

Spokane Community College

Comprehensive Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

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Community Colleges of Spokane
Spokane Community College

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Institutional Overview

Spokane Community College (SCC) is one of two comprehensive community colleges within the Community Colleges of Spokane District 17. The district, largest in the state, serves approximately 38,600 students annually in a six-county service area in Eastern Washington that includes Spokane, Stevens, Whitman, Ferry, Pend Oreille and Lincoln Counties.

SCC and its sister institution, Spokane Falls Community College (SFCC), are independently accredited through the Northwest Commission on Colleges and Universities (NWCCU). At the time the College submitted its Year One Report, the district included a third educational unit, the Institute for Extended Learning (IEL), which offered non-credit programs such as adult basic skills and credit programs in the rural counties of the district's service area. In April 2013, the College submitted a substantive change prospectus to the Commission addressing a merger between SCC and the IEL. For the purpose of this report, the language will reflect the IEL as a third instructional unit as the evaluation period for the College's comprehensive self-study covers the time period prior to the merger.

The College was officially established as part of Washington State's community and technical college system in 1963 after having been a vocational training facility since 1916. Today, approximately 70% of SCC students are pursuing a workforce education (often referred to as career technical, professional/technical, or vocational education). The remaining 30% are preparing for transfer to a four-year college or university or are attending for personal enrichment.

The 2012-13 student headcount was 12,151 with 10,194 state support students, 169 International and 323 Running Start students (which are high school students attending college and simultaneously earning high school and college/university credit). The average age of SCC students was 29.3 years with a median age of 26.5. Women represented just slightly less than 50 percent of the student population. Two-thirds of the students were considered full-time. Typically, a high percentage of SCC students (60-70 percent annually) receive financial aid.

Students who complete SCC workforce programs attain a high rate of employment; data show that 87% of 2011-12 graduates were employed nine months later in 2012-13. Eastern Washington University, located nearby in Cheney, WA was the primary choice for 44% of SCC students who transferred to a baccalaureate. Another 9% transferred to the Pullman or Spokane campuses of Washington State University.

In 2012-13, the College employed 196 full-time faculty, 260 adjunct faculty, 232 full-time staff and administrators.

SCC's instructional unit consists of five divisions including apprenticeship, a unit within the technical education division. The College's distribution of full-time equivalent students (FTE) by division is shown in the table below:

Instructional Division	Full-Time Equivalent Students (FTES) by Academic Year			
	2009-2010	2010-2011	2011-2012	2012-2013
Arts and Sciences	2,426	2,311	2,364	2,520
Athletics/PE/Recreation	353	333	317	287
Business/Hospitality/IT	1,393	1,279	1,283	1,347
Health/Environmental	1,021	1,019	967	1,027
Technical Education	1,335	1,171	1,013	1,042
Apprenticeship	445	403	402	469
Total	6,973	6,516	6,346	6,692

Note: Excludes non-divisional FTES

SCC places significant emphasis on student services to better meet the needs of the College's low socio-economic, first-generation college, adult, and multicultural student populations. SCC workforce funding programs are specifically geared towards low socio-economic students. Students who receive or have received Temporary Assistance for Needy Families, food stamps, are unemployed, a displaced homemaker, or have never received a degree are provided support services in the student success and career center. These students have mandatory tracked study-time and are required to attend student success workshops. Workshops are offered in learning strategies, time management, test taking, test anxiety, math skills, career planning, college-level research, financial management, and parenting techniques. Students also meet one-on-one with appropriate funding coordinators, who track their classes, grades, and attendance so students may remain eligible for funding and meet their educational goals.

College Bound Scholarship students represent first-generation, low-income families committed to maintaining successful academic standards from middle through high school with the reward of tuition assistance in college. SCC's office of multicultural student services supports these students by offering mentoring, advising and educational support. During the summer, SCC also offers an institute designed to prepare students for fall enrollment and challenges associated with transitioning to college. Students are introduced to student success and career services, financial aid and the library. Throughout the academic year, College Bound Scholarship students are encouraged to participate in college success workshops to promote retention and graduation.

Preface

a. Institutional changes since the institution's last report

Organizational

Since the Year One report, several key administrators have left the College, as shown in the table below. In Spring 2012, President Joe Dunlap announced his acceptance of a Presidency at another community college. CCS Chancellor Christine Johnson appointed the IEL CEO Scott Morgan to serve as the acting president of SCC beginning July 2012. In June that same year, the two SCC vice presidents announced their retirement. Acting President Morgan appointed Dr. Rebecca Rhodes, Vice President of Instruction, and Amy McCoy, Vice President of Student Services, both at the IEL to serve as acting in those same roles at SCC. In July 2013, Chancellor Johnson appointed Scott Morgan as the permanent president of SCC. Vice Presidents Rhodes and McCoy will continue their acting roles for the 2013-14 academic year.

Administrative Position	Administrator Employment Status By Academic Year		
	2010-2011	2011-2012	2012-2013
President	Permanent	Permanent	Acting -12 mon
Research Analyst II	Permanent – 8 mon Vacant - 4 mon	Vacant – 3 mon	-
IR Manager	-	New, Permanent - 9 mon	Permanent
IR Director	-	-	New, Permanent - 6 mon
Vice President of Instruction	Permanent	Permanent	Acting - 12 mon
Dean, Arts and Science	Permanent	Permanent	Permanent
Dean, Business, Hospitality and IT	Acting - 2 mon Permanent - 1 mon Acting – 9 mon	Permanent	Permanent – 6 mon Acting -1 mon Acting -2 mon Interim -3 mon
Dean, Health and Environmental Science	Permanent	Acting - 1 mon Acting - 5 mon Permanent - 6 mon	Permanent – 2 mon Acting - 4 mon Acting -6 mon
Dean, Technical Education	Permanent	Permanent	Permanent
Dean, Physical Ed./Athletics	Permanent	Permanent	Permanent
Vice President of Student Services	Permanent	Permanent	Acting - 12 mon
Dean, Student Support Services	Permanent	Permanent –1 mon Interim –5 mon Permanent –6 mon	Permanent
Associate Dean, Student Development	Permanent – 11 mon Acting – 1 mon	Acting - 12 mon	Acting - 9 mon -
Director, Student Development	-	-	New, Permanent - 3 mon

An on-going challenge at the College has been the retention of instructional deans. In 2012-13, three of the five instructional dean positions were vacated. Following national searches, Jeff Brown was hired as the dean of the Business, Hospitality and Information Technology Division, and Dr. JL Henriksen was hired as the dean of the Health and Environmental Science Division. Both deans will begin at the College in August 2013. Dr. Vicki Trier was hired through an internal search process to serve as the interim dean for the Division of Arts and Sciences in 2013-14. The College will begin a national search for a permanent dean in January 2014.

In addition, CCS embarked on a district-wide reorganization to achieve greater efficiency and collaboration which took effect July 2012. Several administrative functions within instruction at the SCC, SFCC, and the IEL were consolidated and moved to district oversight. The following administrative functions now report to the CCS provost:

- **library services**, overseen by the district executive director of library services;
- **global education**, overseen by the district dean of global education and honors college; and
- **eLearning**, overseen by the district dean of eLearning.

CCS also consolidated the continuing education (CE) and corporate training divisions at each of the three institutions into one district unit, **workforce and continuing education**. The new division is overseen by the CCS chief workforce development officer who reports directly to the chancellor. Likewise, the separate **information technology** (IT) units at SCC, SFCC, and the IEL were consolidated and moved under a district chief information officer.

Substantive Change – SCC/IEL Merger

In 2012, the CCS chancellor recommended a merger between the IEL and SCC. The IEL primarily provides Basic Skills, GED, and English as a Second Language (ESL) instruction and educational access in CCS' rural service district through education centers. The IEL was established in 1985 as a district extension to manage, develop, and coordinate the diverse non-credit programs throughout the region and to facilitate the offerings of credit instruction in the rural communities of CCS. In 2004, the IEL entered into an A-6 operational service agreement with SCC to meet the increasing needs in the rural counties for workforce programs along with Adult Basic Education. Since then, SCC and the IEL have collaborated to offer Washington State's Integrated Basic Education and Skills Training (I-BEST) programs to students enrolled through both institutions.

The primary rationale for the merger was to improve instructional opportunities for students. Within Spokane County, 80% of Basic Skills and ESL students from the IEL who transition to college-level programs choose SCC. The rural communities of Ferry, Stevens, and Pend Oreille Counties have historically had the highest unemployment rates in the State of Washington; there is a dire need for workforce education. The IEL has five education centers in these counties. SCC is the largest workforce education provider in Eastern Washington. By merging the two organizations, the chancellor would remove institutional silos and barriers that had hindered previous collaboration. Furthermore, the

merger allows for the elimination of three executive leadership positions and greatly enhances SCC's financial sustainability.

To develop recommendations and an action plan for the merger, the CCS chancellor convened a district-wide IEL-SCC Transition and Integration Taskforce in February 2013. The taskforce was asked to consider academic issues, student services and support, personnel relations, and marketing/facilities/space utilization with the merger taking effect July 1, 2013. The College submitted a *Substantive Change Prospectus* to the Commission In April 2013 outlining the merger of IEL programs and operations into the operation and administration of SCC (see Appendix A).

The SCC-IEL merger is well underway. Student services functions have been realigned and report to the acting vice president of student services. Instructional divisions and respective deans report to the acting vice president of instruction.

Important conversations and collaborations have already begun and are bringing a renewed sense of purpose and energy to the campus. For example, SCC faculty from the Hydraulic and Pneumatic Automation Technology (HPAT) program have begun conversations with the ESL faculty from the IEL about developing a technical terminology ESL class that will prepare students for the program. ESL faculty attended an HPAT advisory committee meeting to learn more about the industry directly from employers. In addition, the HPAT program faculty recognized that many ESL students work full-time, so they have developed a part-time evening program to increase access for ESL students.

Budget

Like other educational institutions in Washington State, SCC has had to absorb substantial budget reductions over the last several years. The chart below shows how SCC has supplemented its state allocation in an increasing amount from operating support in each of the last four years. Operating support funding is generated through excess enrollment, Running Start enrollment, and other local funding sources. Notwithstanding these budget shortfalls, SCC has remained true to its mission to serve the educational needs of the College's students and its community.

Annual Budgeted Allocations
Includes State Allocation, Local Tuition & Operating Support
FY 2009-2013 Year-Ends

Fiscal Year (FY)	Total Budget	Budgeted Operating Support (included in total budget)
2008-09	\$33,276,144	\$403,975
2009-10	\$33,014,908	\$830,190
2010-11	\$33,090,538	\$1,370,669
2011-12	\$31,543,885	\$2,422,829
2012-13	\$29,613,476	\$2,721,690

Instruction

Since the Year One report, SCC has added and terminated several credentials in its inventory of degrees and certificates, which are listed in the tables below. Certificates added respond to industry needs for short-term educational opportunities. Others were added based on industry-initiated requests to provide short-term, specialized training to develop career paths for their employees. (For added and terminated credentials since the 2003 self-study, see Appendix B)

Type of Credential	Additions to SCC Inventory of Degrees and Certificates
	Credential Title
Certificate	Unix Networking
Certificate	Rural Aerospace Training
Certificates	Law Enforcement - Level 1/Level 2
Certificate	Mechanical Design Technology
Certificate	Microsoft Networking
Certificates	Mobile - Development/Device Management
Certificates	Mobile Health – Information Technology/Software Development
Certificate	Cisco Networking
Certificate	Composite Fabrication Assistant
Certificate	I-BEST Aerospace Composite Technician
Certificate	Aerospace Composite Technician
Certificates	Automotive – Collision Technician/Refinishing Technician
Degree	Medical Transcription

Type of Credential	Terminations to SCC Inventory of Degrees and Certificates
	Credential Title
Certificate	Satellite Security and Home Entertainment System Installer
Certificate	Health Records Clerk
Certificate	Aviation Flight
Certificate	Medical Transcription
Certificate	Outpatient Medical Coding
Certificate	Small Equipment Repair Specialist

Construction

Two major construction projects, designed to provide an excellent learning environment for students, were completed in 2011.

Jenkins Wellness Center

In January 2011, the first classes were offered in the renovated Building 7, now the Jenkins Wellness Center. This 31,679 square-foot building renovated at a cost of \$10,757,000, meets LEED gold standards.

The renovated facility houses several instructional programs as well as the district's information technology staff and equipment. For the first time, the Physical Education Department faculty members are located in one building updated with electronic classrooms and study areas for physical education students and athletes.

The Radiology Technology and Biomedical Equipment Technology programs have their designated laboratories as well as shared space that houses the programs' computed tomography (CT) scan, magnetic resonance imaging (MRI), and two radiographic machines. A second nursing laboratory was also constructed in the building to serve approximately 116 students in the nursing program.

Also located in the Jenkins Wellness Center is the Student Health Clinic. The clinic provides SCC students with the diagnosis and management of minor illnesses and injury, interval management of stable chronic illness, diagnostic testing, physical examinations, immunizations and health promotion services and referrals through collaboration with the Advanced Registered Nurse Practitioners (ARNP). By collaborating with Gonzaga University, the Student Health Clinic is also able to offer mental health counseling services to SCC students visiting the clinic. The clinic serves as a learning laboratory for the College's health science and health informatics students as well.

Stannard Technical Education Building

Classes are now offered in the newly constructed Stannard Technical Education Building as of Fall Quarter 2011. This 70,000 square foot structure houses five workforce programs in the Technical Education Division including Welding Technology, Hydraulic and Pneumatic Automation Technology, Electrical Maintenance, Machining, and Heating/Ventilation/Air Conditioning/Refrigeration.

While this building will provide an outstanding educational environment for students over the next several decades, it has already proven to be a focal point for the College's industrial community. The building's "main street" design with laboratories, classrooms and offices positioned along both sides of a corridor which stretches the length of the building is ideal for training and community events. For example, both the Inland Northwest Manufacturers and Association of Washington Businesses have held events in the building.

b. Response to topics previous requested by the Commission

Spokane Community College had its Five-Year Interim Evaluation in 2008 which resulted in three commendations and three recommendations, as follows:

2008 Commendations

1. The College is commended for the district's long-range facilities' master plan to include the Hagan Foundation Center for the Humanities and the library. The Center is a place "where people and ideas connect," where a community of minds gather to explore various perspectives and ideas. The Center for Humanities contributes to the community's cultural life.

2. The College is commended for their commitment to the development of positive and effective working relationships with the business and industry communities.
3. The College is commended for establishing their financial stewardship that has resulted in reserves that are consistent with the Board of Trustees directions.

2008 Recommendations

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.
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.
3. The committee recommends that the A-6 agreement/contractual relationship with extended learning (IEL) constitutes a substantive change.

A 2010 focused visit found that the 2008 recommendations had been met; the visit resulted in two commendations and no recommendations:

2010 Commendations

1. The College is commended for its streamlined and effective model of shared governance, which includes the College Alliance. This group has been instrumental in disseminating and implementing the strategic plan which drives resource allocation and decision making.
2. The College is commended for its commitment to helping all students achieve their educational goals, especially when College resources are stretched thin.

While the focused site visit resulted in no outstanding recommendations, it was suggested that SCC further refine its adjunct faculty evaluation process to include self-reflection and goal setting. The College added the Commission's suggestion to its adjunct faculty evaluation process.

In September 2011, the College submitted its Year One report under NWCCU's revised standards, which resulted in one recommendation:

2011 Recommendation

1. It is recommended the College continue its work to identify indicators of achievement that are, in all cases, meaningful, assessable, and verifiable. (Standard 1.B.2)

In response to the Year One recommendation, the acting vice president of instruction established permanent core theme teams consisting of faculty, deans and staff (see Appendix C). These teams

engaged in a campus-wide process to review and revise the core theme objectives and indicators of achievement. The College also added another full-time staff to the office of planning and institutional research to meet the institution's growing need for data to support continuous improvement efforts.

The following list shows revisions that were made to Chapter One as a result of the College's work to address NWCCU's Year One recommendation (page numbers indicated refer to the [Year One Report](#)):

- Section 1a "Interpretation of Mission Fulfillment" (page 9);
 - SCC has developed a more comprehensive scoring matrix to evaluate achievement at the core theme, objective and indicator levels.
- Section 1b "Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment" (page 11);
 - SCC has revised its articulation of an acceptable threshold of mission fulfillment from a minimum acceptable level of 70% to have an overall score above 80% as an acceptable level of achievement while recognizing that there are areas to improve.
- Standard 1.B – Core Themes (pages 12-23);
 - For each core theme, the College has reviewed and revised its indicators of achievement to ensure they provide a meaningful basis for evaluating achievement of core theme objectives and mission fulfillment. Baselines and targets also have been established for all indicators.

Mission, Core Themes and Expectations



Updated Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

[Washington Administrative Code \(WAC\) 132Q-01-006](#) organizes the Washington State Community College District 17, Community Colleges of Spokane (CCS), to include Spokane Community College (SCC), Spokane Falls Community College (SFCC) and the Institute for Extended Learning (IEL) under Title 28B RCW as a public institution of higher education. College District 17 is governed by a five-member board of trustees, Community Colleges of Spokane Board of Trustees, appointed by the Governor, which oversees administration, strategic planning, and policy development.

The College is authorized to grant associate degrees and certificates under the [Revised Code of Washington \(RCW\) 28.B.50.020](#) which creates a system of community and technical colleges to provide for “the dramatically increasing number of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for basic skills and literacy education.”

Eligibility Requirement 3: Mission and Core Themes

The College’s mission statement in its present form was adopted in January 2002 and affirmed in 2006 and 2011 by the Community Colleges of Spokane (CCS) Board of Trustees. SCC has identified four core themes that derive from its mission: (1) Workforce Development, (2) Academic Transfer, (3) Student Success, and (4) Community Responsiveness. The core themes were adopted by the CCS Board during its September 2011 meeting.

SCC’s mission and core themes are consistent with the College’s legal authorization and are appropriate for a degree-granting institution of higher learning.

Standard 1.A - Mission

1.A.1 Mission Statement

SCC's mission in its present form was reaffirmed by the CCS Board in September 2011 and is widely published with the core themes on the [College's website](#) and in the [iCatalog](#). The mission and core themes are posted in all buildings, offices, and classrooms. The mission is consistent with the College's authority in Washington State to provide comprehensive educational, training, and service programs to meet the needs of its students and community.

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; and
- Instructional support and student services that enhance and promote student success.

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

The College's mission aligns well with the mission of the CCS district which is "[to] develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for our students and our state." The College's core themes also align well with the district's strategic priorities for 2011-2021. The CCS Board adopted the district's strategic plan in 2011 which emphasizes four strategic priorities for the next ten years:

1. Student Success - Strengthening Engagement;
2. Collaboration and Communication - Building Productive Communities;
3. Sustainability - Enhancing Operation Efficiency and Effectiveness; and
4. Innovation - Supporting a Culture of Continuous Improvement.

