



SPOKANE COMMUNITY COLLEGE

Interim Focused Evaluation Report

Prepared for
Northwest Commission on Colleges and Universities

April 23, 2010

TABLE OF CONTENTS

Introduction

Actions Taken Regarding Recommendations

Recommendation 1: Strategic Plan..... 1

Recommendation 2: Part-time Faculty Evaluation..... 3

Recommendation 3: A-6 Agreement 5

Conclusion 7

List of Exhibits..... 8

Spokane Community College

Focused Interim Evaluation 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. The District serves approximately 38,600 students annually, spread across a 12,300-square mile, six county service district in Eastern Washington. SCC and Spokane Falls Community College (SFCC) are independently accredited through the Northwest Commission on Colleges and Universities (NWCCU). The Institute for Extended Learning (IEL) is aligned with SFCC and operates under SFCC's accreditation. The IEL offers a limited number of SCC classes under the terms of a Service Agreement (A-6) between the IEL and SCC.

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.

SCC's last full-scale accreditation evaluation occurred in 2003. Our October 2008 Five Year Interim Evaluation resulted in reaffirmation of accreditation with three recommendations:

- The Committee recommends that through a participative process involving all constituencies, the College and district implement and disseminate their coordinated strategic planning process (Standard 1.A.1).
- The Committee recommends that the College clearly define part-time faculty evaluation by the use of multiple indices. Though progress has been made, there is an uneven practice across the campus (Policy 4.1).
- The Committee recommends that Policy A-6 agreement/contractual relationship with extended learning (IEL) constitutes a substantive change (Standard 2.G.2, Policies A-2 and A-6).

The Commission requested that SCC prepare a focused interim report and host a Spring 2010 evaluation regarding these three recommendations.

Exhibits: Five Year Interim Evaluation Report, October 6-7, 2008 (Beck and Szofran)
 Letter of February 10, 2009, from NWCCU President Sandra E. Elman

Actions Taken Regarding Recommendations

Recommendation 1:

The committee recommends that through a participative process involving all constituencies that the college and district implement and disseminate their coordinated strategic planning process. (Standard 1.A.1)

As SCC was preparing for its October 2008 Five-year Interim Evaluation, we were also initiating an updated college governance system. The centerpiece of the new model is the College Alliance, which assumed the responsibilities of several campus councils including the College Council, which was responsible for developing the new SCC Strategic Plan 2008-11. The goal was to create a defined pathway through which individuals and groups could bring ideas forward for consideration with the expectation that solutions will be forthcoming. Deliberation of issues processed through the College Alliance for decision-making take into consideration the college's vision and goals, current research and data, available human and fiscal resources and overall impact on the institution. The College Alliance has several primary roles, including strategic planning, as listed below:

1. Conduct Strategic Planning
2. Address college-wide issues
3. Gather and analyze data germane to issues
4. Examine alternative courses of action
5. Present final recommendations for action to the College Cabinet

Strategic Plan Implementation

SCC has a dynamic strategic planning process, with a review of the entire document every three years. Consistent with the District's mission, values and goals, SCC develops college-wide strategic initiatives and goals. Then, each of our student services and instructional units develops goals and measurement strategies making the college-wide plan operational at all levels.

The college-wide sections of our current plan were adopted by the college at our Fall Quarter 2008 orientation. Our Five-year Interim Evaluation occurred just three weeks later on October 6-7, 2008, before the document was expanded to allow each of our units to indicate how the nine goals in the college plan will be implemented in their area.

Since the SCC strategic plan was adopted in fall 2008, each of our units has developed their goals and measurement strategies, which are posted on the College Alliance intranet website at <http://www.scc.spokane.edu/?collegealliance>. Each has completed a May 2009 update regarding progress toward their goals and will again be asked to provide an update in May 2010. However, units need not wait until updates are requested. The intranet website may be accessed by unit plan at any time and revisions and updates submitted as circumstances within the unit dictate.

