and vetted through campus wide meetings.

The Facilities Council developed and implemented a building audit process through which each campus building is reviewed and evaluated by its occupants in order to schedule and plan for improvement or repairs in a proactive manner. The audits are reviewed annually and are used as a basis for determining priorities in repair and minor capital construction projects.

In 2004 the Associated Student Government sponsored an on-line smoking survey of faculty, staff and students resulting in a new campus smoking policy which restricted smoking within 25 feet of campus buildings. In 2006 the students voted to fund the construction of smoking shelters around campus.

Exhibits: Campus Master Plan
 Major and Minor Capital Project Requests

Standard Nine – INSTITUTIONAL INTEGRITY

- **How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?**

Spokane Community College continues to place high value on institutional integrity and ethical treatment of all constituencies. We abide by formal guidelines established by federal agencies as well as by the SBCTC and the State Ethics Law. Our Board of Trustees has generated and disseminated policies and procedures which further document how we will ensure adherence to ethical standards.

The interest-based bargaining Master Faculty Contract between the Community Colleges of Spokane Board of Trustees and the CCS Association for Higher Education provides detailed procedures for addressing the rights and responsibilities of faculty and administration. Similarly, CCS participates in the Collective Bargaining Agreement between the State of Washington and the Washington Federation of State Employees of Higher Education, which details the working environment relative to classified staff.

Our Student Handbook provides information on services and opportunities available to students as well as suggestions on how to proceed if they encounter problems with their educational environment. Since our 2003 accreditation visit, Informal Guidelines for Addressing Student Concerns have been developed to better resolve individual student issues. If these informal processes do not resolve the issue to the student’s satisfaction, a formal process is available as well.

CCS and SCC hold that ethical treatment of students includes giving them current and complete information regarding educational offerings. Every effort is made to be accurate regarding career planning guides and the college catalog. New in 2007-08 is an electronic version of the college catalog (icatalog) which allows new information regarding classes and programs to become immediately available to current and potential students.

These more formal guidelines dictate the procedures we use in our relationship with faculty, students and staff. However, the District and the College have articulated their own commitment to ethical standards through values statements. For example, the Board of Trustees has as its first-listed value "The best interest of students guides all decisions." Additional values include respect for all people: "Value diverse life experiences and cultures" and "Promote collegiality based on a belief in human rights and the dignity of each individual." SCC's core values include: 1.) student success; 2.) collaboration; 3.) mutual respect; and, 4.) responsive partnering.

Periodic training activities regarding ethics are conducted for faculty, staff, students and others. For example, our Chancellor mailed a copy of a brochure entitled *State Ethics Law & You* to every employee. Our Workforce Development Office prepared an advisory committee handbook which addresses ethical standards. A revised Academic Standards Policy was implemented in 2005 and disseminated via the web and in college publications. The process provides for a three tiered process of progressive action - which includes warning, probation, and suspension.

Finally, the newly envisioned governance model incorporates an avenue for all students, faculty and staff to bring their suggestions and issues to a centralized structure with the expectation that there will be resolution.

Exhibits: Master Faculty Contract
 Classified Staff Contract
 State Ethics and You Brochure
 Advisory Committee Handbook
 Student Handbook
 Academic Standards Policy - Student Petition Process

Summary

As we prepared for our five-year interim visit, we have taken advantage of the opportunity to review our progress since 2003. While accomplishments are many, the following are among those upon which we place a high value.

1. Continued emphasis on student success together with Program Review and other assessment tools allowing us to celebrate our successes and respond to our challenges.
2. Expanded partnerships with community groups, businesses, and other educational institutions.
3. Raised employee morale with emphasis on communication and mutual respect and trust.
4. Generated financial contingency reserves consistent with Board of Trustees directives.
5. Ensured transparency regarding the budget planning process and budget allocations.
6. Decreased administrative turnover resulting in a stable and consistent leadership team.
7. Upgraded facilities including a new mathematics and science building and equipped classrooms with modern teaching technology.

**Spokane Community College
Five-year Interim Accreditation Report
Exhibits**

Introduction:	NWCCU Full-Scale Evaluation Committee Report, October 2003 Focused Interim Report, April 2, 2005 (from SCC to NWCCU) A Focused Interim Report, April 25, 2005 (from NWCCU to SCC) Progress Report, April 21, 2006 (from SCC to NWCCU)
Recommendation 1:	CCS 2005-08 Strategic Plan SCC 2005-08 Strategic Plan College Council Annual Reports
Recommendation 2:	Program Review Process Annual Report Cards
Recommendation 3:	Student Technology Fee (formerly TPAC) Procedures and Guidelines List of 2007-08 Student Technology Fee Funded Equipment Technology Rotation Schedules Outcomes Assessment Committee RFP Professional Development RFP Marketing Fund RFP
Recommendation 4:	2007-08 Division Faculty Evaluation Spreadsheets
Recommendation 5:	Council Annual Reports SCC Technology Plan Student and Faculty/Staff Computer Rotation Descriptions Student and Faculty/Staff Rotation Costs CCS 2008-11 Strategic Plan Robinson Research Report Summary Results Employee Survey Summary Results Student Survey "Weight of Change" Environmental Scan
Standard 1:	2004-07 Strategic Plan 2008-11 Strategic Plan Draft SCC Institutional Effectiveness Assessment Plan
Standard 2:	List of Programs Undergoing Curriculum Changes 2003-08 A-6 Agreement with the Institute for Extended Learning Student Abilities Graduation Survey Summary
Standard 4:	SBCTC Data Regarding Adjunct Faculty Professional Development Opportunities Spreadsheet New Faculty Orientation 2007-08 New Faculty Workshops 2007-08

Faculty Master Contract
Tenure Committee Handbook
Professional Development Plan Worksheets

Standard 8: Campus Master Plan
Major and Minor Capital Project Requests

Standard 9: Master Faculty Contract
Classified Staff Contract
State Ethics and You Brochure
Advisory Committee Handbook
Student Handbook
Academic Standards Policy - Student Petition Process