CCS Strategic Plan and SCC Core Themes

CCS Strategic Priority Area	CCS Strategic Initiatives	SCC Core Themes
Student Success: Strengthening Engagement	Improve student success transitioning among educational levels and careers	Workforce Development Academic Transfer Student Success
	Improve instructional options to meet diverse student needs	Workforce Development Academic Transfer
	Strengthen student completion	Workforce Development Academic Transfer Student Success
Collaboration and Communication: Building Productive Communities	Expand results-oriented partnerships among education, business labor and community leaders that strengthen workforce development	Workforce Development Community Responsiveness
	Build and support cross-district teams to identify and implement best practices	Workforce Development Academic Transfer Student Success
	Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic well-being	Workforce Development Community Responsiveness
Sustainability: Enhancing Operational Efficiency and Effectiveness	Recruit, develop and retain high-quality diverse faculty and staff	Workforce Development Academic Transfer
	Operate as a District	Workforce Development Student Success
	Optimize the use of technology	Workforce Development Academic Transfer Student Success
	Sustain fiscal stability	All core themes
	Provide facilities and environments highly conducive to learning with minimal ecological impact	Workforce Development Academic Transfer Student Success
Innovation: Supporting a Culture of Continuous Improvement	Ensure programs and services are relevant, diverse, high-quality and timely	Workforce Development Academic Transfer Student Success
	Identify and capture new sources of revenue	Workforce Development Academic Transfer
	Reward innovative ideas and high-performance teams	Workforce Development Academic Transfer Student Success

a. Interpretation of Mission Fulfillment

SCC defines mission fulfillment by demonstrating an acceptable level of performance in its core themes, individually and collectively. As such, the College has developed a scoring matrix to evaluate its achievement of the core themes, objectives, and indicators set forth (see Appendix D). SCC uses the results at each level to aggregate upward, and the final product is a comprehensive evaluation of SCC's achievement of its mission.

Indicators

The administration and the core theme teams recognized that some indicators were more crucial to the achievement of the core themes than others and adopted a system to categorize individual indicators as critical, very important, or important. With the goal of continuous improvement in mind, the administration and core theme teams agreed that the ratings of indicators need to be linked to planning and budgeting. As a result, the system of categorization, referred to as the "importance ratings," was defined as follows:

- Critical – An indicator is considered critical if results have planning and budget implications for the core theme and College as a whole.
- Very Important – An indicator is considered very important if results may have planning and/or budget implications for the core theme as a whole.
- Important – An indicator is considered important if the results may have planning and/or budget implications for part(s) of the core theme.

Baselines were established for each indicator using a three-year average of past performance. When three years of data were not available, the most recent year's data were used instead. In case of the Community College Survey of Student Engagement (CCSSE), the 2005 administration was used as the baseline.

Targets were set in a variety of ways. The core themes used state and/or national data for comparison when applicable and available. Several indicators used data disseminated to the college by the State Board for Community and Technical Colleges (SBCTC). Some targets were established based on the performance of other schools or peer groups.

At the completion of an academic year, each indicator was measured against the set target (by taking the ratio defined as "result" divided by the "target"). Each indicator was then weighted by the "importance rating" and aggregated to the corresponding objective.

As a visual aid, a green/yellow/red dot system helps quickly identify areas of strength and weakness, one dot for each indicator. The meaning and thresholds of each dot are the same for all levels, and their meaning and thresholds are explained further in Part B below.

Objectives

Each objective was also given an “importance rating.” The definitions were the same as for the indicators, and allowed for the recognition that some objectives are more crucial to the achievement of SCC’s mission than others. For each objective, the process was repeated to calculate a performance score for the core theme as a whole.

When an objective contained indicators that exceeded their target, and the aggregated ratio for the objective was above 100%, they were capped to carry forward only a percent from 0 to 100. In short, the fulfillment of an objective cannot be above 100% (whereas the fulfillment of an indicator may be above 100%).

As a visual aid, a green/yellow/red dot system helps quickly identify areas of strength and weakness, one dot for each objective.

Core Theme

Unlike the indicators and objectives, there is no “importance rating” for the core themes; each core theme is equally crucial to the success and mission of SCC. Therefore, each score from the four core themes was treated equally when determining the level of mission fulfillment. In fact, the resulting percentages (from the aggregation of the objectives) were averaged over the core themes to express the percentage score for the College’s performance on the mission as a whole.

As a visual aid, a green/yellow/red dot system helps quickly identify areas of strength and weakness, one dot for each core theme.

Mission

From the average score of the core themes, the College received a score for the mission as a whole. Internal reports will provide the actual numerical score that was achieved that year on the mission while external reports will show the corresponding green/yellow/red dot.




b. Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment.

The College interprets mission fulfillment in terms of the green/yellow/red dot system. The meaning of each dot is:

- Green – The mission is fully achieved
- Yellow – The mission is achieved at an acceptable threshold, with areas to improve.
- Red – The mission is not achieved. Action plan(s) are needed.

Those meanings also apply to each core theme, objective, and indicator.

The scoring matrix of green/yellow/red dots are calibrated such that results within 90% of the target are given a green dot, results between 80% and 90% are given a yellow dot, and results that fall below 80% of the target are given a red dot. In some cases, an indicator may be within 90% of the target and deserve a green dot, but falls below established baseline. Under these circumstances the overriding fact that the result is below baseline will automatically receive a yellow dot for the indicator.

	Performance Threshold
	Results are within 90% of target
	Results are between 80% and 90% of target
	Results are below 80% of target

The expectation of the College is to have an overall score above 80%, meaning SCC fulfilled its mission at an acceptable level. Any score above 80% means SCC met an acceptable threshold for fulfilling its mission while recognizing that there are areas to improve.

Standard 1.B – Core Themes

1.B.1 Identified Core Themes

SCC has identified four core themes that individually manifest essential elements of the College's mission. These core themes, which represent overarching values of the College and its close ties to the community, were [approved](#) by the CCS Board in September 2011 and are as follows:

- Workforce Development
- Academic Transfer
- Student Success
- Community Responsiveness

1.B.2 Core Themes Objectives

Since the Commission's Year One recommendation, the College core theme teams have been reconstituted due to vacancies and retirements. The new teams, consisting of faculty, deans and staff, revisited and revised all indicators. To ensure results were communicated across the College, the core theme teams worked with the office of planning and institutional research to create a user-friendly online [mission fulfillment dashboard](#).

While Chapters Four and Five will address the indicators and data in more detail, the College recognizes

that the indicators adopted have room for improvement. With the work conducted by the new core theme teams and the recent merger with the IEL, the College will revisit its mission, revise its core themes and adopt indicators of achievement that provide more meaningful bases for evaluating accomplishment on core theme objectives.

Reflecting on the assessment of this report, the College recognizes that it needs indicators that are 1) more outcomes oriented, and 2) provide an overall picture of achievement by choosing and assessing key points in the students' educational pathways at the College. SCC's Year One report (due September 2014) provides an opportunity for this new organization to conduct and report out on this work.

Core Theme One: Workforce Development

As the largest workforce training provider in the region, SCC plays a critical role in providing a skilled workforce for greater Eastern Washington. Workforce programs at SCC help students enter high-skill and potentially high-wage occupations. These programs are developed with business and industry input and continued oversight from professionals actively employed in the industry. Students are able to earn certificates of completion and Associate in Applied Science degrees in more than 100 professional and technical areas.

Description: SCC's workforce certificate and degree programs are industry standard, preparing students for entry level positions in their discipline.				
Objective	Indicators of Achievement	Importance Rating	2010-11 Baseline	2012-13 Target
1.1 Students enrolled in SCC's workforce programs are well prepared for employment.	1.1.1 Percent of students with workforce intent complete a degree or certificate within 150% of completion time.	Critical	52%	57%
	1.1.2 Percent of advisory committee members surveyed rate SCC workforce program graduates well prepared for employment.	Very Important	80%	80%
	1.1.3 CCSSE data show <u>constant or improved</u> engagement percentages on items related to SCC student abilities (Problem Solving, Global Awareness, Communication, and Responsibility.)	Very Important	53%	53%
	1.1.4 All programs that require license or certification examinations equal or exceed state and/or national passage rates.	Very Important	100%	100%
1.2 Students graduating from SCC workforce programs secure employment.	1.2.1 Percent of workforce program graduates are employed nine months after graduation.	Critical	70%	75%
	1.2.2 Percent of graduates who secure positions will earn salary levels of at least 120 percent of Washington State minimum wage.	Very Important	70%	80%
1.3 Students enrolled in SCC workforce programs are satisfied with their educational experience.	1.3.1 Percent of workforce students find faculty available, helpful, and sympathetic.	Important	70%	70%
	1.3.2 Percent of workforce students rate their entire educational experience as good or excellent.	Important	70%	70%

Rationale – Why the Indicators are Assessable and Meaningful Measures

1.1.1 Completion. It is important for the College to assess completion rates for students seeking workforce degrees or certificates. The curricula in SCC workforce programs are based on specific course sequencing that builds a strong foundation of competencies meeting industry and employers' need for skilled workers.

- 1.1.2 Employer Satisfaction.** Workforce program advisory committees consist of employers who select, employ, and evaluate program graduates and of individuals who do the job on a daily basis. Advisory committees, therefore, provide valuable guidance on curriculum development, entry level skills needed, and level of satisfaction regarding graduate job preparation.
- 1.1.3 Student Abilities.** CCSSE provides the College with valuable information on students' perception of their knowledge and skills acquired at SCC. Many of the CCSSE measures on student engagement correlate with the College's four student abilities, allowing the College to set comparative benchmarks that are reliable and verifiable.
- 1.1.4 Industry License or Certification Examinations.** Many programs offered by the College require graduates to pass industry licensure or certification examinations to secure employment. Student achievement on these industry or professional exams demonstrate competency in required knowledge and skills to work in the specific industry or field.
- 1.2.1 Employment.** Employment rates provide meaningful evidence on how well the SCC workforce programs prepare students for the workplace as well as the College's contribution to workforce development. By using the SBCTC's Data Linking for Outcomes Assessment (DLOA) data, though not perfect, the College is able to assess to what extent students completing workforce programs gain employment within nine months of leaving the College.
- 1.2.2 Earning Livable Wages.** The goal for SCC workforce programs is to prepare students for living-wage employment. The state's DLOA provides the College data on students' wages within nine months of leaving the College. The Washington State minimum wage is \$9.19 an hour.
- 1.3.1 Students find faculty available, helpful, and sympathetic.** Research shows that positive student-faculty interaction is correlated with student learning and retention. The majority of SCC workforce programs are based on the cohort model in which students move through the program together with the same faculty. Using CCSSE to assess students' perception on faculty, though an indirect measure, provides information that allows the College to identify areas for improvement.
- 1.3.2 Student Satisfaction.** CCSSE provides data on students' perceptions of their overall educational experience at SCC. Though students' satisfaction with programs and services is not a direct measure of core theme achievement, it is important to consider in working toward continuous improvement.

Core Theme Two: Academic Transfer

As a comprehensive community college, SCC plays a critical role in preparing students for baccalaureate degrees. Transfer programs at SCC prepare students to successfully transfer to baccalaureate institutions. These programs are carefully developed in partnerships with statewide and regional consortiums of colleges and universities. As a public institution in Washington State, SCC participates in the direct transfer agreement (DTA). The DTA ensures students earning a transfer degree at a Washington State community college matriculate at junior standing at public baccalaureates. The majority (53%) of SCC transfer students continue their education at Eastern Washington University (EWU) and Washington State University (WSU).

Description: Students enrolled in Academic Transfer courses are well prepared and successful as they transfer their coursework and/or Associate degree in pursuit of the next step in their educational plan.				
Objective	Indicators of Achievement	Importance Rating	2010-11 Baseline	2012-13 Target
2.1 Students who express an intent to transfer complete a degree.	2.1.1 Percent of full-time students with intent to transfer complete a degree or certificate within three years (150% of completion time).	Critical	34%	39%
2.2 Students who express an intent to transfer enroll at a 4-year baccalaureate.	2.2.1 Percent of students with transfer intent (degree completers and transfer-ready) enroll at a 4-year baccalaureate within three years.	Important	29%	33%
	2.2.2 Percent of SCC graduates enroll at a 4-year baccalaureate within two years.	Important	63%	66%
2.3 Students are successful as they transfer to bachelor degree granting colleges and universities.	2.3.1 Percent of SCC graduates who transfer to EWU and WSU successfully matriculate as juniors.	Very Important	92%	95%
	2.3.2 SCC transfer students at EWU and WSU perform (gpa) at par or better than other CC transfer or native students.	Critical	3.43 gpa	3.30 gpa
2.4 Students report that they have increased their knowledge and skills in SCC Student Abilities.	2.4.1 Community College Survey of Student Engagement data show constant or improved engagement percentages on items related to SCC student abilities.	Important	48%	48%

Rationale – Why the Indicators are Assessable and Meaningful Measures

2.1.1 Completion. For many students, completion of an Associate degree will result in efficient transfer of credits toward their baccalaureate degree as statewide articulation agreements are in place. Tracking completion rates within a three-year timeframe allows the College to assess how students are progressing toward their goal of attaining a degree.

2.2.1 Transfers to Baccalaureates. Students enroll at SCC for a variety of reasons. Not all “transfer students” who enroll at the College intend to complete a two-year degree prior to transfer;

however, it is important for SCC to assess achievement for all students. Students who enroll with the intent to complete certain prerequisite courses prior to enrolling at a baccalaureate institution are considered “transfer-ready.” The National Student Clearinghouse allows the College to track all transfer students once they leave SCC to evaluate how successful SCC’s transfer program is preparing students for transfer.

- 2.2.2 Graduate Transfers** Students who have graduated with a transfer degree are typically able to transfer credits toward a baccalaureate degree according to statewide articulation agreements. Tracking the number of students who enroll at a baccalaureate institution within two years of graduation allows the College to assess how efficiently students are able to transfer their credits and how they are progressing toward their goal of transferring to a four-year institution.
- 2.3.1 Transfer Graduates Matriculate as Juniors.** Students who have graduated with a transfer degree should be able to transfer within the state and matriculate at junior standing according to Direct Transfer Agreements in place. Tracking the percentage of students who are able to do so allows the College to ensure that its degree guidelines are in compliance with the DTA and to evaluate how successful SCC’s transfer program is in general in preparing students for transfer.
- 2.3.2 Transfer Students’ Performance at EWU/WSU.** Eastern Washington University and Washington State University are the primary choices for SCC students who transfer to baccalaureate institutions. Using the SBCTC’s Mutual Research Transcript Exchange (MRTE+) data system, which contains student course enrollment records across the Washington public higher education system, the College is able to evaluate transfer students’ performance at EWU and WSU. Understanding how well transfer courses are preparing students to complete upper-level course work is vital to improving teaching and learning.
- 2.4.1 Student Abilities.** CCSSE provides the College with valuable information on students’ perception of their knowledge and skills acquired at SCC. Many of the CCSSE measures on student engagement correlate to SCC’s four student abilities; therefore, the College has been able to map between 5 to 15 CCSSE benchmark questions to each of the four SCC student abilities. CCSSE allows the College to set comparative benchmarks that are reliable and verifiable.

Core Theme Three: Student Success

As a comprehensive community college, SCC has an open-door admission policy and is committed to the success of all students. A large number of students entering the College are not college-ready. Programs including developmental education, New Student Orientation, and eLearning help SCC meet students' needs regardless of their level of preparedness.

Description: Students are provided with the opportunity to succeed in a supported environment that enhances individual and professional growth through academic, personal, and professional development.				
Objective	Indicators of Achievement	Importance Rating	2010-11 Baseline	2012-13 Target
3.1 Students transition successfully from developmental education to college-level work.	3.1.1 Percent of students taking developmental math successfully complete their coursework.	Critical	59%	62%
	3.1.2 Percent of students taking developmental English successfully complete their coursework.	Critical	71%	76%
	3.1.3 Percent of students taking developmental math advance to college-level coursework within one year.	Very Important	34%	36%
	3.1.4 Percent of students taking developmental English advance to college-level coursework within one year.	Very Important	51%	56%
3.2 Students are provided services to assist their success in college.	3.2.1 Students who attend the New Student Orientation are retained at a rate 5% higher than new students not attending NSO in prior years.	Critical	74%	79%
	3.2.2 eLearning (100% online) students complete coursework at parity with on-ground students.	Very Important	77%	77%
3.3 Students are engaged with their learning environment and satisfied with their educational experience.	3.3.1 Students are highly engaged as measured by CCSSE Benchmarks compared to those at other medium-sized, two-year schools.	Important	2 of 4 CCSSE Benchmarks	4 of 4 CCSSE Benchmarks
	3.3.2 Students rate their educational experience as "good or excellent" equivalent to or exceed that of other medium-sized, two-year schools.	Very Important	87%	86%
3.4 Students will progress towards educational benchmarks.	3.4.1 College-level SAI points per student earned by the transfer cohort in their first year.	Critical	1.12	1.18
	3.4.2 College-level SAI points per student earned by the workforce cohort in their first year.	Critical	1.39	1.51
	3.4.3 College-level SAI points per student earned by special student population cohorts in their first year.	Critical	1.29	1.35
	3.3.4 SCC's retention rates are equivalent to or exceed that of other Washington community and technical colleges.	Critical	72%	75%
	3.3.5 SCC's completion rates are equivalent to or exceed that of other Washington community and technical colleges.	Critical	30%	33%

Rationale – Why the Indicators are Assessable and Meaningful Measures

- 3.1.1 Developmental Math Course Completion.** College readiness, especially in math, is critical to students' success. Developmental or remedial coursework in math is a significant barrier for a majority of students at community colleges.
- 3.1.2 Developmental English Course Completion.** College readiness, especially in English, is critical to students' success. Developmental or remedial coursework in reading and writing is a significant barrier for a many of students at community colleges.
- 3.1.3 Developmental Math to College-level Math Progression.** A large majority of community college students are required to take developmental math. Many start at two or three levels below college-level math. These lengthy sequences often become stumbling blocks resulting in students leaving college before completing their developmental requirements.
- 3.1.4 Developmental English to College-level English Progression.** Many community college students are required to take developmental reading and/or writing. Many start at one or two levels below college-level. These sequences often become stumbling blocks resulting in students leaving college before completing their developmental requirements.
- 3.2.1 NSO Retention Rates.** SCC's *New Student Orientation* (NSO) was established winter 2011 to help first-time college students navigate the College's programs and services in an effort to increase student retention. NSO provides a three-hour session on College Knowledge, Academic Advising, Financial Aid, Student Life, and Technology. The College tracks student retention from first quarter to second quarter to determine the effectiveness of the NSO.
- 3.2.2 eLearning Completion Rates.** While eLearning provides access for many students, attrition and failure rates tend to be significantly higher than for those students enrolled in traditional, face-to-face courses. The College is committed to provide eLearning students support and services necessary to ensure course completion rates are equal to those of face-to-face students.
- 3.3.1 Student Engagement.** As a nationally known survey on student engagement, CCSSE provides valuable data that allows the College to measure the extent to which students are engaged in educationally meaningful activities that are linked to student success. SCC uses CCSSE's benchmarks "Active & Collaborative Learning," "Academic Challenge," "Student Faculty Interaction," and "Support For Learners," to evaluate the College's performance against comparison groups and national norms.
- 3.3.2 Student Satisfaction.** CCSSE provides data on students' perception of their overall educational experience at SCC. Though students' satisfaction with programs and services is not a direct measure of core theme achievement, it is important for the College to consider when working towards continuous improvement.