Linking resource allocation with the strategic plan has become standard practice at SCC. When units request resources, they must demonstrate how they will effectively and efficiently further the strategic plan. Examples include:

- All new budget requests must be tied directly to the Strategic Plan and Division outcomes.

- Requests for new or replacement positions must address the relationship with the Strategic Plan.
- 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.
- Professional development funding requests must be aligned with the strategic plan.

Due to 2009-10 budget reductions caused by shortfalls in State revenue, we have also relied on our strategic plan to provide direction as we have had to identify ways to use our resources even more efficiently and assure that we were providing the basic student and instructional services which constitute the core of our mission.

Strategic Plan Dissemination

The College Alliance has been instrumental in disseminating our plan, as well. The Alliance has developed a brochure which provides our Mission Statement, Vision Statement, Core Values, Planning Values, Major Initiatives, and our nine goals which center on improving student success, enhancing the vitality of our partnerships and strengthening the institution.

President Dunlap has forwarded this brochure to our major community partners, informing them about our strategic plan and inviting them to participate in the planning process. Program administrators and faculty members share the brochure, together with their respective part of the strategic plan, with their advisory committee members.

The College Alliance continues to keep our strategic plan in the forefront of our daily operations. During Winter Quarter 2010, table top tents showing our first five goals, together with the college's quarterly schedule, were distributed to all SCC employees. The final four goals are featured in the table top tent distributed Spring Quarter 2010. Each of the tents also includes our Mission and Values.

Exhibits: CCS 2008-11 Strategic Plan
 SCC Strategic Plan 2008-11 online at <http://www.scc.spokane.edu/?collegealliance>
 Desk top tents distributed to all SCC employees winter and spring quarters
 SCC Strategic Plan Brochure
 President Dunlap's strategic plan letter to community constituents (including distribution list)

Recommendation 2:

The committee recommends the college clearly define part-time faculty evaluation by the use of multiple indices. Though progress has been made, there is an uneven practice across the campus. (Policy 4.1)

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.

In an effort to ensure consistency across our divisions, the instructional deans spent considerable time during Spring and Summer Quarters 2009 developing an adjunct faculty evaluation process and documents that could be adapted for use in both liberal arts and career and technical education departments and programs.

- To ensure that adjunct faculty members were aware of the evaluation process and also of professional development requirements new to them with the 2009-12 faculty contract, we developed and attached to adjunct faculty contracts a “Welcome to Spokane Community College” document. Adjunct faculty members were informed of the importance of evaluation to our NWCCU accreditation and they were directed to the relevant part of the faculty contract for further information.
- The “Student Evaluation – Instructor and Course” surveys, which have been used consistently when students are asked to evaluate instructors and courses, were administered. Data are summarized through the Vice President of Learning office and returned to the instructional unit.
- Peer and/or administrator class observations, using the “Community Colleges of Spokane Adjunct Faculty Class Observation” form were conducted. While there are multiple approved versions of the classroom observation form, we requested that our administrator and peer classroom evaluators use the form provided in the faculty contract. Supporting documentation, such as course syllabi or instructional handouts were used as part of the classroom observation, as appropriate.
- Administrators reviewed all of these data and prepared a written evaluation to be given the adjunct faculty evaluated together with supporting data from student evaluations and classroom observation. We developed an “Adjunct Evaluation Summary” form, which assisted our administrators in ensuring the process was completed.
- Administrators scheduled personal meetings with adjunct faculty members as needed; adjunct faculty members were also given the opportunity to request a meeting with their administrator. Faculty members were asked to sign and return an acknowledgment that they had received their evaluation and had an opportunity to discuss the evaluation.

- Copies of completed evaluations are retained in the Divisional office and are available for faculty to review upon request.

This process, assisted with the various documents, has resulted in consistency in the adjunct evaluation process across the campus.