- 3.4.1 Student Achievement Points/Student for Transfer Student Cohorts.** The Washington State's *Student Achievement Initiative* (SAI) tracks students' achievement of important educational milestones or benchmarks from developmental coursework through degree/certificate completion. SCC has adopted the SAI framework to track students' progression through their first year of enrollment, such as completion of college-level math, earning their first 15, 30 and 45 college-level credits to identify barriers for transfer students. SAI provides important measures as they are tied to state funding and allow the College to make statewide comparisons.
- 3.4.2 Student Achievement Points/Student for Workforce Student Cohorts.** SCC has adopted the SAI framework to track students' progression through their first year of enrollment, such as completion of college-level math, earning their first 15, 30 and 45 college-level credits to identify areas of barriers for workforce students.
- 3.4.3 Student Achievement Points/Student for Special Student Populations.** SCC has adopted the SAI framework to track students' progression through their first year of enrollment, such as completion of college-level math, earning their first 15, 30 and 45 college-level credits to identify areas of barriers for special student populations (economically disadvantaged, first-generation, and students of color).
- 3.4.4 Retention Rates.** Retention rates allow the College to assess its ability to retain students and support their progress through the first year. First-year retention is critical to overall student success and goal achievement. Using the SAI data allows the College to benchmark and make comparisons from year to year.
- 3.4.5 Completion Rates.** Completion rates measure student success and goal achievement. Using the SAI data allows the College to benchmark and make comparisons from year to year. SAI provides important measures as they are tied to state funding and allow the College to make statewide comparisons.

Core Theme Four: Community Responsiveness

SCC strives to provide its students and community opportunities for learning beyond the classroom and resources that contribute to educational, professional, and personal growth. The College accomplishes this through regional partnerships with industry, other educational entities, and providing venues for social, cultural and intellectual enrichment.

Description: Spokane Community College is responsive to the educational needs of our diverse community, contributing to its economic success.				
Objective	Indicators of Achievement	Importance Rating	2010-11 Baseline	2012-13 Target
4.1 SCC provides access for diverse populations.	4.1.1 College participation rates meet or exceed service area population rates for adults aged 18 to 44 with less than a college education.	Very Important	75%	55%*
	4.1.2 College enrollment reflects service area demographics.	Very Important	20%	11%
4.2 SCC's Workforce Education program mix responds to student and regional economic needs.	4.2.1 Percent of programs are considered to be "in demand" or are within industry clusters prioritized by regional economic development organizations.	Critical	N/A	90%
	4.2.2 Percent of advisory committee members surveyed agree that SCC Workforce Education programs meet the needs of the community.	Very Important	N/A	75%
	4.2.3 Percent of programs making curriculum changes based on advisory committee recommendations.	Very Important	N/A	100%
4.3 SCC provides opportunities for students and the community to engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities.	4.3.1 Attendance at the Hagan Center events meet or exceed expected attendance.	Important	N/A	100%
	4.3.2 Attendance of community members at the President's Speakers Series meet or exceed expected attendance.	Important	N/A	100%

* Based on 2010 Census data for Spokane County.

Rationale – Why the Indicators are Assessable and Meaningful Measures

4.1.1 College Participation Rates Participation rates provide the College with information on the proportion of the adult population aged 18 to 44 with less than a college education in the service area who enroll at SCC as one indicator of the level of access provide by the College.

- 4.1.2 Enrollment Reflecting Service Area.** SCC strives to provide an inclusive learning environment, so it is important that the College's student body reflect the demographic diversity of its community and service area.
- 4.2.1 Programs in Demand.** SCC is committed to providing greater Eastern Washington with a skilled workforce. Therefore, it is imperative that the College collaborates with the region's Workforce Development Council to evaluate the extent to which SCC's program offerings are responsive to the region's workforce needs.
- 4.2.2 Advisory Committees.** As the largest workforce training provider in the region, it is essential for the College to survey advisory committee members who are employers in the community to determine the extent to which the College's workforce programs are meeting their needs for skilled employees.
- 4.2.3 Curricular Changes.** Advisory committees play a critical role by providing feedback to the College and program faculty regarding current and emerging industry trends. Evaluating the extent to which the College is able to respond to emerging trends and needs of employers is important.
- 4.3.1 Hagan Center.** The Hagan Center was created as place where students and community members can gather to explore various perspectives and ideas within the humanities outside the traditional classroom. It schedules about a dozen events per academic year. Attendance at Hagan Center events reflects the College's contribution to the community.
- 4.3.2 President's Speakers Series.** The President's Speakers Series was created to bring nationally regarded scholars and social commentators to Spokane to share their ideas and insights on national and international topics and issues impacting daily lives. Attendance at President's Speakers Series events reflects the College's contribution to the community.

Resources and Capacity



2

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence

Although SCC falls under the governance structure of CCS District 17 and the SBCTC system, the College operates as an independent institution of higher education. SCC is held accountable and responsible for its operation to the district chancellor, CCS Board of Trustees, and legislators. The College is also responsible for meeting the Commission's standards and eligibility requirements.

Eligibility Requirement 5: Non-Discrimination

SCC is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation or age in its programs, activities or employment. The College strives to create an organizational environment where equal opportunity and equal protection are afforded to all. Institutional compliance with equal opportunities and non-discrimination is assigned to the district chief administrative officer.

Eligibility Requirement 6: Institutional Integrity

SCC adheres to high ethical standards in all of its operations and relationships with students, faculty, staff and the public. The College's policies and procedures are published on the CCS website and employees are provided regular training on compliance responsibilities.

Eligibility Requirement 7: Governing Board

The five-member board of trustees of the Community Colleges of Spokane is responsible for the quality and integrity of the district and SCC. Each member is appointed by the Governor and approved by the Washington State Senate for a term of five years. No voting board member has a contractual relationship or financial interest in the district or its institutions.

Eligibility Requirement 8: Chief Executive Officer

The district chancellor, appointed by the CCS Board, is the chief executive officer for the district, which delegates authority and operational responsibility to the College president. In July 2013, the chancellor appointed Mr. Scott Morgan as the president of Spokane Community College. He has full-time responsibility to the College.

Prior to SCC, President Morgan served as the chief operating officer for the district for four years and chief executive officer for the IEL for five years. Previously, President Morgan worked at Clark College in Vancouver, Washington, as the vice president for administrative services; SBCTC as director of financial services; and as staff at the Washington State House of Representatives. He earned a Master's of Business Administration and a bachelor's degree in business administration, both from the University of Puget Sound in Tacoma, Washington.

Eligibility Requirement 9: Administration

The College employs sufficient number of qualified administrators who work collaboratively across institutional functions to achieve its mission, core themes, and goals. SCC is organized into two primary functional areas, instruction and student services, which are overseen by vice presidents who report directly to the president.

Eligibility Requirement 10: Faculty

SCC employs sufficient number of qualified faculty consistent with its mission and core themes. Faculty responsibilities and evaluation process are outlined in the Master Contract between the Community College of Spokane and the CCS Association for Higher Education (AHE).

Eligibility Requirement 11: Educational Programs

As a comprehensive community college, SCC offers a number of degrees and certificates of appropriate content and rigor consistent with its mission and core themes. These degrees and certificates culminate in achievement of clearly identified learning outcomes and include Associate of Arts (AA) transfer degree, Associate of Applied Science Transfer (AAS-T) degree for specific career/technical programs that transfer to designated baccalaureate institutions, and Associate of Science Transfer (AS-T) for state-approved science transfer degrees. Workforce students can choose from 93 Associate of Applied Science (AAS) terminal degrees, and more than 100 certificates. All degrees have been reviewed and recommended by the SCC Curriculum Committee and approved by the vice president of instruction.

Eligibility Requirement 12: General Education and Related Instruction

The College's workforce programs include both degree and certificate options. Applied degrees and certificates totaling 45 credits or more require related instruction in the areas of communication, computation, and human relations. SCC courses that satisfy the related instruction have been approved by the SCC Curriculum Committee and vice president of instruction. For transfer degree programs, general education requirements focus on areas of communication (written and oral), quantitative and symbolic reasoning, humanities, natural science, and social science. Qualified discipline faculty teaches the general education and related instruction courses.

Eligibility Requirement 13: Library and Information Resources

In keeping with its mission and core themes, SCC provides access to library and information resources with the appropriate level of currency, depth and breadth to meet the needs of its students. Information literacy instruction, which includes elements of the four student abilities, reaches most students regardless of program. Students enrolled in courses off-campus or through eLearning are able to access an extensive collection of online library and information resources. Since research is an important element in many courses across the curriculum, access to credible, professionally selected resources is critical for student success.

Eligibility Requirement 14: Physical and Technological Infrastructure

SCC provides the physical and technological infrastructures necessary to achieve its mission and core

themes. The majority of the College's instructional programs are offered on the main campus which consists of 20 buildings. SCC also offers programs and courses on two off-campus locations. The College's original buildings date back to the 1950s and 1970s. Two recent major projects include the construction of the Stannard Technical Education Building (2011) and the total renovation of the Jenkins Wellness Center (2011). A major addition and remodel of the student service building currently under construction will provide a one-stop location for student entry services and classrooms, computer labs and offices for the Adult Education program.

Eligibility Requirement 15: Academic Freedom

SCC fully supports an atmosphere in which intellectual freedom and independence exist. As such, SCC adheres to [WAC 132F-121-020](#) on Student Rights, Freedoms, and Responsibilities which protect SCC students and faculty from inappropriate internal and external influences, pressures, and harassment. Faculty and students are free to examine all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general, which is clearly outlined in Article 3 of the [Master Contract](#).

Eligibility Requirement 16: Admission

Consistent with its authority, mission, and core themes, SCC provides open admission to a diverse student population with a wide range of abilities and educational needs. The College's "open-door" admission policy established by the State of Washington (RCW 28B.50) is published on the [website](#) and in the [iCatalog](#).

Eligibility Requirement 17: Public Information

The College publishes its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar in the [iCatalog](#).

Eligibility Requirement 18: Financial Resources

SCC demonstrates financial stability with sufficient cash flow and reserves, as appropriate, to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Eligibility Requirement 19: Financial Accountability

SCC undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Eligibility Requirement 20: Disclosure

SCC agrees to disclose any and all information that the Commission may require to carry out its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with the Accreditation Commission

SCC accepts and complies with the eligibility requirements, standards, and policies set forth by the Commission. The College also agrees that the Commission may disclose the nature of any action, positive or negative, regarding the institution's status with the Commission.

Standard 2.A – Governance

SCC is governed at the state level by the Washington State Board of Community and Technical Colleges (SBCTC). The [SBCTC Policies and Procedures Manual](#) delineates the state board's duties and responsibilities. One of the most important tasks for the SBCTC is to allocate and distribute legislated funding to each college and district.

As part of CCS, the College is also governed by a district-wide board of trustees. The CCS Board delegates district-wide administrative authority to a chancellor. Decisions directly related to SCC and SFCC are the responsibility of two presidents respectively. As of July 1, 2013, the Institute of Extended Learning (IEL) merged with SCC. Prior to that, the IEL was under the direction of a chief executive officer who also reported directly to the CCS chancellor.

2.A.1 System of Governance

SCC, and its relationship with the CCS district, demonstrates an effective and widely understood system of governance with clearly defined authority, roles and responsibilities as evident in district (see Appendix E) and college (see Appendix F) organizational charts. SCC's decision-making structures and participatory governance processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

SCC utilizes the following standing councils and committees to guide the College:

Cabinet

The Cabinet is the administrative planning and advisory group to the president and meets twice per month. It provides administrative direction for the College regarding budget, programming, staffing, students support services, and facilities. The membership includes the president, vice presidents, deans, associate deans, student services directors, and director of planning and institutional research.

College Alliance

The [SCC College Alliance](#) is the planning advisory committee to the president. The committee's primary roles include coordinating and overseeing strategic planning, studying and making recommendations on college-wide issues, and providing a platform through which individuals and groups may bring ideas

forward for consideration with the expectation that solutions will be forthcoming. Membership of the College Alliance is comprised of eight, permanent members:

- a. One dean, to be elected by the Deans' Council
- b. One member each from the Council of Chairs, Classified Staff Council, and the Enrollment Management/Instructional Council, to be elected by respective council members
- c. Two at-large representatives, serving two-year appointments, appointed by the College president
- d. College director of planning and institutional research and CCS budget analyst

Council of Chairs

The [Council of Chairs](#), co-chaired by two department chairs, provides a forum for all instructional department chairs to address the common academic, administrative, and professional issues that face faculty in their departments. Through its various efforts, the council seeks to recommend, shape, and develop plans, practices, and policies that enhance the educational mission of SCC.

Curriculum Committee

The [SCC Curriculum Committee](#) is an advisory committee to the vice president of instruction. The primary roles of the committee include recommending curriculum policies; reviewing major course/program changes; developing and recommending associate degree requirements; exploring new trends in curriculum and delivery; recommending approval of college-specific curriculum packets; ensuring intra-district, SCC/SFCC (and previously the IEL) communication concerning curriculum issues; and providing a forum to resolve inter-college issues regarding the College curricula. Membership of the committee is comprised of 18, permanent voting members:

- a. Three faculty members from each division for three-year terms
- b. One health/physical education representative from CCS
- c. One library representative
- d. One counseling representative
- e. Two deans of instruction, rotated among the deans, for three-year terms

Ex-officio members are non-voting members and include the vice president of instruction, the CCS provost, and key representatives from areas such as registration, student services, financial aid, and the curriculum development office.

Facilities Council

The [SCC Facilities Council](#), chaired by the president, develops, reviews and evaluates plans for campus facilities, including review of the Master Plan and capital projects requests. The membership is comprised of 16 permanent members:

- a. Seven faculty members, nominated by the AHE
- b. Four administrative/professional exempt representatives

- c. Two classified staff representatives
- d. One student representative (plus alternate)
- e. College director of planning and institutional research and CCS budget analyst (standing members)
- f. CCS director of facilities and CCS facilities projects manager (standing members)
- g. Media services and computer support services representatives (standing members)

SCC administrators and staff also participate in the following standing district-wide councils:

District Education Council

The District Education Council is comprised of the provost, SCC vice president of instruction, SFCC vice president of learning, CCS district chief workforce development officer, and previously the IEL vice president of instruction. The council provides a forum to disseminate and discuss information on academic issues that are of common concern across the district. The council serves as an advisory body to the chancellor's cabinet.

District Student Services Council

The District Student Services Council is comprised of the CCS provost, SCC vice president of student services, SFCC vice president for student services, and previously the IEL vice president of student services. The council provides a forum to disseminate and discuss information on student support issues that are of common concern across the district. The council serves as an advisory body to the chancellor's cabinet.

District Workforce Development Council

The District Workforce Development Council (DWDC) is convened by the CCS district chief workforce development officer and in addition to the chief, is comprised of the district operations manager of CCS Workforce Continuing Education and staff from each district college. SCC staff include the vice president of instruction, dean of extended learning, dean of adult basic education, dean of technical education, dean of health and environmental sciences, dean of business, hospitality and information technology, and director of student development. The council serves as an advisory body to the chancellor's cabinet on workforce issues. Topics addressed by this group include various federal and state workforce programs and concomitant funding received from the State Board, (for example Perkins, Worker Retraining, WorkFirst, Basic Food and Employment Training, Opportunity Grant) as well as career and technical education programming and engagement with partners across the regional workforce system.

In addition, district-wide taskforces and workgroups are convened as needed by the CCS chancellor and include SCC faculty, staff, and administrators when appropriate. Recent examples include the IEL-SCC Transition and Integration Taskforce, CCS Strategic Planning Committee, and the Library Reorganization Taskforce.

2.A.2 Multi-unit Governance System

Community Colleges of Spokane (CCS) includes SCC and SFCC. Both colleges are independently accredited, degree-granting institutions. Prior to July 1, 2013, there was a third principal instructional unit, the IEL, which offered adult basic education and, under the authority of SFCC, credit courses at rural sites throughout the six county CCS service area. As of July 1, 2013, IEL merged with SCC as a result of reorganization to achieve fiscal stability and improve educational offerings to students.

In the CCS district, the division of authority and responsibility between the district and the institution is clearly delineated. District policies and regulations concerning SCC and its relationship within CCS are clearly defined and equitably administered as is reflected in the [CCS Board Policy Manual](#). Through the District Education Council, District Student Services Council, and District Workforce Development Council, the two instructional units discuss how best to collaborate and share resources and serve the district's service area in a way that most efficiently and effectively combines resources and the strengths of the two units to best meet regional needs and accomplish district strategic goals. A monthly CCS all-administrators meeting convened by the CCS chancellor and monthly CCS Cabinet meetings also foster collaboration throughout the CCS system.

2.A.3 Compliance with Commission's Standards

SCC monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates. The District Education Council (DEC), composed of the vice presidents of instruction/learning at SCC and SFCC, (and previously the IEL) along with the CCS provost and chief workforce officer, meet monthly and frequently discuss the CCS Strategic Plan alignment and policies regarding instruction as they may affect NWCCU accreditation. The District Student Services Council (DSSC) meets to discuss student services in similar fashion with regard to accreditation standards and CCS Strategic Plan alignment and progress.

SCC has two collective bargaining agreements: a local agreement with the CCS Association of Higher Education (AHE) representing faculty, and a statewide agreement with Washington Federation of State Employees (WFSE) representing classified staff.

CCS chief executive officers meet monthly with the AHE leadership to discuss issues such as legislative actions, budgets, and the impact these will have on operations as well as the challenges posed with regard to mission fulfillment and meeting accreditation standards. In addition, the SCC executive cabinet, composed of the president and vice-presidents, meets monthly with the College's AHE president and vice-president to discuss SCC issues related to legislative actions, budgets, campus issues, and compliance with NWCCU standards.

CCS chief executive officers also hold monthly Union-Management Communication Committee (UMCC) meetings with the WFSE. Topics of discussion include legislative action, budget concerns, and challenges facing classified staff in meeting accreditation standards.

2.A.4 Governing Board

The highest level of district governance is a five-member board of trustees, of whom none have a contractual, employment, or financial interest in CCS. CCS Board members are appointed by the governor for five-year terms. The [CCS Board](#) represents the public interest of the district's geographically diverse service region. Chair responsibilities rotate every other year, and members have staggered terms of service to provide continuity. CCS Board members are active in the statewide trustees' association, [Trustees Association of Community and Technical Colleges \(TACTC\)](#).

CCS Governing Board Members 2013-14

CCS Board Member	Current or Most Recent Position	Appointment
Bridget Piper	Former Vice President of Training and Leadership Development, Sterling Savings Bank	Appointed October 2010 Vice-Chair 2012 Chair 2013
Edwin Morgan	Former Superintendent of Schools, Malheur Educational Service District	Appointed October 2011 Vice-Chair 2013
Greg Bever	Former Publisher, Journal of Business	Appointed October 2007 Reappointed October 2012 Vice-Chair 2009, 2011 Chair 2010, 2012
Vacant		To be appointed by Governor Inslee
Carol Landa-McVicker	Former Human Resource Analyst, Spokane County	Appointed March 2000 Reappointed October 2003 Reappointed October 2005* Reappointed October 2008 Vice-Chair 2002, 2003, 2006 Chair 2004, 2005, 2007, 2011

*In 2005, the newly elected governor simultaneously withdrew and resubmitted appointments of trustees not yet confirmed by the Senate.

2.A.5 Board Unity

The CCS Board only acts as a committee of the whole in an open, public meeting on the third Tuesday of each month, and posts minutes of its proceedings on the [CCS website](#). No member or subcommittee of the CCS Board acts on behalf of the board except by formal delegation of authority by the CCS Board as a whole. Ex-officio or non-voting members of these forums include chief executive officers of CCS as well as faculty union representatives from AHE, classified union representatives from WFSE, and student representatives from each CCS institution.

2.A.6 Board Oversight

The CCS Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. The CCS Board is responsible for the district as a whole as well as each institution within the district. It ensures that each college in the district is adhering to its mission and that core themes are being achieved. Accordingly,

the CCS Board:

- Develops the mission of the district and approves the CCS District Strategic Plan under which strategic plans for each college are developed;
- Approves the mission and the core themes of the colleges;
- Exercises broad-based oversight to ensure compliance with CCS policies;
- Approves the CCS/institutional budgets and student fees;
- Reviews periodic fiscal reports;
- Approves academic degrees of student and substantive changes to existing programs; and
- Grants tenure.

2.A.7 – Board Delegation

The CCS Board selects and evaluates regularly the chancellor who is accountable for the operation of the CCS district. It delegates authority and responsibility to the chancellor, the presidents, and previously the IEL CEO, to implement and administer board-approved policies related to the operation of the CCS District and its component parts, the colleges, previously the IEL, and centralized management services. Additional delegation of authority is outlined in [Board Policy 1.40.01](#).

Since the CCS Board's appointment of Dr. Christine Johnson, Ph.D. as chancellor in July 2010, CCS has completed a district-wide strategic plan that identifies strategic priorities. These priorities have guided district reorganization that has led to greater efficiency and alignment of services provided to students among the two colleges and previously the IEL. Given the reduced funding from the State of Washington, the consolidations are providing some fiscal relief to SCC and the other CCS entities.

2.A.8 Board Performance Evaluation

The CCS Board annually evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner as indicated in [Board Policy 1.20.01](#). In October 2012, the CCS Board also participated in the statewide Governance Institute for Student Success (GISS) where part of the institute focused on board effectiveness and self-assessment.

Leadership and Management

2.A.9 - 2.A.11 Effective System of Qualified Leadership

SCC has an effective [system of leadership](#), staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing and managing the institution, and assessing its achievements and effectiveness.

Community Colleges of Spokane - District Leadership

As outlined in [Board Policy 1.50.02](#), central administration, under the direction of the chancellor, is responsible for ensuring compliance with laws, policies, and procedures that govern the state system

and for providing centralized services such as accounting, administrative information systems, information technology, benefits, human resources, payroll, purchasing, and telecommunications.

The CCS Chancellor, Dr. Christine Johnson, with her executive cabinet composed of Jan Gullickson, Ed.D. (SFCC President), Scott Morgan (SCC President and previously IEL CEO), along with district senior management of Greg Stevens (Chief Administrative Officer), Keith Foster (Chief Financial Officer), Nancy Szofran, Ph.D. (Provost), and Anne Tucker (Public Information Officer), meet twice a month to discuss district-wide issues.

The duties and responsibilities of each of the senior executive positions are outlined in their respective job descriptions. The primary duties of CCS [executive administrators](#) are to provide effective educational leadership and management. In addition, each college's president is responsible for regular reporting to the CCS Board about each college's accreditation status. Senior executive administrators are evaluated annually by the chancellor. Evaluation criteria include meeting institutional goals, exercising effective management skills and good judgment, meeting peer expectations, taking initiative, demonstrating creativity, and working collaboratively to fulfill the district strategic priorities. The chancellor is responsible for meeting with each member of senior executive administration individually to discuss their annual evaluations.

All members of the chancellor's executive cabinet attend the monthly board meetings. The chancellor prepares the board's agenda in collaboration with the board chair, but does not serve as the board's chair nor possess a vote on the board.

Spokane Community College – College Leadership

The SCC president reports to the CCS chancellor. Appointed in July 2013, President Morgan is an appropriately qualified chief executive officer with full-time responsibility for Spokane Community College. President Morgan joined the district in 2003 as chief operations officer (COO). As the district COO, Morgan successfully led a capital project planning and development initiative that resulted in nine buildings (\$136M), reorganized security operations to be more responsive to better serve students and staff, and led district-wide strategic planning activities. President Morgan was hired as the chief executive officer for the IEL in 2007. Under his leadership, the IEL expanded access and increased student achievement while experiencing significant state budget reductions.

SCC is organized into two primary functional areas: instruction and student services, each overseen by a vice president. The vice presidents, together with the president, work collaboratively across institutional functions to accomplish the College's core themes. The vice president of instruction oversees instructional programs, instructional support services such as tutoring, and entrepreneurial enterprises embedded within workforce programs such as the Bakery, Greenhouse, and the SCC Beauty Salon. The vice president of student services oversees admissions and enrollment, financial aid, student placement, counseling, student support services, and student development programs. Twelve deans and directors report to the vice presidents. All reporting relationships are evident in the College's [organizational](#)

[charts.](#)

The director of planning and institutional research also reports directly to the president. The director, together with the executive staff, provides leadership for the College's strategic planning and institutional effectiveness processes. The office is also responsible for generating and analyzing data that support the College's continuous improvement efforts.

All administrative staff who directly report to the president are systematically evaluated regarding annual goals and are given a formal evaluation for administrative employees once every two years. The process involves a comprehensive evaluation survey of the evaluated administrator's peers and a cross section of the subordinates supervised by the administrator. The same process is done for administrators directly supervised by the vice presidents.

Policies and Procedures

Academics

2.A.12 Academic Policies

All academic policies are clearly outlined in the [CCS Board Policy Manual](#) and are available online. Administrative procedures related to academic policies are outlined in [Chapter Four](#) of the Administrative Procedure Manual, also available online. All academic policies and administrative procedures are reviewed (and revised if needed) every five years. In the two manuals, the following academic policies and procedures can be found:

INSTRUCTIONAL POLICIES	RELATED ADMINISTRATIVE PROCEDURES
4.10.01 Degrees and Certificates	A. Degrees and Certificates
	B. Graduation
4.10.06 High School Diploma	A. Adult Education and Transitional Studies
4.20.01 Transfer/Concurrent Enrollment	A. Enrollment
4.30.01 Student Success	
4.40.01 Grading Policy	A. Grades
4.40.02 Academic Standards	A. Academic Standards
4.60.01 Continuing Education	A. Continuing Education
4.70.01 International Programs	A. International Programs
	B. Study Abroad Program

The [CCS iCatalog](#) is the primary method for communicating academic policies and procedures to students.

Policies related to teaching, service, scholarship, and artistic creation are clearly outlined in [Chapter Seven](#) of the CCS Board Policy Manual and in Appendix A of the [Master Contract](#). These policies are communicated to new and adjunct faculty in a variety of ways. New full-time faculty are required to

attend a new faculty orientation. New adjunct faculty receive a welcome letter attached to their contracts that includes information on where to locate appropriate policies and procedures. Policies and guidelines regarding curriculum development are available to faculty on the [curriculum development website](#) on the College's intranet.

Training on additional policies and procedures such as ethics, sexual harassment, and Family Education Rights and Privacy Act (FERPA) are offered by the CCS human resources office as part of the CCS hiring process.

Credit Hour Policy

SCC is in compliance with federal regulations regarding definition and assignment of credit hours as outlined in [Board Policy 4.40.03](#).

2.A.13 Library Policies

The SCC Library documents, publishes, and enforces policies and procedures related to the access and use of library and information resources, regardless of format, location, and delivery method. These include policies on circulation, computer use, classroom use, and privacy of library records and are available on the [library's website](#).

2.A.14 Transfer-of-Credit Policy

SCC adheres to a [statewide policy](#) on transfer among Washington public colleges and universities adopted by the Higher Education Coordinating Board in 1986. The College also adheres to SBCTC's [CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas](#) designed to assist students transferring within the Washington State community and technical college system who are pursuing Associate DTA (Direct Transfer Agreement) or Associate in Science (AS-T) degrees. International students wishing to use credit earned outside the United States may request an evaluation of their transcripts using the agency of their choice selected from a list of approved companies.

The CCS provost office maintains an inventory of established articulation agreements between SCC and individual receiving institutions. Information on transfer agreements is communicated through the [iCatalog](#), [CCS website](#), and through academic counselors and advisors.

Students

2.A.15 Communication of Student's Rights and Responsibilities

All policies related to student's rights and responsibilities are clearly outlined in the [CCS Board Policy Manual](#), available online. Administrative procedures related to student services policies are outlined in [Chapter Three](#) of the Administrative Procedure Manual, also available online. All student services policies and administrative procedures are reviewed (and revised if needed) every five years. In the two manuals, the following student services policies and procedures can be found:

STUDENT SERVICES POLICIES	RELATED ADMINISTRATIVE PROCEDURES
3.10.01 Admissions Policy	3.10.01 A. Admissions
3.20.01 Accommodations for Students with Disabilities	3.20.01 A. Accommodations for Students with Disabilities
3.30.01 Non-discrimination/Anti-harassment	3.30.01 A. Non-discrimination/Anti-harassment
3.40.01 Student Rights and Responsibilities	3.40.01 A. Release of Student Financial Records 3.40.01 B. Student Records 3.40.01 C. Student Rights and Responsibilities 3.40.01 D. Student Concerns 3.40.01 E. Transcripts 3.40.01 F. Security Reports

The annual *SCC Student Handbook and Planner* is made available to students throughout the academic year during the first week of each quarter in the Lair Student Center. The planners are also distributed to students during New Student Orientation winter and spring quarter. Additional copies are available in the deans' offices. The handbook outlines board policies and directs students to the College's website to access [Student-Right-to-Know](#) information as well as procedures for addressing [student concerns](#). Policies for student conduct and satisfactory academic progress are published in the [iCatalog](#) and [online](#). The director of student development is responsible for administering the student conduct process and informing students of their due process rights, including the right to appeal a disciplinary decision. [Harassment and discrimination](#) is a violation of the purpose of the College and is not tolerated. College faculty and staff follow all policies noted above when addressing student concerns.

SCC provides general information regarding Disability Support Services (DSS) on its web page <http://www.scc.spokane.edu/dss>. The DSS website provides information about the nature and scope of services as well as contact information for students who wish to request accommodations. Individuals who contact DSS are provided materials including the confidentiality and grievance policies. Students are also informed of their rights to file a complaint with the Washington Human Rights Commission and/or the Office of Civil Rights.

2.A.16 Student Admission and Placement

SCC adheres to the "open-door" [admission policy](#). As such, the College accepts all applicants over the age of 16 with a General Education Diploma (GED) or high school diploma. New students can begin at the College during any quarter, but some workforce programs may only offer admission during specific quarters. Admission requirements for [international students](#) may be found on the SCC website. In addition, the College (previously the IEL) has a continuous enrollment admittance process for students pursuing Adult Basic Education and English as a Second Language.

Admission to most programs is on a "first-come, first-served" basis as long as the students achieve required assessment and placement scores as well as any required pre-requisites. Several of the

College's health care workforce programs have a competitive admissions process which is outlined on each program's website and in the admissions office.

Students seeking a degree or certificate must complete math and English placement exams or submit official college transcript(s) showing successful completion of prerequisite math and English courses prior to enrolling. Minimum test scores required for admittance to the College can be found on the [SCC website](#).

2.A.17 Co-Curricular Activities

Under Washington State law, the CCS Board is charged with the ultimate authority and responsibility for all programs and activities at SCC. The programs and responsibilities offered by the associated students have been delegated by the CCS Board to the Associated Student Government (ASG) to administer under the direction of the College administration.

The ASG recognizes its responsibility to administer its programs and funds in compliance with the rules and regulations prescribed by the College and the laws of the State of Washington. All student organizations and club advisors are expected to comply with college, district, and state rules and regulations. The [ASG Constitution](#) is available on the SCC website.

Human Resources

2.A.18 Policies and Procedures

CCS maintains and publishes district-wide human resources policies and procedures on the [district's website](#). All human resources policies and procedures are reviewed regularly, once every five years, to ensure they are consistent, fair, and equitably applied to all employees and students.

2.A.19 Employee Rights and Conditions

All SCC employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination in accordance with CCS Board policy and administrative procedures.

Prior to employment, all employees are apprised of their conditions of employment, assignment and compensation via an "Employment Notice" or annual contract (faculty and exempt/administrators) or quarterly contract (adjunct). During the first month of employment, full-time employees attend an in-person orientation covering security, parking, commute trip reduction, benefits, payroll, personnel files, leave, employee assistance, wellness, right to know, training, mandatory reporter requirements, right to a harassment free workplace and complaint process, and state ethics standards. During the first year of employment, all full-time employees participate in an orientation process and receive monthly online training session on the following topics:

- Employee Orientation Process Overview

- About Community Colleges of Spokane
- Acceptable Use of Technology and E-mail
- Exclusive Representation/Unions
- Training Program
- Drug Free Workplace Act and Policies
- Employee Assistance Program
- State Ethics Law and You
- Preventing Harassment/Discrimination
- Performance Evaluation
- Safety Rules and Practices
- Compensation and Salary Movement
- Management Responsibilities (for managers/supervisors only).

In addition, covered employees receive a link to the web posting for their respective collective bargaining agreement within first month of employment, outlining wages, hours and working conditions.

2.A.20 Security and Confidentiality of Human Resource Records

CCS and SCC make every effort to ensure the security and confidentiality of employee records. CCS Board [policy](#) and [administrative procedures](#) ensure compliance with [WAC 357-22](#) and relevant state and federal laws and statutes regarding records retention and confidentiality. All official personnel files are maintained in locked files by the district human resource office (HR). Access to personnel files is restricted to HR employees, direct supervisors, and employees who have a bone fide employment need for specific information. HR employees sign a confidentiality agreement, and it is a continuous point of emphasis, training, and reminder. Requests for employee information or personnel records are governed by CCS administrative procedure on [Public Records Requests](#).

Institutional Integrity

2.A.21 Institutional Representation

SCC represents itself clearly, accurately, and consistently through its announcements, statements and publications. It communicates its academic intentions, programs, and services to students and the public and demonstrates that its academic programs can be completed in a timely fashion. The district regularly reviews college publications to assure integrity in all representations about its mission, core themes, programs and services.

In 2011-12, CCS began the first phase of moving toward an integrated district-wide web presence, creating a consistent look and feel for the district's different web sites. SCC receives comprehensive communications services from the district marketing and public relations department to ensure consistency and accuracy. SCC news releases and media inquiries are managed by the district, and the CCS public information officer and communications manager advise college subject matter experts

regarding specific inquiries, interviews, and promotional opportunities. The CCS public information officer, a member of the SCC administrative team, works closely with college leadership to assess communications needs and provide appropriate support.

Since the district's development and implementation of a dynamic online catalog ([iCatalog](#)) in 2012, students have access to timely and accurate college and program information at all times. The iCatalog content is managed by the CCS instructional support services and supported by CCS information technology's information systems and development services. The iCatalog interacts with the [iSchedule](#), and vice versa, to assist students, faculty advisors and counselors in schedule planning.

The CCS Catalog Committee began meeting Spring 2013 to develop the 2014-2016 district catalog. To ensure accuracy and integrity, the committee includes several employees from each college and the district. SCC employees on the committee include the director of admissions and registration, vice president of student services, credentials evaluator, faculty counselor, financial aid director, and the curriculum coordinator. The committee's timeline for catalog development includes communication with all SCC deans and department chairs as well as a final review by the vice presidents of instruction and student services.

2.A.22 Ethical Standards

SCC advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, disclosing all appropriate information for its evaluation, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. Complaints and grievances are addressed in a fair and timely manner as is evidenced in board policy and procedures.

- Board Policy 2.10.06: [General Ethics for Employees and Officers](#)
- Administrative Procedure 2.10.06-A: [General Ethics for Employees and Officers](#)
- Administrative Procedure 2.10.06-B: [Complaint of Improper Governmental Action and Non-Retaliation](#)
- Board Policy 2.30.01: [Equal Employment, Non-discrimination and Anti-Harassment](#)
- Administrative Procedure 2.30.01-A: [Prevention of Harassment and Discrimination within CCS](#)
- Administrative Procedure 2.30.01-B: [Reasonable Accommodation and Return to Work](#)
- Chancellor's [Directive Regarding Mutual Dignity and Respect](#)
- Master Contract with AHE Article 21 – Grievances procedure for faculty
- Master Contract with WFSE Article 30 – Grievances procedure for classified staff

Institutional compliance with ethics policies and procedures is assigned to the CCS chief financial officer. Compliance with Equal Employment Opportunity/harassment/Americans with Disabilities Act and directive is assigned to the CCS chief administrative officer.

2.A.23 Conflict of Interest

SCC adheres to a clearly defined district policy and administrative procedures that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. In addition, as a state supported institution, the College is also governed by the Washington State Ethics in Public Service Act ([42.52 RCW](#)).

- Board Policy 2.10.06: [General Ethics for Employees and Officers](#)
- Administrative Procedure 2.10.06-A: [General Ethics for Employees and Officers](#)
- Administrative Procedure 2.10.06-B: [Complaint of Improper Governmental Action and Non-Retaliation](#)

For salary advancement, employees are required to attend training that includes information on what constitute a conflict of interest. All training is verified through the district's *Online Training and History Report System* which produces a record of completion.