Exhibits: Section of Master Contract Between the Community Colleges of Spokane and the CCS
 Association for Higher Education Addressing Adjunct Faculty Evaluation
 Welcome to Spokane Community College (Attachment to adjunct contracts explaining
 the evaluation process)
 Student Evaluation – Instructor and Course
 Community Colleges of Spokane Adjunct Faculty Classroom Observation
 Adjunct Faculty Evaluation Summary
 Adjunct Faculty Evaluation (Acknowledgement of receipt)

Recommendation 3:

The committee recommends that the A-6 agreement/contractual relationship with extended learning (IEL) constitutes a substantive change (Standard 2.G.2, Policies A-2 and A-6).

Following the February, 2009, NWCCU recommendation that our Operational Agreement with the IEL be submitted as a substantive change, SCC and the IEL took advantage of the opportunity to carefully re-evaluate the agreement and any change in circumstances that had occurred since the initial agreement was signed. The result was the revised Service Agreement Between Institute for Extended Learning and Spokane Community College signed by SCC President Joseph Dunlap and IEL Chief Executive Officer W. Scott Morgan, on May 19, 2009. A May 27, 2009, letter from the NWCCU documented that the Agreement had been approved by the Commission.

The IEL operates several facilities throughout our six-county service area and shares the responsibility to serve our outlying areas. To facilitate communication and coordination, the IEL and SCC created a shared Assistant Dean for Technical Education position. Mr. David Cox assumed that role in October 2006 and has worked closely with faculty and staff as well as students at both IEL and SCC. This dual reporting relationship has resulted in an administrator who understands the two institutions, our programs, and the broader service area community. With the resignation of Dean for Technical Education, Mike Mires, as of Winter Quarter 2010, Mr. Cox has easily and ably stepped in as Acting Dean enabling the terms of our Services Agreement to continue uninterrupted.

IEL students have an interest in SCC programs and in an effort to facilitate their education, an A-6 agreement was found to provide a workable solution. The agreement has been used sparingly to date. Currently SCC classes in business technology, accounting and welding are being offered by the IEL.

- Several SCC Business Technology classes have been offered by the IEL through their contract with the Department of Corrections at Pine Lodge Correctional Facility for Women. IEL instructor Mary Jordan regularly attends SCC's Business Technology department meetings and advisory committee meetings to ensure communication and coordination. IEL's Dean for Corrections Education David Murley works closely with SCC's Business Department Chair Deby Hanson and with SCC's Business, Hospitality, and Information Technology Dean Tom Gribble to ensure compliance with this program and with all SCC standards. Unfortunately, this cooperative effort will end soon, as the Department of Corrections is closing the Pine Lodge facility.
- The Accounting program was formerly a shared curriculum taught at both SCC and SFCC; however, it is now an SCC-only program and IEL accounting classes are transitioning to SCC. IEL instructor Rick Hanson meets frequently with SCC senior Accounting Instructor Jeffrey Waybright to ensure the terms of the Service Agreement are met. Mr. Waybright had previously been an accounting instructor at SFCC and is knowledgeable regarding accounting courses taught throughout the District.
- Welding Technology is currently offered through the IEL at its Colville facility supported through an ARRA contract. Instructor Brian Rowe was selected through a committee process that included the SCC-IEL shared Assistant Dean Dave Cox and SCC welding department faculty. Mr.

Rowe teaches the SCC approved curriculum. Dean Cox has provided oversight throughout the implementation and delivery of this program. The ARRA contract concludes June 30, 2010.

When we prepared our self-study for the October 2008 Five-Year Interim Evaluation, we indicated that discussions were underway to offer SCC's HVACR program at Airway Heights Corrections Center and anticipated that we would offer our new Criminal Justice portfolio class through the IEL to better serve law enforcement professionals in our northern counties. However, due to budget reductions, Airway Heights has not implemented a HVACR program. Because students who sought to enroll in the Criminal Justice class were predominantly those located in Spokane proper, the IEL has not offered the class.