- [Faculty Online Training](#)
- [Adjunct Online Training](#)
- [Exempt/Administrator/Classified](#)

2.A.24 Intellectual Property

SCC maintains clearly defined CCS Board policies and administrative procedures with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

- Board Policy 7.50.10: [Copyright Definitions](#)
- Board Policy 7.50.11: [Copyright Purpose](#)
- Board Policy 7.20.12: [Copyright Works Created Without District Assistance, Support or Sponsorship](#)
- Board Policy 7.50.13: [Copyright Works Created with District Assistance, Support or Sponsorship](#)
- Board Policy 7.50.14: [Copyright Separate Contractual Agreements](#)
- Board Policy 7.20.20: [Use of Copyrighted Materials](#)
- Administrative Procedure 7.50.20-A: [Use of Copyrighted Materials](#)
- Board Policy 7.60.10: [Patent Ownership](#)
- Board Policy 7.60.11: [Patent Assignment of Patent Rights](#)
- Board Policy 7.60.12: [Patent Use of Employee Patented Products](#)
- Board Policy 7.60.13: [Patent Contracted Inventions](#)
- Copyright and Patent is also included in the [Master Contract](#) with faculty union
- Copyright and Patent are also [training subjects for faculty](#) (subject area 20.5.A.4)

2.A.25 Representation of Accreditation Status

SCC makes sure all information regarding accreditation is accurately representing the College's current accreditation status on its [website](#) and in the [iCatalog](#).

2.A.26 Contractual Agreements

Institutional integrity and the integrity of contracts, policies and procedures for SCC are carefully monitored by the public information office, purchasing manager, human resources office, and by the CCS grants and contract manager.

The Washington State Legislature has established comprehensive regulations that govern the procurement of goods and services by all state agencies and institutions in the Revised Code of Washington (RCW) Chapter 43.19 and granted further delegated authority to be exercised by institutions of higher education in [RCW 28B.10.029](#).

The CCS Board has delegated the authority on matters pertaining to the general business and financial affairs and management to the chancellor as outlined in [Board Policy 2.10.01](#) and board resolution number 02-50 and 10-34.

The chancellor has vested contracting authority in specific administrative officers by CCS [Administrative Procedure 1.40.01-A](#) which identifies parties and levels of contracting authority. Internal authorization levels for various academic administrators are defined within this document. The CCS grants and contracts manager, in consultation with the Washington State Attorney General's Office, reviews and approves all non-procurement contracts before execution. For procurement, the CCS purchasing manager is solely authorized to execute contracts and make binding procurement commitments on its behalf.

Non-procurement internal contracting procedures have been established and communicated to all employees through the adoption of internal controls in [Administrative Procedure 1.50.02-E](#). Internal procurement procedures have been established and communicated to all employees through the adoption of internal controls in [Administrative Procedure 5.30.05-F](#).

CCS purchasing, grants, and contracts managers utilize contract templates and documents drafted by the Attorney General's Office to protect the integrity of the institution and adhere to its mission and goals. The procurement policies, procedures, transactions, and documentation are under regularly scheduled review by the Washington State Auditor's Office.

- [RCW 43.19](#)
- [RCW 28B.10](#)
- [WAC 132Q-01-006](#)
- Administrative Procedure 2.10.01-A: [Appointing Authority](#)
- Administrative Procedure 1.40.01-A: [Delegation of Authority](#)

- Administrative Procedure 1.50.02E: [Contracts](#)
- Administrative Procedure 5.30.05F: [Purchased Goods](#)

Academic Freedom

2.A.27 Policies Related to Academic Freedom

SCC adheres to [WAC 132F-121-020](#) on Student Rights, Freedoms, and Responsibilities which protect SCC students and faculty from inappropriate internal and external influences, pressures, and harassment.

The [Master Contract](#) (which is approved by both the CCS Board and the AHE) addresses academic freedom in Article 3, Section 1 which clearly states “[all) academic employees shall, within statutory limits, be granted academic freedom, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning subject to accepted standards of professional responsibility.”

2.A.28 Intellectual Freedom and Scholarship

Consistent with its mission and core themes, SCC seeks to provide an atmosphere of open inquiry and freedom of expression for all its constituents. As such, SCC complies all state and federal policies that are designed to promote the free flow of information in a democracy and the right of citizens to gather information and develop new perspectives.

- Board Policy 2.30.01: [Equal Employment, Non-discrimination and Anti-Harassment](#)
- Administrative Procedure 2.30.01-A: [Prevention of Harassment and Discrimination within CCS](#)

2.A.29 Academic Freedom and Faculty

In addition, to academic freedom, the [Master Contract](#) (which is approved by both the CCS Board and the faculty union) outlines different categories of intellectual property, including sole ownership by the employee, sole ownership by the College, and joint ownership in which the College and the employee share rights to use and reproduce works and materials developed by an employee.

Finance

2.A.30 Financial Oversight and Management

The CCS Board, authorized by [WAC 132Q-01-006](#), possesses oversight and management of financial resources, including final approval of the CCS budgets, as specified through the [RCW 28B.50.140](#). The CCS Board has delegated the authority on matters pertaining to the general business and financial affairs and management to the chancellor as outlined in [Board Policy 2.10.01](#). All policies and procedures related to [financial management](#) are clearly outlined in Chapter Five of CCS Board’s Policies and Procedures Manual.

Standard 2.B - Human Resources

2.B.1 Sufficient and Qualified Personnel

SCC adheres to well-established district-level policies and procedures for recruitment, selection, and evaluation of college personnel, which are clearly and publicly stated. All job descriptions accurately reflect duties, responsibilities, and authority of the position and are stored at the district human resources office.

CCS management determines appropriate staffing levels to maintain the mission and operation of the district. As such, management will determine when a position will be filled, the type of appointment to be used, and the skills and abilities necessary to perform the duties of the specific position.

All supervisors are required to submit a position request for any CCS vacancy to justify the need and cost associated with filling the position and conversely, the potential impact of leaving the position vacant. The position request is reviewed and approved by the supervisory chain of command up to and including the human resources office, budget office, president, and chancellor.

CCS [Administrative Procedure 2.10.04 - A](#) requires that all members of the public be provided with equal opportunity to apply and be considered for CCS employment. All permanently funded vacancies not filled from established eligibility lists shall be generally announced and active solicitation shall be undertaken.

- When conducting an external recruitment, an announcement of the recruitment will be posted within the labor market considered the most appropriate for the vacancy.
- Executive, administrative, and tenure track faculty vacancies are recruited nationally.
- The Classified Collective Bargaining Agreement requires classified positions be posted for a minimum of ten (10) working days, taking into consideration employee accessibility to electronic and hard copy notifications as well as geographical issues.
- All CCS vacancies are posted and maintained on the district's [Job Opportunities](#) web page with clearly stated instructions regarding how to submit an application for consideration using the NEOGOV application system as well as the interview selection and screening process.
- For all CCS recruitment announcements posted on the district's [Job Opportunities](#) web page, a description of the position is included listing the specific duties and responsibilities, the required competencies/qualifications, and the conditions of employment.
- Collective Bargaining Agreements for classified employees (Article 3) and faculty (Article 17) contain procedures for screening and selection of personnel.

CCS [Administrative Procedure 2.00.01 – A](#) requires all CCS positions to be part of a classification plan established and/or maintained by the chief administration officer. The classification plan provides for the grouping of positions by job description and is the basis for other procedures and rules related to

recruitment/selection, compensation, training, promotion, demotion, reduction in force, reemployment, and related issues.

- All CCS positions are identified by a position description based upon an analysis of the duties and responsibilities performed.
- The immediate supervisor of a position is responsible to ensure an accurate position description is established and maintained for each position under his/her supervision.
- Each position description lists the specific duties and responsibilities performed, the competencies, licenses and certifications required, decision making authority, and working conditions for the position.
- The chief administration officer is responsible for maintaining, periodically reviewing and analyzing (when requested) the position description for each district position, and for providing tools and training to supervisors to ensure position descriptions are consistent and accurate throughout the district.

2.B.2 Employee Evaluations

Performance evaluations are required for administrative, exempt and classified staff as outlined in CCS [Administrative Procedure 2.00.01 – H](#). Formal employee performance evaluations are required every two years. The formal evaluation includes an opportunity for the review of the employee's position description and discussion regarding professional development. Annually, goals from the prior year are reviewed and new goals are set for the upcoming year. For faculty evaluation processes, see 2.B.6.

2.B.3 Professional Growth and Development

The College provides faculty and staff opportunities and support for professional growth and development. Faculty at SCC can request funds up to \$350 per faculty member per year for professional development through the Faculty Professional Development Fund, which is overseen by the vice president of instruction. During the 2012-13 academic year, the acting vice president of instruction asked the council of chairs to make recommendations on how to make funds more accessible.

The acting vice-president of instruction is implementing the council's recommendations beginning Summer 2013. These recommendations included expanding allowable funds for use of technology, simplifying the application form, and increasing the award amount to \$1000 over two years. The acting vice president of instruction will also give quarterly updates on fund status to faculty and deans.

Workforce program faculty who are required to stay current with industry standards can also request additional funds through the dean's office. The primary source of these funds is the federal Perkins Vocational Act and the state's Worker Retraining Program.

Faculty can also request sabbaticals through the SCC Sabbatical Leave Committee. The committee meets every year to determine the number of sabbaticals and number of quarters available depending on budget and sabbatical leave proposals received. The committee had adopted criteria for proposals

that require approval by the SCC president. Even in the most severe budgetary times, sabbaticals have been granted.

The CCS human resources office provides training opportunities for staff and administrators district-wide. Some of these opportunities are for all employees, some specifically for classified staff, some for supervisors/administrators, and some for faculty members. A number of these are required, and many are optional. Examples of training programs that are open to all SCC faculty, staff, and administrators are the Leadership Development Program and the Intercultural Leadership Program.

As part of the Washington State community and technical college system, SCC employees participate in [state supported](#) commissions organized around functional areas. For example, all directors of financial aid, registrars, workforce deans, student development directors, multi-cultural directors, and all instruction and student services vice presidents respectively meet quarterly to discuss important issues facing their areas, share best practices, and participate in professional development and training.

2.B.4 Sufficient and Qualified Faculty

Qualified faculty is essential to the mission of SCC and its students. Consistent with the College's core themes and programs, SCC ensures that faculty members, in sufficient numbers, are appropriately qualified in their assigned fields and have the proper resources to deliver quality instruction and assure the integrity and continuity of the academic programs in whatever manner and wherever delivered.

Despite severe budget cuts in the last four years, SCC's has been able to maintain its high ratio of full-time faculty. In Fall 2012, 58% of the College's teaching faculty were full-time compared to 44% of the teaching faculty in comprehensive community colleges in the Washington State system.

The [Master Contract](#) clearly outlines faculty qualifications in Article 20, Section 1. In addition, Article 3, Section 13 outlines professional licensure and certification required of faculty teaching workforce programs. SCC faculty teaching college-level transfer courses have a Master's degree or higher, in accordance with [WAC 131-16-091](#). Faculty teaching workforce courses have the necessary education, training and experience required for their particular areas of specialization.

Qualifications of SCC Faculty

	Doctoral Degree	Master's Degree	Bachelor's Degree	Less than Bachelor's Degree
Full-time Faculty	8%	52%	16%	25%
Adjunct Faculty	6%	56%	16%	22%

In response to faculty concerns regarding the process and timeline for new or replacement tenure-track faculty hiring, the new SCC administration collaborated with the Council of Chairs to develop and implement an improved process for requesting tenure-track faculty positions. Changes made to the process included increased transparency throughout the process, simplified request process, clear

timelines, and decision notifications. The new steps of the process are outlined in the table below.

Process	Timeline
Hiring request form finalized and distributed to deans and department chairs	January 11
VPI's notified of intent to request (position, program/discipline, and dean)	January 18
Institutional Research provided data to departments	January 25
Requests submitted to VPI's office and appropriate dean	February 7
Instructional administrators discussed position requests/made recommendations	February 11
SCC Executive Cabinet discussed recommendations and made decisions	February 12
Deans and department chairs were notified of hiring decisions	February 13
Hiring process began	February 14

The president and acting vice president of instruction informed each department of their decisions. Feedback from faculty on the changes has been positive. For 2014-15 hiring decisions, the College will improve the data used to analyze needs, plan, and hire new faculty. The College will also begin this new process earlier, fall quarter which will allow the hiring process to begin in January, on-cycle with national hiring timelines.

2.B.5 Faculty Responsibilities and Workloads

SCC faculty have responsibilities and workloads commensurate with the College's mission, core themes, programs, services, and characteristics. While the primary responsibility is teaching, additional responsibilities are clearly outlined in Article 3 of the [Master Contract](#). All full-time faculty are expected to participate in curriculum development, department/division meetings and activities such as in-service training. Faculty are also expected to serve on district and/or college committees and taskforces. Librarians and counseling faculty have responsibilities specific to their work.

Article 3 of the [Master Contract](#) specifies the number of student contact hours for faculty based on the program/course type they are assigned to teach.

2.B.6 Faculty Evaluations

All faculty, including librarians and counselors, are evaluated in a systematic, substantive, and collegial manner at least once within every five-year period of service. The [Master Contract](#) details the process for each group of faculty. Depending on faculty status, the tenure evaluation process differs as follows:

- Full-time tenure-track faculty

New full-time tenure-track faculty follow a nine quarter evaluation process led by a five-member [tenure review committee](#). This committee, composed of three faculty, one student, and an administrator, is responsible for assisting, evaluating, and mentoring the faculty probationer. At a minimum, the committee and probationer meet quarterly to discuss and review results from committee classroom observations and results from student evaluations. In each of the first seven quarters of the process, the committee members vote whether or not to continue the

tenure process and forward their recommendation to the vice president of instruction, president, and CCS chancellor. In the eighth quarter, the committee's evaluation report and recommendation for tenure are forwarded to the CCS Board for their review. Final decision on tenure is made by the CCS Board in the ninth quarter.

- Post-tenure full-time faculty

Once full-time faculty are granted tenure, they are evaluated by appropriate administrator(s) every five years. The post-tenure evaluation process includes a faculty self-evaluation, professional development update, a peer evaluation, review of student evaluations, and a classroom observation by the administrator. If any issues or concerns are identified, they are discussed with the faculty member and addressed through appropriate processes outlined in the [Master Contract](#).

- Annualized faculty (full-time, non-tenure-track)

Annualized faculty are evaluated during the first two quarters of employment. The evaluation process includes a peer observation, classroom observation by appropriate administrator, and a student evaluation. After the first two quarters, the process consists of at least one student evaluation per academic year. Additional student evaluations and/or evaluation formats may also be used at the dean's discretion.

- Associate faculty (long-standing adjunct faculty)

Long-standing adjunct faculty are evaluated during their first year of employment and every five years thereafter. The evaluation process includes student evaluations, dean and/or peer evaluation, formal evaluation, and an evaluation meeting. In addition, at least one student class evaluation is conducted every year. If any issues or concerns are identified, they are discussed with the department chair and dean.

- Adjunct faculty (part-time)

Adjunct faculty are evaluated during their first two quarters of employment. The evaluation process includes an observation, either by dean or peer faculty, and a student evaluation. Thereafter, at least one student class evaluation is conducted every year. Additional student evaluations and/or evaluation formats may also be used at the dean's discretion. Discussion of any performance issues and/or future adjunct scheduling occurs between the department chair and dean.

Furthermore, Article 11 in the [Master Contract](#) also outlines a remediation process to address performance concerns if any that might occur outside of the formal faculty evaluation process.

Standard 2.C - Education Resources

Educational programs at SCC are organized into five instructional divisions: Arts and Sciences; Business,

Hospitality and Information Technology; Health and Environmental Sciences; Health, Physical Education, Recreation, and Athletics; and Technical Education. After the July 2013 merger, these IEL divisions will join the SCC instructional organization which are Adult Education; Corrections Education; and Extended Learning.

Division of Arts and Sciences (A&S)

The five (5) departments in Arts and Sciences are Communication Studies, English/Foreign Language, Mathematics, Science, and Social Science/Humanities. All departments work collaboratively with other areas of the College to support the mission and core themes. Highlights of each department include the following:

The Communication Studies Department sponsors a *Communication Caucus* in fall and a *Communication Conference* in spring which supports the enhancement and application of communication skills across the entire college. Primarily student-led and faculty-supported, these conferences bring the College community together with the larger community twice each year.

Members of the English/Foreign Language Department have been leaders of the College's *Learning Community and College Readiness* efforts for the last several years. The division's Learning Communities program has responded to changes in student populations, technology, and budget over the last several years.

An exciting new addition to the English/Foreign Language department has been expansion of the Intensive English Language Program (IELP), from SFCC to SCC. The IELP adds diversity to the student population and provides an opportunity for international students to prepare for transfer-level courses and/or workforce programs.

English faculty are also working to develop and Accelerated Learning Program (ALP) to raise success rates and lower attrition rates for students placed in developmental writing courses.

SCC's ***College Readiness Committee*** began as a grassroots effort by the faculty in the English/Foreign Language department. After creating InSync courses to serve students in developmental English courses, this group of English faculty began to look at multiple factors affecting student success. By inviting other faculty and college administrators into the conversations, SCC now has a committee looking comprehensively at student success across Arts and Sciences and across the college.

SCC Mathematics faculty are involved in multiple local, state and national initiatives such as the Riverpoint Advanced Math Partnership (RAMP), a collaborative project of two-year and four-year faculty with local high schools; the Riverpoint Academy, which is a collaborative Science, Technology, Engineering, and Mathematics (STEM) effort with the Mead School District; the Core to College Grant; the Statewide Placement Testing Reciprocity; and the Student Achievement Initiative. Also of note is

the work of the faculty in conducting common finals in developmental courses and working with SFCC math faculty in examining the College's mathematics curriculum.

Supporting transfer students and students entering nursing and allied health fields is the primary work of the Science Department. A complete revision of the major biology sequence for transfer students occurred in 2008-09. Faculty regularly collaborate with nursing and allied health faculty in preparation for those programs' accreditation self-studies.

The Social Science/Humanities department continues to provide leadership around the importance of the social sciences, arts, and humanities for all students at SCC. Through drama, music and art, faculty provide classroom and out-of-class experiences for students. Many of the social science faculty support the work of workforce programs as well as the transfer programs. In the last two years, humanities faculty participated in the statewide revision and implementation of new philosophy courses and curriculum.

Division of Business, Hospitality and Information Technology

The Business, Hospitality and Information Technologies Division (BHIT) is comprised of four instructional departments: Business Technologies, Business Management, Computer Information Systems, and Hospitality. All departments work collaboratively with other areas of the College to support the mission and core themes. Highlights of each department include the following:

The Business Technology Department faculty are committed to continual improvement of student success through flexible course offerings and modalities. This department has been a leader in offering *I-BEST*, a Washington State model of instruction that combines workforce and basic skills instruction. Faculty are forward thinking—looking for creative ideas and opportunities to enhance business education to help students become more competitive in the workforce.