Exhibits: Service Agreement Between Institute for Extended Learning and Spokane Community College (A-6 Agreement)
 Letter of May 27, 2009, from NWCCU Executive Vice President Ronald L. Baker approving the A-6 Agreement

Conclusion

Recommendation 1

SCC and the College Alliance have focused on implementing our strategic plan by involving each of our units in determining how their day to day efforts and their longer term plans and dreams relate to the college's mission and plan. Each unit may update their goals and accomplishments toward goal at any time, but are asked to evaluate each May what progress has been made. Implementation also requires that resources are allocated based on the strategic plan. This must occur whether the college has expanded resources or whether we are experiencing budget reductions as has happened during 2009-10 and will continue into future biennia.

SCC received a commendation from our 2008 Five-year Interim Evaluation site visitors as follows, "The college is commended for their commitment to the development of positive and effective working relationships with the business and industry communities". To ensure this continued positive working relationship, we have communicated our plan through our advisory committees and direct communication with other major community partners.

Recommendation 2

Although as a comprehensive community college, we have both liberal arts transfer and career and technical education departments and programs, we have developed a system for adjunct faculty evaluation that is relevant to both. Our administrators, faculty and staff have participated in this endeavor throughout the year to better ensure our students receive the quality instruction they need for successful transfer and job preparation.

Recommendation 3

SCC and the IEL continue to develop a working relationship to better serve students in our rural areas by a written Service Agreement which documents how we will ensure quality and consistent instruction when SCC courses are delivered by the IEL. While this agreement has been used sparingly to date, the processes are in place for future expansion as additional SCC programs are offered through the IEL to our rural students and special student populations.

**Spokane Community College
Focused Interim Evaluation Report
Exhibits**

- Introduction: Five Year Interim Evaluation Report, October 6-7, 2008 (Beck and Szofran)
[exhibit available electronically]
Letter of February 10, 2009, from NWCCU President Sandra E. Elman
[exhibit available electronically]
- Recommendation 1: CCS 2008-11 Strategic Plan [available electronically]
SCC Strategic Plan 2008-11 at <http://www.scc.spokane.edu/?collegealliance>
[exhibit available electronically]
Desk top tents distributed to all SCC employees winter and spring quarters
[exhibit available electronically]
SCC Strategic Plan Brochure
[exhibit available electronically]
President Dunlap's strategic plan letter to community constituents (including distribution list) [exhibit available electronically]
- Recommendation 2: Section of Master Contract Between the Community Colleges of Spokane and the CCS Association for Higher Education Addressing Adjunct Faculty Evaluation
[see attached exhibit]
Attachment to adjunct contracts explaining the evaluation process
[see attached exhibit]
Student Evaluation – Instructor and Course [see attached exhibit]
Community Colleges of Spokane Adjunct Faculty Classroom Observation
[see attached exhibit]
Adjunct Faculty Evaluation Summary [see attached exhibit]
Adjunct Faculty Evaluation (Acknowledgement) [see attached exhibit]
- Recommendation 3: Service Agreement Between Institute for Extended Learning and Spokane Community College (A-6 Agreement) [see attached exhibit]
Letter of May 27, 2009, from NWCCU Executive Vice President Ronald L. Baker approving the A-6 Agreement [see attached exhibit]

Recommendation 2 – Exhibits.

[Master Contract] Section 9. Evaluation Process

The purpose of evaluations shall be to maintain quality instruction. These evaluations are one of the considerations for continued employment; however, the lack of an assessment or the existence of a satisfactory assessment does not imply the right to continued employment. All evaluation information shall be treated as confidential to the extent allowed by law.

a. The following responsibilities are assigned for any adjunct/associate evaluation:

1. Dean:

- Track classroom observation and student evaluation due dates. Alert the department chair during the quarter when a classroom observation is required,
- May serve as an observer as needed or as determined appropriate.
- Notify the adjunct academic employee that a student evaluation will need to be conducted on a class of the employee's choice,
- Administrate and/or assign administration of the student evaluation,
- Gather and serve as record custodian for all evaluation documentation.
- Schedule follow-up evaluation activities, if any, and
- Prepare evaluation packets and share/discuss with the adjunct academic employee.