The Avista Center for Entrepreneurship at SCC offers a new and innovative approach to help people combine their technical talents with entrepreneurial skills. This program is for students who aspire to business success - students who have a great idea for a business, but need to learn about the practical aspects of starting and running a company. This two-quarter program helps students fulfill their entrepreneurial dreams.

The Business Management Department offers both transfer and workforce courses and programs. The department has excellent collaboration with business and industry. One example of this collaboration is the department's efforts to explore LEAN management philosophy and its applications to current class curriculum and/or independent course offerings. The first *Introduction to LEAN* course is scheduled for Fall 2013. The student *DECA Management and Marketing Club* has constantly strong participation and students do very well in regional, state, and national competitions.

The Computer Information Systems Department is committed to providing a curriculum that is state-of-the-art and meets ever changing industry standards. The department is a CISCO academy, and in October 2012, the department received a Department of Labor grant, in collaboration with ten other Washington State community and technical colleges, to develop classes that will deal with mobile devices in the health care industry.

The Hospitality Department provides programs to prepare students for careers in Hotel/Restaurant Management, Culinary Arts, and Professional Baking. Faculty are qualified by the American Culinary Federation and teach both the art and business of professional cooking in order to prepare graduates for work alone or as part of a team in a wide range of positions in the culinary industry. The department operates a full-service restaurant (*Orlando's*) and bakery that are open to the public.

Division of Health and Environmental Sciences

The Division of Health and Environmental Science (HES) includes three departments: Allied Health, Nursing, and Environmental Sciences. The majority of programs within this division meet rigorous state and national accreditation standards, and graduates requiring certification and licensure to enter their professions have a high success rate. Highlights of each department include the following:

The SCC Allied Health Department is one of the largest in the nation and provides numerous training programs in the field of health care. Campus laboratories and clinics, equipped with the latest technologies, prepare students for clinical practice and employment. Many of the faculty have authored textbooks, been featured speakers nationally and internationally for their professional organizations, and have served as accreditation evaluators for their programs' commissions or agencies.

Program faculty are active in their professional associations and participate in community projects such as: Diabetes Day, heart health projects, and Save a Smile. SCC students and community members have access to dental care, cardiovascular testing and evaluations, radiographs, respiratory evaluations and more.

The Nursing Program continues to contribute to the economic success of the community. Fifty-six new Advanced Degree Nursing (RN) students are admitted each fall and spring quarter. The program is in the process of converting from a lengthy waitlist admissions process to a competitive entry process to improve student success. Students spend 54 hours in their last quarter doing a capstone experience during which they are paired with a nurse preceptor to further develop nursing leadership skills.

In Spring 2013, the ***Pharmacy Technician*** and the ***Medical Assisting*** programs began an online option in addition to the standard classroom format. The department is currently working to develop a certificate for the health education core classes that many of the students take as part of their curriculum or to prepare them for

The Nursing Program also provides an opportunity for Licensed Practical Nurses (LPN) to complete the final three quarters of the program and receive the AAS Nursing degree. This is referred to as the “Upward Mobility” program. Up to eight practicing LPNs are admitted each fall and spring quarter.

The Environmental Sciences Department is a diverse department combining a wide range of environmentally based programs that are nationally accredited. The programs have adapted their curricula in a continuing effort to remain current with economic demands and to ensure graduates have high potential for employment. The Agriculture-Horticulture program runs a retail floral/greenhouse outlet, *The Greenery*, which supports program management and development and allows students to gain practical experience. The Natural Resources and Water Resources Programs conduct much of their instruction at various field and riparian sites in the area. In some cases, the programs collect real world data that is used by various agencies in their management decisions.

Division of Health, Physical Education, Recreation, and Athletics

Since 1978, the Health, Physical Education, Recreation, and Athletics (HPERA) division has served both SCC and SFCC and reported to a single CCS dean/athletics director. The HPERA division courses are part of a required distribution area within the AA-DTA degree. In addition, the division provides an array of classes that support transfer and workforce programs. For example, at the request of several workforce programs in 2012-13 the division developed a new two-credit first aid course that would meet the specific needs of industry.

Faculty in this division have collaborated on an online textbook for its most popular health courses, *HLTH 101 - Health and Wellness*. It is estimated that the implementation of this free textbook saved students \$153,750 in the first year.

The HPERA division is a leader among the Northwest Athletic Association of Community Colleges (NWAACC). (For more information on Athletics, see 2.D.13.)

Division of Technical Education

The Technical Education Division (Tech Ed) has a long history of providing high quality workforce education and training to the College’s service area. The division offers unique programs such as Hydraulics/Pneumatics/Automation Technology (one of only five programs in the entire nation) as well as more common programs like Automotive Technology. The Tech Ed division includes 11 departments. Highlights of each department include the following:

Applied Education (APLED) faculty connect directly with program faculty and advisory committee members to provide contextualized instruction in writing, math, computer, and job search classes. A highlight is the mock interviews – with real employers - that are offered to students near the end of their program. APLED instructors are regular attendees at the advisory committee meetings of the programs they support and look for feedback through this connection for curriculum improvements.

Architectural/Civil Engineering/Mechanical Engineering/CAD Technologies faculty spent the last year updating and aligning their curricula to better meet industry needs and to make programs more accessible to students. The department is working on a “Fall 100” marketing campaign to attract potential students to these often intimidating disciplines. The integration of state-of-the-art GPS survey and measurement equipment technologies has truly moved these programs into the 21st century.

The Automotive Technologies department revised their curriculum for the General Automotive Technician program to address overwhelming student demand and low degree completion rates by creating an entry-level quarter that allows students to “try-out” the profession before committing to the 5 additional quarters of the program. The addition of the new water based paint system technologies and transmission dynamometer system provides cutting edge training opportunities to the students in these programs.

The Aviation Maintenance department has been an active participant in a statewide effort to coordinate and streamline curriculum for the Federal Aviation Administration (FAA) approved *FAR Part 147 Aviation Maintenance Technician* training. This new curriculum will allow for students to earn credit (both from the College and the FAA) for demonstrating a proficiency in skills. The recent acquisition of a twin turbine engine “King Air” working aircraft has significantly enhanced the hands-on instruction component of this program.

The Cosmetology department operates a fully functioning salon and spa that is open to the public. The College recently remodeled their facility to improve student learning.

SCC is the leader of the eleven Washington community colleges consortium “**Air Washington Project.**” The project was awarded a \$20 million Department of Labor grant to strengthen the state’s aerospace industry through workforce training. By fall of 2014, Air Washington colleges will **train more than 2,600 workers** in advanced manufacturing/ composites, electronics/avionics, aircraft assembly, and aircraft maintenance.

The Electrical Maintenance and Automation department has designed and built new training aids as part of the program’s relocation to the new Stannard Technical Education Building. The faculty have included students in this process.

The Electronics/Biomedical department continues to find niches for employment for their students. The addition of the biomedical component prepares students for employment throughout the western United States.

The Heavy Equipment department has extremely strong industry partnerships. Over the last 15 years, over \$250K of equipment was donated to the program to provide students with learning opportunities.

The HPAT/HVAC department is expanding offerings so students can attend and earn a degree in the evening. The new evening Hydraulic and Pneumatic Automation Technology (HPAT) program is scheduled to begin in Winter 2014 and will have five entry points for new students over the three-year program. The excellent involvement of the Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) advisory committee in the program was an agenda item at the CCS BOT in December 2012.

The Metal Trades department is working on expanding program offerings to better meet community needs. An evening/weekend welding option is scheduled to begin in Fall 2013 while the machining/CNC program runs both daytime and evening offerings Mondays through Fridays throughout the entire academic year to attempt to meet the demand for trained graduates in the service area.

The **Criminal Justice** program curriculum emphasizes “real-life” hands-on training and uses state-of-the-art technology. *Automated Field Reporting (AFR)* is used to prepare students in technical writing. Students use laser measurement technology with crime and traffic collision reconstruction software to diagram crime scenes. The program also has one of the best obstacle courses in the nation and requires five quarters of criminal justice physical training to build students’ fitness to levels required by Washington State Law Enforcement Standards.

The Public Safety department continues to work closely with law enforcement and fire safety agencies in the region. A new program in criminal justice began in 2007 specifically to serve incumbent workers through a hybrid program of traditional coursework and the granting of credit for prior learning activities and experiences. The Criminal Justice program also works to provide training for the U.S. Department of Homeland Security’s Transportation Security Agency (TSA) workers employed at Spokane International Airport.

The Tech Ed division also provides oversight to the SCC Apprenticeship Coordination Department through partnerships with over 18 apprenticeship training committees. The College provides related supplemental instruction allowing a pathway for the apprentice to a SCC AAS in Multi-Occupational Trades. For the 7th year, the College sponsored Pizza, Pop and Powertools, an event focused on providing trade-based career opportunities awareness to 8th grade girls.

2.C.1 Program Content and Rigor

SCC programs have appropriate content and rigor consistent with the College’s mission; culminate in achievement of student learning outcomes; and lead to collegiate-level degrees or certificates with program content in recognized fields of study approved by the SBCTC. All programs are evaluated for appropriate content by their respective department faculty, dean, college curriculum committee, and vice president of instruction.

Each workforce program is required to have an advisory committee consisting of both employers and employees within the occupation or industry that meet at a minimum twice per academic year based on

[SBCTC policy](#). The committees are responsible for providing guidance on curriculum, equipment needs, industry trends, and employment opportunities of graduates. When a new workforce program or curriculum is proposed, it is presented to the advisory committee who examine the appropriateness of its content and rigor, comparing it to what is needed in industry to determine whether courses are aligned with appropriate industry knowledge, skills, and abilities. Advisory committees are also active in assessing the skills and abilities of students in their respective program. For example, in the HVAC/R program, members of the advisory committee conduct a hands-on skills assessment of students on an annual basis.

Potential decisions to close programs are discussed with advisory committee members, faculty, and the AHE. Once a final decision is made, the impacted employees are the first to be notified of the decision, and then a team of student services staff is alerted to ensure sufficient student support is in place. Students enrolled in the program are notified by the dean of the division and are provided sufficient instruction to complete the program. Information to prospective students and other stakeholders is provided through the College website, statewide websites for employment and training opportunities, and the SBCTC.

When a new transfer course is proposed, it is discussed and voted on by faculty at department meetings. Any new transfer course must follow the guidelines of the Washington's Direct Transfer Agreement (DTA) and align with statewide articulation agreements or be supported by articulation agreements with individual baccalaureate institutions. Course and program content changes in both transfer and workforce programs must pass a rigorous evaluation by the SCC Curriculum Committee that is made up of faculty representatives from all divisions. Departments also ensure content and rigor through collaboration and coordination with area four-year universities. For example, the English department regularly participates in a regional retreat each fall quarter for English composition instructors and librarians at which they discuss current trends in pedagogy and curriculum in both the teaching of composition and information literacy.

The College consistently monitors how its degrees and programs align with its mission and core themes. Workforce programs maintain program reviews and regular meetings with advisory committees. The academic transfer programs actively engage in developing meaningful program and degree assessment. In addition, the College participates in statewide councils tasked with managing the statewide articulation agreements, and a district committee monitors SCC's adherence to those agreements. Continually through this process, faculty and staff commit to innovation and excellence in instruction, learning, and student services through continuous improvement. In planning degrees and programs, SCC maintains a consistent focus on the core theme objectives in the areas of Workforce Development, Academic Transfer, Student Success, and Community Responsiveness.

2.C.2 Course-, Program-, and Degree-Level Learning Outcomes

Student learning outcomes are defined for all SCC courses, programs, and degrees. The *course objective/outline* record for all approved courses offered by the College documents learning outcomes

taught and methods used for assessment. All *course objective/outline* records are housed in the curriculum office and are available for review. Course outlines are reviewed on a regular basis by faculty and if changes are made must be approved by the SCC Curriculum Committee.

College-wide Student Abilities

SCC has identified four college-wide student abilities that every student who completes a degree or certificate should achieve. These are:

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. The following are measurable indicators of responsibility:

- Set and recognize priorities
- Communicate needs and make decisions
- Make and follow through on commitments
- Demonstrate respect for self and others
- Understand work ethic
- Make ethical decisions
- Work independently as well as cooperatively to develop an awareness and sense of responsibility to the larger community
- Recognize academic and personal obstacles to learning and have strategies to overcome them

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. The following are measurable indicators of communication:

- Read and listen analytically with understanding and openness toward another point of view
Write and speak clearly, accurately, and fluently with a sense of continuity
- Organize information to develop and support a main idea
- Analyze information and persuade an audience
- Receive, analyze, and present information through visual media
Demonstrate skill in gathering information from and within a specific field
- Collect and organize information about a topic through observation, library or applied laboratory research
- Evaluate information on the basis of its origin, viewpoint, currency, relevance, and completeness
- Analyze, interpret, and synthesize information

Problem Solving

Students will be able to access, evaluate, and apply information from a variety of sources and in a variety of contexts. The following are measurable indicators of problem solving:

- Formulate questions
- Recognize the need for both quantitative and qualitative information
- Recognize that accurate and complete information is the basis for effective decision-making
- Identify available technologies and analytical methods
- Analyze information, critically recognizing viable solutions
- Understand connections and apply knowledge among various disciplines
- Use one's own creativity to generate diverse possible solutions (recognizing that making errors is part of the process)
- Formulate reasoned solutions and interpret them to others
- Evaluate and test solutions for validity and appropriateness

Global Awareness

Students will demonstrate an awareness and appreciation of the world: its scientific complexity, its social diversity, and its artistic variety. The following are measurable indicators of global awareness:

- Demonstrate understanding and openness toward another point of view
- Use intercultural and/or international perspectives
- Observe, listen and respond appropriately
- Make justifiable inferences
- Recognize bias, stereotyping, and manipulation
- Analyze, interpret, and synthesize information
- Evaluate information on the basis of its origin, viewpoint, relevance and completeness

Faculty are responsible for evaluating student achievement of the college-wide student abilities. However, the College is lacking a comprehensive system of assessing its student abilities that is purposeful and systematic. The acting vice president convened a Student Learning Outcomes Assessment Taskforce in early 2013 to address its processes of assessing student learning outcomes at the degree, program, and course level (see 4.A.3 for detailed information).

Degree-and Program-Level Learning Outcomes

Workforce degrees and certificates have clearly articulated learning outcomes or goals which are published online in the program outlines available through the College's [iCatalog](#). Learning outcomes for workforce programs and degrees are developed in a variety of ways depending on the industry and occupation. In some areas, the outcomes are determined by external accreditation commissions or by

industry certifications. In other areas, outcomes are determined by national industry standards and competencies. For all workforce programs, faculty work together with their advisory committees to review and maintain relevant outcomes.

Assessment of learning outcomes in SCC workforce programs also occur in a variety of ways and results are shared and used for improvements. For example, one way the HVAC/R program assesses students is through hands-on trouble-shooting simulations. Each year, the results of these assessments are used by faculty to change curriculum to address any gaps in student learning.

Transfer degrees have relied upon the SCC college-wide student abilities as their main student learning outcomes. The College recognizes that improvement needs to be made in this area. During spring quarter 2013 under the leadership of the dean of arts and sciences and the faculty representative on the Student Learning Outcomes Assessment Taskforce, significant progress was made in this area. Faculty in the transfer instruction collectively decided to identify and adopt learning outcomes by distribution area for the AA-DTA degree. They also have developed draft learning outcomes for each area that will be presented to all faculty in Fall 2013. After approving learning outcomes for the transfer degrees, the interim dean of arts and sciences will work with faculty and the new Assessment Committee to develop appropriate assessments.

Course-Level Learning Outcomes

Course learning outcomes are developed by faculty teaching in those subject areas. The outcomes are published in the course syllabi and provided to students in written form either in hardcopy or electronically.

2.C.3, 2.C.4 Awarding of Credit and Degrees

Two-year transfer degrees at SCC are awarded in accordance with [Inter-College Relations Commission](#) (ICRC) guidelines and [SBCTC policies](#) and procedures. Workforce degrees and certificates are awarded in accordance with SBCTC policies and procedures. All credit-bearing courses are proposed by faculty, vetted by the SCC Curriculum Committee, and approved by the vice-president of instruction. Credit hours for each course are assigned according to CCS Board policy and follow SBCTC guidelines.

Academic transfer degree requirements and workforce degree and certificate requirements are available in the College's iCatalog and website.

Courses that are offered off-campus and through alternate delivery modes are subject to the same curriculum approval processes and policies for awarding credit as traditional courses offered on campus.

2.C.5 Faculty and Curriculum Development

The SCC Curriculum Committee is composed primarily of faculty from every instructional division of the College. Specifically, three faculty represent Arts and Sciences; three represent Business, Hospitality and

Information Technology; three represent Health and Environmental Science; three represent Technical Education; one represents Health/Physical Education; and one represents IEL (prior to SCC/IEL merger July 2013). Additionally, one representative each from counseling and library services, and two deans of instruction serve on the committee. The committee meets monthly during the academic year with additional meetings scheduled as needed.

All new curriculum and major revisions, whether individual courses or in an academic or workforce programs are proposed by faculty. These proposals then must be approved by the SCC Curriculum Committee before being submitted to the vice president of instruction for final approval. The [curriculum development process](#) is clearly defined and is available in both paper and electronic manuals through the SCC Intranet. One manual is geared specifically for workforce courses and programs, and the other is designed for academic transfer courses and programs.

SCC faculty have an active role in the selection of new faculty. For full-time faculty positions, there is a five-member screening committee. Three members are faculty members chosen by the department in which the new faculty member will serve, one member is an administrator, and one additional "member-at-large" is selected by the other four members (this could be a faculty or non-faculty member). The screening committee's responsibilities include assisting in developing recruitment strategies, screening applicant files, interviewing applicants, checking references, and recommending finalists to the hiring authority. Faculty are often (although not required to be) involved in screening and recommending potential adjuncts to the appropriate hiring authority.

2.C.6 Library and Information Resources

Library faculty regularly partner with classroom faculty to teach information literacy and ensure that library and information resources are integrated into the learning process. In recent years, library faculty members have strategically focused on gateway classes that are taken by the majority of students, specifically English 101 and Applied Education (APLED) 121. The faculty members in those departments have worked closely with library faculty to develop instructional tools and assessments. For example, every quarter library faculty create online research guides and exercises that correspond to the common texts and class themes chosen by English 101 instructors.

Besides English and APLED, many other departments have ongoing partnerships with the library for information literacy instruction, program accreditation support, and discipline-specific library resource development. A sampling of programs with ongoing library research components include nursing, respiratory therapy, diagnostic medical sonography, hospitality, culinary arts, biology, pharmacy technician, business technology, surgical technology, and horticulture.