2. Department Chair:

- Recommend a tenured/annualized faculty classroom observer to the dean,

3. Classroom or Student Service Observer:

- Utilizing either the form provided in Appendix L1 or a department provided form, conduct classroom or student services observation,
- Consult with the academic employee when the observation will be conducted,
- Discuss observations with adjunct/associate,
- Return completed observation form to the dean.

b. Evaluation of New Adjunct: Adjunct academic employees new to the college will be evaluated in each of their first two quarters of employment. Two indices will be used, as follows:

- 1.** A student evaluation in one course of the adjunct's choice, and
- 2.** A dean and/or peer observation (see Appendix L1).

Upon completion of the evaluation process, either a meeting will be scheduled to discuss performance or evaluation information will be shared with the adjunct academic employee. Meeting attendees will include the appropriate administrator and the adjunct employee.

c. Evaluation of Continuing Adjunct: Adjunct academic employees having completed two quarters of employment shall receive at least one student evaluation annually in each academic year in which the adjunct academic employee is contracted. Other contractually approved evaluation formats or additional student evaluations may be utilized at the dean's discretion and with prior knowledge provided to the adjunct. This evaluation information will be forwarded to the appropriate dean for review.

Welcome to Spokane Community College

Our mission is student success so we value the knowledge and skills you bring to share with our students to provide them with the professional or academic tools needed for success. You should feel free to discuss any questions or concerns with your department chair or dean and your colleagues and staff are ready to assist you, as well. We are here to help you have a rewarding and successful experience. With that in mind, we have established a training program to familiarize you with some important information regarding policies and procedures.

In addition to highlighting our training program, we want to make you aware of the process for adjunct evaluation and why it is important to follow the steps verbatim. The completion of your evaluation is directly linked to our college's accreditation. SCC and our accrediting body recognize the vital role adjuncts have in educating our students and the accreditation team's evaluators have placed high importance on standardized procedures for conducting adjunct evaluations. Therefore, we are committed to adhering to a standardized evaluation practices.

Adjunct Training

To further improve student success and in accordance with our Mission, Values, and Strategic Plan, SCC administration and faculty are committed to providing professional development opportunities to our faculty. To that end, adjunct faculty who teach six credits or more within the Community Colleges of Spokane (Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning) are asked to complete two 30-minute online education modules available on the CCS website. These modules must be completed during the current quarter to be eligible for an adjunct contract in future quarters. Upon completion of the two modules, our Human Resources Office will process payment to compensate you for one hour of time at the non-instructional academic rate of \$23.18 per hour. (2009-2012 Master Contract, Article 25 – ADJUNCT ACADEMIC EMPLOYEES, Section 10 . Training Program)

Adjunct Evaluation Process

Adjunct faculty members are evaluated by students, peers and the divisional dean. New adjuncts are evaluated in each of their first two quarters of employment and annually thereafter. Student evaluations will be conducted this quarter in a class of your choice. Your divisional Administrative Assistant or her designee will contact you to select a class and arrange a date for the student evaluation to be administered. Your department chair or peer will observe one of your classes, as will your dean. Classroom observers will coordinate with you to select convenient dates. You will receive written feedback from each of these sources plus an opportunity to discuss the overall results with your dean. Your dean may select to conduct additional evaluations and/or observations; you will be notified beforehand of any additional evaluations. (2009-2012 Master Contract, Article 25, ADJUNCT ACADEMIC EMPLOYEES, Section 9. Evaluation Process)

Again, welcome to Spokane Community College!



STUDENT EVALUATION—Instructor and Course

Course Title _____

College _____ Instructor Name _____

Date _____ Time of Day _____ Year/Quarter _____

TO THE STUDENT: Your instructor and those making faculty assignments wish to obtain your opinion regarding the quality of instruction in this course. The information will be used primarily for professional development. Please be fair and objective in filling out this form.