A number of discipline faculty have been able to participate in grant-supported workshops and other activities to integrate information literacy into their curriculum. Many SCC English faculty have attended the annual Inland InfoLit workshop where English Composition teachers and librarians from higher education institutions in the region come together to explore ways to promote information literacy. An

SCC library faculty member and English faculty member were instrumental in creating the Inland InfoLit workshop and working to ensure its ongoing success. The library has created a webpage of Services for Faculty which includes resources such as a faculty toolkit for teaching information literacy, tips on dealing with plagiarism, and ideas for research assignments.

The integration of library and information resources into the learning process is enhanced by library faculty serving on various instruction-related committees. These include the SCC Curriculum Committee, the Assessment Taskforce, the Council of Chairs and the Technology Fee Committee. Also, library faculty were involved in the College's Open Educational Resources (OER) activities including an OER faculty learning community and the development of OER materials for the SBCTC's Open Course Library.

2.C.7 Prior Learning Credit

SCC values knowledge students may have acquired outside the traditional college classroom through such as past work, independent reading and study, volunteer service, and military training. Prior Learning Assessment (PLA) enables students to articulate their knowledge and potentially earn credit for it. Methods for evaluating prior learning include Advanced Placement examination (AP); Armed Forces-Military Education and Experience evaluation (ACE); Challenge examinations; College Level Examination Program (CLEP); Industry Training, Certifications and Licensures evaluation; International Baccalaureate examination (IB); and Prior Learning Assessment Portfolio evaluation.

Students who have been accepted to SCC are eligible for [prior learning assessment consideration](#). No assurances of the number of credits awarded can be made prior to CCS review. While evaluation may occur before starting coursework, credit will be granted only once the student has completed 10-quarter credits in residence at CCS.

The College adheres to SBCTC [policy](#) and [guidelines](#) for awarding prior learning credits. CCS has a single point of contact for prior learning. SCC will have a faculty member on 100% release time for the 2013-14 academic year to promote and expand prior learning throughout the college.

2.C.8 Transfer Credit

SCC adheres to a [statewide policy](#) on transferring credits among Washington public colleges and universities adopted by the Higher Education Coordinating Board in 1986. The policy provides adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees.

The College complies with [ICRC guidelines](#) when evaluating degrees and credits transferred-in from Washington colleges and universities. This also includes an initial evaluation of prerequisite courses and/or courses required by programs with specialized accreditation. If a student has petition for graduation, then a more comprehensive course by course review will be conducted using the CollegeSource® Online for course descriptions and course syllabi.

Furthermore, SBCTC has developed a [Common Course Numbering \(CCN\)](#) system in an effort to identify equivalent courses within the Washington State community and technical college system. CCN will simplify the transfer between and among the two-year colleges because course equivalencies will be transparent through the common course labels.

SCC also has articulation agreements for workforce degrees with Brooks Institute of Photography, DeVry University, Eastern Washington University, Evergreen State College, Kaplan University, Sierra Heights University, University of Phoenix, and Washington State University.

2.C.9 - 2.C.11 General Education, Assessment of Learning Outcomes, Related Instruction

The College offers several associate degrees with a general education component in accordance with NWCCU standards, SBCTC policy, and [ICRC guidelines](#):

- Associate of Arts (AA-DTA)
- Associate in Science (AS-T)
- Associate in Applied Science (AAS)
- Associate in Applied Science – Transfer (AAS-T)

The general education requirements of these degrees provide students with a breadth and depth of basic knowledge, humanities, fine arts, mathematics, natural sciences, and social sciences. Degrees aimed at transfer to baccalaureates establish a broad foundation for upper-level course work, and workforce degrees provide the soft skills necessary for employment and advancement.

Associate of Arts (AA-DTA)

Per ICRC guidelines, the general education requirements for the College's general transfer AA-DTA degree is comprised of a minimum of 60 credits distributed as follows:

Discipline/ Subject Area	General Education Requirement for the AA – DTA	
	SCC Requirements	ICRC Guidelines
Communication	10 credits	10 credits
Intermediate Algebra Proficiency	pass intermediate algebra with a grade of 2.0 or better	complete an intermediate algebra course
Quantitative/ Symbolic Reasoning	5 credits	5 credits
Humanities	15 credits	15 credits or more
Social Science	15 credits	15 credits or more
Natural Science	15 credits	15 credits
Health-Related/PE/ Recreation/Leisure	5 credits	None

In addition, Washington State community colleges and four-year public baccalaureates have worked together to create major transfer pathways outlining the appropriate courses in order for students to be well-prepared to enter the major upon transfer.

These *Major Related Program (MRP)* degrees follow the DTA guidelines and share the same general education requirements as described above, but provide specific preparation for the following majors:

- Associate in Biology (DTA/MRP)
- Associate in Business (DTA/MRP)
- Associate in Elementary Education (DTA/MRP)
- Associate in Mathematical Education (DTA)
- Associate in Pre-Nursing (DTA/MRP)

Associate of Science Transfer – (AS-T)

The AS-T degree is designed to prepare students for upper division study in science and engineering. The College offers several variations of the degree depending on students' major and baccalaureate plans. The general education requirements for the College's AS-T degrees are comprised of a minimum of 60 credits distributed as follows:

Discipline/ Subject Area	<u>AS-T#1</u> Biological Sciences, Environmental/ Resource Sciences, Chemistry, Geology & Earth Science	<u>AS-T#2</u> Computer Science, Physics, and Atmospheric Science	<u>AS-T#2</u> Bioengineering & Chemistry Pre- Engineering	<u>AS-T#2</u> Computer & Electronic Pre- Engineering	<u>AS-T#2</u> Mechanical/Civil Aeronautical Industrial Pre-Engineering
Communication	5 credits	5 credits	5 credits	5 credits	5 credits
Mathematics	10 credits	10 credits	25 credits	30 credits	30 credits
Humanities/ Social Science	15 credits	15 credits	15 credits	15 credits	15 credits
Pre-Major	45-50 credits	30 credits	50 credits	50 credits	50 credits

Workforce programs at SCC provide students with training to enter high-skill and potentially high-wage occupations or transfer to university-level technical education programs. These programs are developed with business and industry input and continued oversight from professionals actively employed in the occupations. Students are able to earn Associate in Applied Science degrees or certificates of completion in more than 100 workforce areas.

Type of Award	Workforce Program Degree/Certificate Requirements	
	Credits	Related Instruction
Certificate	Less than 45 credits	No Required
Certificate	45 credits or more	9 or more credits
Associate of Applied Science	90 credits or more	9 or more credits
Associate of Applied Science –Transfer	90 credits or more	20 credits or more

Associate of Applied Science – (AAS)/Associate of Applied Science Transfer – (AAS-T)

The AAS degree is designed to prepare workforce students for specialized industry whereas the AAS-T degree is designed to prepare workforce students for transfer to university-level technical education programs. The general education requirements for the College's AAS and AAS-T degrees are comprised of a minimum of 20 credits distributed as follows:

Discipline/ Subject Area	Related Instruction Requirements	
	SCC AAS	SCC AAS-T
Communication	3 credits	5 credits
Computation (AAS)/ Quantitative Reasoning (AAS-T)	3 credits	5 credits
Human Relations/Leadership	3 credits	
Social Science		5 credits
Humanities or Sciences		5 credits

Assessment of General Education

The College recognizes that improvement is needed in regard to assessment of general education for its AA-DTA degree. During spring quarter 2013, faculty teaching in the various distribution areas collectively identified and drafted learning outcomes for each area. The proposed learning outcomes by distribution area will be presented to all faculty in Fall 2013. Once the learning outcomes for the AA-DTA degree have been approved, the interim dean of arts and sciences will work with faculty and the new assessment committee to develop appropriate assessments to be in place by the end of the 2013-14 academic year.

Assessment of Related Instruction

Assessment of related instruction in workforce programs occurs in a variety of ways. Computation, communication, and human relations skills are demonstrated through for example successful completion of assignments, examinations, and group projects as well as “real world” assessments in clinical settings. A best practice is the use of advisory committee members to conduct mock interviews to assess communication skills and human relations.

Assessment of Learning Outcomes at the Course-, Program-, and Degree-level

The acting vice president convened a Student Learning Outcomes Assessment Taskforce in early 2013 after recognizing that the College needs improvement in its process of assessing student learning outcomes to make it purposeful and systematic.

In June 2013, the taskforce made several recommendations regarding leadership, organization, and resources and presented their findings and recommendations at the all-faculty meeting and to the SCC Curriculum Committee. The taskforce also met with the president and acting vice president June 12, 2013, to discuss the recommendations. The acting vice president of instruction has committed to implementing several of the recommendations in 2013-14. (See 4.B.2 for more information)

2.C.12 – 2.C.15 Graduate Programs

These standards do not apply to Spokane Community College.

2.C.16 Continuing Education

In the summer of 2012, SCC, SFCC, and IEL (prior to the July 2013 merger) consolidated their continuing education (CE) and corporate training divisions to streamline administration and increase efficiencies. A taskforce comprised of representatives from each institution and the district office met over the course of four months in the fall of 2011 and conducted an in-depth analysis of existing continuing education and corporate training functions. The taskforce found that the development and delivery of these programs had a high degree of variability and that both expense and revenue models were inconsistent. The analysis also revealed a number of strengths that provided a foundation upon which to build the new model, including robust programs, state-of-the-art facilities, and a sound reputation in the community. Best practices from across the state and nation were identified and incorporated into the recommendations made by the taskforce.

The final report pointed to the need to restructure the delivery of CE and corporate training into a single, consolidated division that works across the district to provide seamless services to the six county service area, which was implemented 2012. Important elements of the new *Center for Workforce and Continuing Education (CWCE)* are focused on business as the primary customer by responding to the needs of the market; targeting key industry sectors for growth and revenue generation; utilizing customized curricula and subject matter experts to deliver instruction. The CWCE supports CCS's mission and strategic initiatives by providing "results-oriented partnerships among education, business, labor and community leaders that strengthen workforce development," and contributes to the achievement of SCC's core theme on Workforce Development and Community Responsiveness.

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

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

2.C.17 Academic Quality of Continuing Education

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

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

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

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

When training opportunities arise, the director first reviews applications in the district's human resource system, NeoGov, to determine if a current SCC faculty member meets the requirements and needs in order to achieve the training objectives. If no current CCS faculty member is identified, then the director may hire an external expert in the field at his/her discretion. External experts would be hired as adjunct faculty or through a personal service contract and are required to go through the CCS application process and background check.

The director for the center of workforce and continuing education meets annually with department chairs to discuss training demand, projected popular subjects, and development of program content into training modules.

2.C.18 Continuing Education Units (CEUs)

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

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

2.C.19 Maintaining of CE Records

All self-support, non-credit courses are required to follow the established SBCTC Student Management System (SMS) and processes. The College maintains enrollment and other student records for all self-support courses and programs in both the SMS and *Campus CE* management systems. The CCS continuing education unit maintains records of courses, syllabi, and course objectives for non-credit courses delivered. Records are kept in CCS's Center for Workforce and Continuing Education and *Campus CE*.

Standard 2.D - Student Support Resources

CCS hired a LEAN consultant during the summer of 2010 to help streamline processes in student services at SCC, SFCC, and the IEL. LEAN principles were applied to processes in financial aid, admissions, and registration. These continuous improvement efforts also led to a mandatory *New Student Orientation* (NSO), a district wide student portal (myBigfoot), and district-wide application deadline. In January 2012, the LEAN consultant was brought back to renew staff's understanding of lean processes, discuss progress made to date and identify areas still needing to be reviewed.

During the implementation of LEAN principles, the financial aid office evaluated all its processes and steps students must take to receive funding. Several processes were simplified and aligned, and others were eliminated in order to provide more effective, improved service to students. For example, the College simplified its financial aid form which provided easier access for students to online financial aid forms.

One year later, data collected showed that by implementing LEAN principles, the College was able to process more financial aid applications, fund more students, and improve students' understanding of the financial aid process, as seen in the table below.

	Financial Aid Applications and Awards		
	Fall 2010	Fall 2011	Fall 2012
Number of FA files reviewed	5,281	5,751	5,905
Number of FA files packaged	4,388	4,426	5,033
Number of students awarded	4,236	4,512	4,691
Total amount awarded	\$13,652,339	\$15,913,208	\$16,581,479

The financial aid office is still implementing LEAN principles to improve financial aid processes and student satisfaction.

Staff in admissions and registrations also evaluated processes and steps students must take to enroll and register for courses. As part of this review, the offices shifted their communication with students from traditional postal mail to electronic mail. The offices implemented an online appointment scheduling and reporting system for students. This new system, SARS, allows students to schedule their own placement tests. The College also began offering evening and weekend placement testing to accommodate student needs and increase the number of testing slots available to students to avoid bottlenecks during peak times.

The admissions and registration offices are working to continuously improve other processes. Currently, the process for enrolling students in block programs such as heavy equipment, automotive, and CAD drafting is being evaluated. The registration office will communicate earlier with instructional deans regarding program capacity. Having this information earlier should allow these students to be accepted, tested, and enrolled prior to students not enrolled in block programs. This will help alleviate peak testing times in the testing center and maximize access for students to high demand block programs.

2.D.1 Effective and Appropriate Learning Environment

The College offers a variety of support services, consistent with its mission and core themes, to create an effective learning environment that supports student success and achievement. As such, SCC student services have adopted a holistic model of comprehensive services to support students' learning needs.

Advising

Academic advising is provided by counselors, instructors, and curriculum advisors. Since Winter 2011, first-time college students are required to attend New Student Orientation (NSO). NSO provides students with information about SCC and an opportunity to meet with a counselor to discuss their first quarter class schedule. Students are encouraged to meet with counselors, instructors, or curriculum advisors throughout their time at SCC for advising. Students who do not meet minimum academic standards of a 2.0 quarterly GPA are required to meet with a counselor to develop an academic plan for success before they can re-enroll.

Career Planning

The [student success and career services office](#) offers online career assessments, career planning, and job listings. The office also facilitates a workshop series on job search skills, sponsors a peer mentoring

SCC received a certificate of merit from the SBCTC for having the **highest Opportunity Grant retention rate** in the state. The retention rate for SCC OG students has been 96% the past five years. The Student Success and Career Services Office connects OG students with resources such as student success workshops, Job Club events, provides study lab time, uses SARS to track students' attendance and has the students meet with the coordinator to regularly discuss their progress.

program, and provides support and access to Opportunity Grant (OG), Basic Food Employment and Training (BFET), Worker Retraining and WorkFirst funding.

Financial Aid

The SCC financial aid office works to remove financial barriers for students seeking a certificate or degree at SCC. Funding includes scholarships, federal and state financial aid, and a small emergency fund. The emergency fund is a flexible resource that allows the College to help students with unplanned financial crises that might jeopardize their education.

It is important for financial aid staff to stay current on federal regulation updates and policy changes. During this past year, four financial aid staff members attended the Federal Student Aid Conference. The director of financial aid also attends quarterly meetings and serves as the secretary of the statewide [Financial Aid Council](#) of the Washington community and technical college system.

Counseling

SCC counselors take a holistic approach to counseling students. Counselors assist students in identifying and addressing challenges, strengths, interests, and abilities in order to achieve their goals. [Counseling services](#) can be found on SCC's web site.

Peer Mentoring

Peer-to-peer mentoring connects new or struggling students with experienced student mentors. These student mentors act as guides, support, and advocates for their protégés. Students involved in peer-to-peer mentoring, either as a mentor or protégé, gain increased social and academic confidence, in addition to improved communication, study, and personal skills. Program-specific groups are currently available for students enrolled in the Toyota T-Ten automotive program, nursing, I-BEST, and Running Start.

Child Care

The College offers Head Start and Early Head Start early childhood education services and childcare to enrolled students at SCC. Head Start and Early Head Start are child development programs that provide early childhood education, social services, and health services for eligible children and families, including those with special needs.

Disability Support Services (DSS)

DSS works to ensure that all programs and facilities are accessible, provides support services, and arranges appropriate accommodations and/or modifications, in consultation with faculty and staff, to meet the needs of individual students with documented disabilities.

Type of Accommodation	Hours of Accommodation By Academic Year		
	2010-11	2011-12	2012-13
Reader (exams/other)	45	36	36
Notetaking (classroom)	145	201	331
Test Proctoring	390	404	488
Scribing (exams/other)	85	110	11
Sign language interpreting	2,311	1,928	2,233
Alternate format materials	418	495	629
Total Hours	3,394	3,173	3,728

Veterans Services

SCC veteran students are supported by *Veterans Conservation Corp* and a [Veterans One-Stop](#) service center, located in the student success and career services office in the Student Lair building. This center connects SCC veteran students to trusted resources for veterans, spouses, and dependents such as:

- VA Healthcare
- Service Connection disability claims
- Alternative funding solutions for training
- Veterans linked Deposit Program
- Homeless Supports
- Veteran owned business registry
- Green Job directions
- Individual and Family Counseling
- Mock Interviews
- Post-Traumatic Stress education and counseling
- Military Sexual Trauma Supports
- VA Work-study
- Military-to-Civilian resume translation

The center also houses the College's veterans coordinator who is a Veterans Administration certifying official. This center served over 1,200 veteran students in 2012-13. Although the Veterans One-Stop service center has a good reputation for serving students, as part of the College's continuous improvement efforts, the goals for the center for the next year are as follows:

- Continue to expand efforts with Veteran Friendly Contacts program and other educational initiatives that help educate the campus community about services for veterans and the issues many veterans face in returning to civilian life
- Enhance current leadership development for student veterans via a cohort leadership program that focuses on and utilizes a peer mentoring approach for personal development

More than 20 faculty and staff across campus serve as *Veteran Friendly Contacts*. These contacts, located in every building, are available to support students in the event of extreme stress or challenging situations. All *Veteran Friendly Contacts* are required to participate in a three hour course devoted to veteran culture that is offered twice per year as well as additional training is available online.

As part of a state legislative mandate, SCC will begin providing priority registration to veteran students beginning fall quarter 2013. The College also signed a memorandum of understanding with the U.S. Department of Defense in 2011. The agreement outlines that the College will accept and process military tuition payments via various military portals, provide support services and academic counseling to military students (when the need arises), award credits for prior military training and educational programs, and accept CLEP test scores from military students.

Tutoring

SCC provides full tutoring and peer-to-peer tutoring services for students in math, science, and English as well as most liberal arts and technical areas to support core themes in Workforce Development, Academic Transfer,

Tutoring Services has developed an **assessment process** to systematically evaluate services provided to students. The process includes *quarterly evaluations by students who have utilized tutoring service, faculty feedback, and faculty liaison/supervisory observations.*

and Student Success. The main tutoring center is located in Building 1 and provides a wide range of tutoring services. The math department operates a math specific tutoring center in Building 26. Students can also access peer tutoring services through the student success and career services office in the Student Lair building. In addition, students have access to e-tutoring in a variety of subjects through the e-tutoring.org consortium.