The following statements reflect various ways instructors and courses can be described. **Circle the number which most nearly represents your opinion.** If you have no basis for responding to a particular statement, circle NA. This form is kept confidential and comments are typed prior to review.

1)	Instructor made expectations clear	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
2)	Course objectives were consistently pursued	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
3)	Instructor was well-prepared	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
4)	The course work (assignments, activities and labs) was relevant to the course	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
5)	Through this course I increased my knowledge and/or competence	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
6)	The instructor presented the material clearly	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
7)	Instructor had a positive attitude toward students	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
8)	Instructor was available to students	1 Hardly Ever	2	3	4 Usually	5	6	7 Almost Always	NA
9)	Instructor had high expectations/standards for me as a learner	1 Hardly Ever	2	3	4 Generally	5	6	7 Almost Always	NA
10)	Overall opinion of the instructor's teaching	1 Poor	2	3	4 Average	5	6	7 Superior	NA
11)	Overall opinion of the course	1 Poor	2	3	4 Average	5	6	7 Superior	NA
12)		1 Poor	2	3	4 Average	5	6	7 Superior	NA
13)		1 Poor	2	3	4 Average	5	6	7 Superior	NA
14)		1 Poor	2	3	4 Average	5	6	7 Superior	NA
15)		1 Poor	2	3	4 Average	5	6	7 Superior	NA

CCS 1676 (2/00)

<http://ccsi.spokane.cc.wa.us/forms/scc/ccs1676.pdf>

COMMENTS ABOUT THE INSTRUCTOR

1. What did you like best about this instructor's teaching?
2. What could this instructor have done to improve your learning?

COMMENTS ABOUT THE COURSE

1. What did you like best about this course?
2. How could this course be improved?

OTHER COMMENTS

APPENDIX L-1



Community Colleges of Spokane ADJUNCT FACULTY CLASSROOM OBSERVATION

Observer_____ Date_____

Instructor Observed_____ Course Observed_____

Topic(s) Presented:

Voice Quality:

Style, Mannerisms:

Clarity of Presentation:

Ability to Hold Student's Interest:

Speed/Pace of Presentation:

Use of Visual/Other Teaching Aids:

Knowledge of Material:

Receptiveness to Students' Questions:

Seeks Student Feedback:

Ability to Gauge Level of Student Understanding:

Attitude Toward Students:

Classroom Atmosphere:

Other Observations:

I have discussed this observation with the adjunct faculty and have informed them that the dean will place this observation in his/her division file.

Signature of Observer_____ Date_____

My signature below indicates that I have seen this observation. It does not necessarily indicate agreement with the contents.

Adjunct faculty's signature_____ Date_____

ADJUNCT FACULTY EVALUATION SUMMARY

Adjunct Faculty Member:

Quarter and Year of Evaluation:

Student Evaluation (Summary attached):

Class:

Class:

Peer Evaluation (Summary attached):

Class:

Review of Syllabi or Course Materials:

Other (please describe):

Completed by:

Title:

and

Administrator Evaluation (Summary attached):

Class:

Review of Syllabi or Course Materials:

Other (Please describe):

Completed by:

Title:

Follow-up with Faculty Member:

A. Written or In-Person Evaluation: (Summary Attached)

B. Notification: (Please describe topics discussed, meeting outcomes and any further action needed:

Further Comments:

ADJUNCT FACULTY EVALUATION

The Master Contract requires that adjunct academic employees new to the college be evaluated in each of their first two quarters of employment. Continuing adjunct academic employees having completed two quarters of employment shall receive at least one student evaluation in each academic year in which the adjunct academic employee is contracted.

- ☐ **I acknowledge that I have received a copy of my evaluation; that the evaluation will be retained in my division file; and, that the evaluation is a part of the assessment process.**
- ☐ **I would like to meet with the dean regarding this evaluation [check if applicable.]**
- ☐ **I do not wish to meet with the dean regarding this evaluation [check if applicable.]**

Signed: _____

Date: _____

Return this completed form to the dean's office.

Recommendation 3 – Exhibits.

SERVICE AGREEMENT
BETWEEN
INSTITUTE FOR EXTENDED LEARNING
AND
SPOKANE COMMUNITY COLLEGE

THIS AGREEMENT is entered into the 19th day of May, 2009, between the Institute for Extended Learning, hereinafter referred to as "IEL," and Spokane Community College, hereinafter referred to as "SCC." SCC and the IEL are educational units of the Community Colleges of Spokane District # 17 and, as such, are subject to compliance with Community Colleges of Spokane requirements and standards regarding student recruiting and counseling; student records; personnel; equipment; travel; administrative oversight and finances.

WHEREAS, IEL and SCC desire to cooperate in providing high quality educational services to constituents within the district's service region and assure support of students, instruction and administrative services within the service region.

THEREFORE, the parties agree as follows:

- I. All SCC credit courses offered by the IEL will be consistent with SCC's educational mission and goals. These courses will remain under the sole and direct control of SCC. Credits, certificates and degrees earned through these IEL delivered classes are awarded by SCC.
- II. Non-credit courses offered by the IEL are not covered in this agreement. Non-credit courses are those educational offerings for which students receive no transcribed credit, either transfer or non-transfer.
- III. In the event that the IEL purchases services from SCC, the IEL will reimburse the college for such services at a fair and equitable rate that is determined jointly by SCC and the IEL. In the event that SCC receives services from the IEL, the college will reimburse the IEL for such services at a fair and equitable rate that is determined jointly by the IEL and SCC.
- IV. The IEL will follow adopted faculty recruitment, screening, appointment and tenure procedures as defined by the CCS Human Resources Office, the Faculty Master Contract, the Washington State Classified Staff Master Contract and federal and state laws and regulations. Evaluation of full and part time faculty will be carried out in accordance with CCS policies and NWCCU standards. FTE allocations will be determined by the institutional budget coding assigned for faculty salaries.
- V. SCC will specify minimum qualifications by subject area for all faculty. IEL will use the SCC criteria for hiring faculty who teach SCC credit courses

delivered by the IEL. In the event that IEL proposes to hire a faculty member who does not meet the qualification standards, the SCC Vice President of Learning will be the final determiner of the candidate's acceptability. IEL will be solely responsible for all employee relations with IEL faculty and staff.

- VI. IEL will address all discrimination or affirmative action complaints involving IEL faculty, students and staff, equipment and facilities, and refer them to CCS Human Resources Office.
- VII. IEL will be responsible for providing instructional and support services to faculty. This includes maintaining records that reflect the specific hiring procedures employed during each search as well as the qualification of each selected candidate. All faculty employed by the IEL will be provided with information regarding the institution, their work assignment, their rights and responsibilities and specific conditions of employment.
- VIII. Students taking SCC credit courses delivered by the IEL will be admitted to Spokane Community College and will be considered SCC students in accordance with state and SCC standards in regards to admission, registration, financial aid and library. Exceptions may be granted according to SCC procedures and information on all such exceptions will be included in the student's SCC student file.
- IX. The IEL will adhere to SCC's adopted enrollment services procedures. SCC will grant appropriate IEL access to SMS screens in order to facilitate student support.
- X. Student fees for SCC credit classes delivered by the IEL will be assessed as adopted by SCC.
- XI. IEL will use existing administrative information system reports and processes and comply with data entry standards defined by SCC.
- XII. Both the IEL and SCC shall designate liaison officers and other staff as needed to carry out this contract.

SCC will provide the following services to IEL in compliance with CCS Board policies and NWCCU standards:

- A. Instruction
 - 1. SCC will process and approve all credit IEL curricular changes and new programs following SCC procedures outlined by SCC's "Curriculum Development Process" including:
 - a. providing current course outlines, approved textbook

and materials list and other up-to-date curriculum information;

- b. periodically reviewing instructor files to assure that faculty are qualified in the subject areas they teach and to review implementation of the credit instructor approval-procedure;
 - c. periodically reviewing hiring and evaluation procedures to assure compliance with established SCC procedures and NWCCU standards;
2. IEL agrees to send appropriate representatives as needed to joint meetings with SCC's Instructional Deans on curriculum and instructional delivery issues. The IEL agrees to send an appropriate representative to serve as a voting member of SCC's curriculum committee.

B. SCC Student Services will provide student support services including:

- 1. providing official transcript, transfer articulation, graduation services, and related services;
- 2. maintaining academic records for all IEL students attempting SCC credit classes;
- 3. providing veteran benefit services to IEL students taking SCC credit courses including: application processing, program requirement tracking, grade monitoring and reporting.
- 4. providing financial aid services to IEL students taking SCC credit courses including: application processing, requirements tracking, needs analysis, fund packaging, disbursement reporting, and consortium agreements.

C. Library Services will be provided by the IEL and SCC will audit the services regularly to ensure that SCC students have access to appropriate resources while taking courses through the IEL.

D. Accreditation work with IEL includes, but is not limited to, consultation on the drafting of all standards, editing of IEL materials to incorporate into the self-study, assistance with development of files and related evidence documents required as part of the self-study review, assistance with preparation of the resource room and management of the schedule of the evaluator assigned to IEL.

XIII. Concerns related to a failure to perform by any party to this Agreement

shall be presented in writing to the appropriate vice president. The affected parties will then attempt to resolve the matter in good faith.

In the event that the matter is not resolved to the satisfaction of the concerned party an appeal may be sent to the Chancellor who will then resolve the issue. Such resolution on the part of the Chancellor is final and binding on all parties.

- XIV. This agreement supersedes all previous operational and services agreements between SCC and the IEL. This Agreement may be modified upon agreement of the parties in writing and is renewed automatically unless modified or terminated as provided for under the terms of this agreement.
- XV. This agreement is intended to be continuous from year to year. It will be reviewed annually at the beginning of the fiscal year.
- XVI. Either party may terminate this agreement by giving written notice to the other party and specifying the effective date thereof, at least thirty (30) calendar days before the effective date of such termination.

Signatures

This contract and any changes, alterations, modifications, or amendments to it shall not be effective until approved by the appropriate representatives of the parties hereto.

In witness whereof, the parties have caused this agreement to be executed on the date set forth below.

 5.19.09

Chief Executive Officer
Institute for Extended Learning Date

 5/19/09

President
Spokane Community College Date



8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0396
www.nwccu.org

May 27, 2009

Dr. Carol Riesenberg
Vice President of Instruction
Spokane Community College
2000 North Greene Street
MS 2150
Spokane, WA 99217

Dear Vice President Riesenberg:

This is in reply to your correspondence dated January 2, 2009, seeking Commission approval for Spokane Community College (SCC) and the Institute of Extended Learning (IEL), a non-regionally accredited institution, to collaborate, expand, and clarify the current relationship between these two entities and thereby provide for the expansion of SCC credit offerings in collaboration with the IEL.

In reviewing the responsibilities and agreements of the elements as outlined in the proposed service agreement, Commission has determined that the tenets of this agreement are consistent with the Commission's expectations as stated in Policy A-6, *Contractual Relationships with Organizations Not Regionally Accredited* and with Policy A-2, *Substantive Change*.

Accordingly, the Commission has approved the collaboration between SCC and the IEL. This collaboration will be reviewed during the College's focused interim report and visit in spring 2010.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at Spokane Community College. If you have questions, please do not hesitate to contact me at your convenience.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ron", is written over the word "Sincerely,".

Ronald L. Baker
Executive Vice President

RLB:kh

cc: Dr. Joseph Dunlap, Interim President
Dr. Sandra E. Elman, President, NWCCU