Student Programs, Activities and Student Government

SCC students are elected or appointed to a variety of leadership roles in which they have responsibility and authority to plan activities and events, facilitate services provided to students, and represent and advocate for students' needs. More than 40 student organizations, from academic/career-related to social and special interest clubs are facilitated by the [Student Activities Office](#) and empower students to gain personal leadership skills as well as improve how they work with others. Funding is provided by Associated Student Government (ASG) so that many of these clubs are able to send students to compete in regional and national career competitions. During the 2012-13, year ASG spent over \$200,000 so students could travel to regional and national conferences and competitions. These events provided students the opportunity to network with professionals in the field and be evaluated by them as well. The [Associated Student Government](#) facilitates annual elections for their president and vice president, and appoints a number of student positions.

International Students

The CCS International Office provides directed, individualized academic support services for international students, in addition to all those available to the general student population. These services include meeting quarterly with every international student to identify and assist students facing academic problems and to identify appropriate resources. Students on academic warning or probation met with staff every two weeks

The Intensive English Language Program (IELP), part of the English/Foreign Language department, supports English Language Learners in the accelerated development of the language, academic, and cultural competencies they need to succeed. The IELP offers four levels of instruction to international students.

eLearning

Students who enroll in online, hybrid, and web-enhanced courses are supported by the CCS eLearning office, which provides orientations for the Learning Management System (LMS); updates and posts online tutorials for the LMS; and provides individual assistance and support in person, via phone, and via email.

2.D.2 Safety and Security

The office of campus safety (OCS) provides a safe and secure educational environment for SCC students, employees, and its guests. OCS is responsible for emergency management, security, and traffic

management. OCS works with local law enforcement, fire department, and other emergency agencies to help ensure the well-being of individuals on college property. SCC reports federally mandated crime statistics annually on the [CCS's Student's-Right-to-Know](#) website. In addition, information regarding crime statistics is also mailed out annually to all students and employees.

CCS has an [emergency management plan](#) that SCC operates within. Emergency management training is provided to employees. SCC uses a text and e-mail messaging system called *CCS Alerts* in case of emergency notification to students and staff.

As of July 1, 2012, OCS became a district department and was moved under the CCS chief administration officer as part of a larger centralization effort to improve effectiveness district-wide. The CCS chief administration officer worked with the SCC vice president of student services to review and revise the college's policy statements to ensure compliance with Section VIII of the Clery Act Compliance guideline.

2.D.3 Recruitment and Admission of Students

Recruiting and Admission

The CCS Outreach Team regularly visits high schools, community organizations, and presents at local college fairs. The College offers information sessions quarterly in the evening prior to financial aid deadlines for potential students that cover topics such as financial aid, admissions, and how to choose a program of study. The College also offers information sessions specifically geared for Running Start students (students who attend college while still in high school) and their parents. Prospective students meet with the Running Start counselor, instructors, and current Running Start students to learn firsthand of their experiences.

The College recently expanded its multi-cultural director position to include outreach. The newly hired multi-cultural and outreach director promotes SCC's programs in the community and conducts outreach to local high schools, non-profits and local social services agencies.

Prospective students may apply for admission [online](#) or by completing a paper application. Students may enter the College any quarter (summer, fall, winter or spring); however, some programs admit students only during specific quarters. Applications are due a minimum of three weeks before the start of the quarter. Some programs may require satisfactory completion of certain prerequisites prior to admission or have special selection procedures. Some high demand programs have waiting lists.

Notification of admission is sent via email or, if a current email address is not provided, by USPS mail. As a result of implementing LEAN principles, students now may update their information online through the [student portal](#) or by filling out a [form](#) available in the student services building and online. The student will receive a notification/information about testing (if necessary) and registration for classes.

Placement Testing

Admitted students must complete math and English placement exams or submit official college transcript(s) showing successful completion of appropriate math and English courses prior to registering for classes. The assessment process includes an evaluation to determine current skill levels in reading, writing and mathematics. The College uses three standardized tests for assessment and placement, which are COMPASS, ALEKS, and ASSET. The COMPASS and ALEKS placement tests are computer-based and are not timed. The ASSET is a timed written test. Some programs require specialized testing such as keyboarding in addition to the COMPASS. Minimum test scores are required for admittance to the College and can be found on the [SCC website](#). Students who do not meet minimum test scores are referred to programs such as College Prep, designed to build students' basic skills and prepare them for college-level work.

Official transcripts from other colleges are not required for admission (if students choose to do placement exams), but beneficial for purposes of general advising, verifying successful completion of intermediate-level algebra and English composition, and verifying courses that may fulfill prerequisites for other courses and/or programs. Official transcripts can be submitted if the student wishes a review and evaluation for transferable credit toward degree completion and graduation purposes. Students are strongly encouraged to submit official transcripts from all colleges with their applications.

New Student Orientation

Since winter quarter 2011, first-time college students are required to attend a *New Student Orientation (NSO)* prior to the start of the quarter they wish to enroll. Students meet with counselors or curriculum advisors to discuss test results, program requirements, course selection, and registration procedures for their first quarter. Students who are unable to attend an on-campus NSO may participate in an online version and communicate with a counselor via email.

Academic Standards

Based on data collected regarding the number of students not meeting academic standards for multiple quarters, as seen in the table below, the College revised its academic standards policy. This new policy (implemented December 2012) provides earlier intervention, support, and assistance for students who are experiencing academic difficulty and not meeting minimum academic standards.

Academic Standards Level	Number of Students By Academic Year and Quarter					
	2011-12			2012-13		
	Fall	Winter	Spring	Fall	Winter	Spring
A1 - Warning	748	833	850	833	869	760
A2 - Probation	202	244	311	215	260	271
A3 - Suspension	52	52	59	66	57	64
A4 - Final Suspension	17	19	15	6	9	9

The [Academic Standards policy](#) is posted online. Students are required to maintain a quarterly grade point average (GPA) of 2.0. Students who do not meet minimum academic standards are notified via electronic letter after grades are posted. The first quarter a student fails to meet academic standards, the student is blocked from registration and required to attend an [academic success workshop](#) either online or in person. The workshop covers topics such as being successful in online courses and becoming more proactive in the learning process. The workshop also provides an overview of supports and resources such as DSS, Veterans Center, tutoring, and the food bank. The student's registration block is removed once the student has completed the academic success workshop. The second quarter a student fails to meet academic standards, the student is again blocked from registration and required to meet with a counselor. Students who fail to achieve a 2.0 GPA for three consecutive quarters are suspended and must appeal to be readmitted by the dean of student support services.

Students have the [right to appeal](#) their grades by following the grade appeal process. Students should request grade changes from the instructor prior to the end of the next quarter.

Student services will continue to collect data to assess the effectiveness of the changes made to its academic standards procedures; however, since this was implemented in December 2012, it is too early to draw any conclusions.

2.D.4 Program Elimination or Change

Consistent with [CCS Board Policy 2.00.01 - G](#) programs cannot be discontinued that cause a disruption in students' progression toward their successful completion of degrees and certificates. When a program is terminated, appropriate arrangements are made to ensure enrolled students have an opportunity to complete their program in a timely manner with a minimum amount of disruption.

Potential decisions to close programs are discussed with advisory committee members, faculty, and the AHE. Once a final decision is made, the impacted employees are the first to be notified of the decision, and then a team of student services staff is alerted to ensure sufficient student support is in place. Students enrolled in the program are notified by the dean of the division and are provided sufficient instruction to complete the program. Information to prospective students and other stakeholders is provided through the College website, statewide websites for employment and training opportunities, and the SBCTC.

The College has identified areas for improvement in program closure practices. The acting vice president of instruction will address program closure practices as part of the work planned in 2013-14 related to the College's instructional program review process.

2.D.5 Published Information to Students

In Summer 2012, the district implemented a dynamic online catalog ([iCatalog](#)) available on the College's website which includes relevant information about SCC. As program and other changes are made, the online iCatalog is updated. Students are advised to use the iCatalog for the most current information,

and previous versions of the iCatalog are archived. The 2012–14 CCS Catalog is also available in limited printed quantities to accommodate students with disabilities and staff members assisting individuals who need printed information from iCatalog.

Students and other stakeholders may access the following via the iCatalog:

- College [mission and core themes](#)
- [Entrance requirements and procedures](#)
- College [grading policy](#)
- Information on academic [courses and programs](#); degree and program completion requirements; expected learning outcomes; required course sequences
- Names, titles, degrees held, and conferring institutions for [administrators and full-time faculty](#)
- Rules and regulations for [student conduct, rights, and responsibilities](#)
- [Tuition](#), fees, and other program costs
- [Refund policies and procedures](#) for students who withdraw from enrollment
- Opportunities for [financial aid](#) with contact information
- [Academic calendar](#)

A *Student Handbook and Planner* is also distributed to students during the first week of each quarter. It contains information on the services available to students, academic calendar, board policy information (e.g., non-discrimination/anti-harassment), student conduct process, information regarding the student concerns (complaint) process, and all associated web site addresses. It also lists the College mission and core themes.

2.D.6 Educational Program Information

Program outlines are available to students through the [iCatalog](#) for each degree and certificate. The outline provides a description of the program and includes information on program learning outcomes, associated costs for books and supplies, and a typical student schedule. Program outlines for workforce

degrees and certificates also include information on career opportunities, state and/or national eligibility requirements for licensure or entry into an occupation or profession, and a link to the program's website where students can find additional information about the program and employment requirements. The College is in compliance with the federal mandated Gainful Employment reporting. The data is reported on the appropriate [program outline](#) in the iCatalog.

2.D.7 Retention of Student Records

The College considers the accuracy and confidentiality of student records, related to admission, progress, and transcripts, a critical function. Information contained in student educational records is protected in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as outlined in [Administrative Procedure 3.40.01 - B](#). A comprehensive FERPA notification is published in the [iCatalog](#)

which also includes a [release of information policy and regulations](#) pertaining to directory information. [WAC 132Q-02](#) further defines the College's responsibility to respect and maintain students' right to privacy. Students may request, in writing at the admissions office, that no information, including directory information, be disclosed.

Student records, including transcripts, are stored electronically through the College's student management system (SMS) and the financial aid system (FAS). These systems are maintained by the SBCTC's Information Technology Division for all 34 Washington community and technical colleges and backed up daily. The SBCTC also maintain duplicate records of electronic transactions, management information system reports, and SMS and FAS reports in a secure off-site location for disaster recovery purposes. CCS utilizes a paperless scanning system, HalFile, to archive admissions, registration, enrollment, and financial aid official hard copy documents within student services. All academic transcripts prior to 1972 that have not been entered in this system are stored and protected in a fire-resistant room on the SCC campus.

Faculty and student services staff are provided training on FERPA, student confidentiality, and the types of student information they may release according to FERPA. Records of these employee training sessions are maintained in the CCS human resources office, and reports can be easily run to determine which employees have attended FERPA training sessions. Student employees are required to sign a security and confidentiality of information agreement prior to commencing employment. Training records related to student employees are maintained in the work-study office.

The admissions, registration, and financial aid offices maintain security code access and require log-in passwords to prevent corruption of confidential files and the computers housing them. Each time an employee logs into SMS or FAS, they must acknowledge a statement reminding them that they are attempting to access information that is protected by federal privacy law and that disclosing it to unauthorized parties violates FERPA.

Archiving and destruction of records follow state regulations. SCC follows SBCTC's general [retention schedule](#) for Washington's community and technical college system for retention and disposal of student records.

2.D.8 Student Financial Aid

SCC provides an effective and accountable program of financial aid that is consistent with the College's mission, core themes, student needs, and institutional resources. In the 2011-12 academic year, the financial aid office awarded over \$50 million to students attending SCC.

Funding for financial aid originates from federal and state government, local tuition dollars, tuition waivers, and from other public and private agencies. Students also use a variety of other sources to fund their education, including private scholarships, CCS foundation scholarships, and benefits from the Veterans Administration. The [Net Price Calculator](#) available on the CCS website helps students

determine the cost of an SCC education and gives them an estimate of grant assistance for which they may qualify.

Information about financial aid rules, application forms and procedures, eligibility requirements, and satisfactory academic progress requirements are communicated to students on the [Financial Aid website](#). College staff also conducts financial aid information sessions at area high schools, and new students receive financial aid information during NSO.

The financial aid office communicates with students regarding their financial aid process via electronic mail to ensure information is shared in a timely manner. According to the 2011 Community College Survey of Student Engagement, over 61% of SCC students prefer to receive notices from the College via email. The use of electronic communication with students has also freed staff to focus on processing students' applications. The [Financial Aid Portal](#), which was implemented in 2009, is available on the College website and provides students access to real-time financial aid information. Through this platform, SCC students can verify when the College received required forms and information, identify and download any missing forms, and view their financial aid award.

The number of students applying for financial aid at SCC has increased 11% from 2011-2012 to 2012-2013. Furthermore, federal financial aid regulatory changes have required more manual processing. To support the College's core theme on student success, the financial aid office continuously reviews and improves application and award procedures. The financial aid director tracks the number of FAFSAs received each month and compares with those received during previous years. If FAFSA applications are down, the financial aid office increases its outreach efforts. For example, the financial aid staff enlists the help of faculty to remind their students about FAFSA deadlines and to submit their FAFSAs. Financial aid staff also increase their outreach efforts to local high schools and assist prospective students in completing their applications.

As part of the College's continuous improvement efforts, the financial aid department implemented LEAN principles as they redesigned many of their processes and procedures. The staff streamlined processes, standardized forms, and implemented common deadlines between the two CCS institutions. As a result of these changes, the department was able to process 10% more student files within a shorter time frame compared to previous years and awarded over \$16.5 million by the start of fall quarter 2012.

2.D.9 Financial Aid Repayment Obligations

The financial aid office staff regularly monitors and reviews the U.S. Department of Education's Direct Loan Program to make the application process easier for students, reduce the student default rate, and increase processing efficiency.

The College pays close attention to student loan default rates, and the financial aid office has several practices designed to assist students with their loans. The financial aid office uses the National Student

Loan Data System (NSLDS) to check and verify previous loan information when awarding loans. The College does not include loans in the student's initial financial aid award unless the student specifically requests loan funding. Students who want to borrow must complete the Ford Direct Loan Worksheet, the Department of Education Entrance Counseling Tutorial, and an electronic Master Promissory Note. The Department of Education Counseling Tutorial and the Master Promissory Note websites emphasize the importance of repaying the loan debt.

Students whose tuition is paid by Ford Direct Loan funding receive a letter informing them of their right to cancel or reduce the amount of their loan. The office sends students an email that directs them to the Department of Education website, www.StudentLoans.gov, to complete their Exit Counseling interview. Graduating students receive an email directing them to the same site. The Department of Education notifies SCC electronically when the student completes the exit interview. The financial aid office staff mails an *Exit Counseling* booklet to all of the students who do not complete the exit counseling online.

The director of financial aid regularly monitors the Ford Direct Loan Program. The Ford Direct Loan Program represents the second largest aid program after the Pell Grant. The amount of loans borrowed by students continues to increase each year, as evident in the table below.

Type of Loan	Amount of SCC Student Loans		
	2010-2011	2011-2012	2012-13
Ford Direct Subsidized	\$10,714,183	\$11,334,941	\$11,430,051
Ford Direct Unsubsidized	\$9,288,334	\$9,756,712	\$10,807,800
Total	\$20,002,517	\$21,091,653	\$22,237,851

The financial aid office reviews the annual cohort default rates provided by the U.S. Department of Education. The cohort default rate is the percentage of borrowers who enter repayment on Ford Direct or Federal Family Education Loans during a particular fiscal year and default before the end of the next fiscal year. The College's default rate has significantly increased the past few years, as seen in the table below.

Fiscal Year	SCC Cohort Default Rates	
	Two-Year Cohort Rate	Three-Year Cohort Rate
2009	9.3%	17.3%
2010	14.5%	24.6%
2011	19.5%	N/A

Due to a change in loan regulations, the cohort default rate calculation will increase to a three-year rate starting with loans that enter into repayment during the 2009, 2010, and 2011 fiscal years. The National

Student Loan Data System (NSLDS) has begun publishing *trial* three-year loan default rates. With a three-year window of time in which a student could default on a loan, all default rates have increased.

The volume of loans taken out by SCC students, coupled with the negative impact that an increased default rate could have on current students, has resulted in SCC intensifying its efforts to emphasize repayment obligations and default management. To assist with the College's default rate, spring quarter 2013, SCC faculty started to deliver a message to their students each quarter to help them understand the importance the Federal Satisfactory Academic Progress Regulations. The financial aid office plans to continue to collaborate with instruction to contribute to the core theme of Student Success.

Furthermore, SCC entered into a contract with [SALT](#), a non-profit public partnership company, to assist with managing the College's default rates and improving the financial literacy of SCC students. SALT services are offered at no cost to students and alumni and include one-on-one counseling from student loan experts, web tools and calculators, and a personalized online dashboard to track all federal and private student loans in one place and compare payment options. The College is promoting the student success and career services office and tutoring services on the SALT website to help connect students with available resources to support student success and to meet stated objectives of the core themes in Workforce Development, Academic Transfer, and Student Success.

2.D.10 Academic Advising

Academic advising provides services and tools to help students understand their educational options, degree requirements, academic policies, and transfer options. The College provides advising through NSO sessions, student success workshops, individual meetings with counselors and/or program faculty, classroom presentations, and peer mentoring.

The College believes that accurate and timely advising contributes to student success and the stated objectives for the core theme in Student Success. Academic advising is provided by counselors, instructors, and curriculum advisors. The [counseling centers](#) provide academic advising and counseling services using a holistic approach. Counselors utilize the student development model to help students understand program, degree, and graduation requirements; employment opportunities; and transfer procedures.

Each counselor serves as a liaison for specific programs to support students and instructional faculty in workforce and transfer areas. As part of their liaison duties, counselors meet regularly with program faculty and attend curriculum and program advisory committee meetings and program events. In addition, counselors serve on statewide committees such as the Intercollege Relations Commission (ICRC). Several departments, such as Business/Management and Business Technology, effectively hold group advising days where program faculty advise students.

First-time college students are required to attend New Student Orientation (NSO). First-time students also meet with a counselor or curriculum advisor to determine their first quarter class schedule.

Students are encouraged to meet with faculty advisors or counselors to receive information regarding registration and enrollment for subsequent quarters. Students who do not meet minimum academic standards have a block placed upon their records and are required to meet with a counselor to develop plans for academic success and attend success workshops. These requirements are communicated to students during the admission and academic standards processes.

As part of the College's continuous improvement efforts, a committee is tasked to evaluate and revise NSO on a quarterly basis. Improvements made in the last year included revising content, improving the online version, and reducing wait time to meet with a counselor following NSO.

SCC also revised its academic standards in 2012 to provide earlier intervention, support, and assistance for students who are experiencing academic difficulty. The College has a built in a mandatory survey for all students who earn below a 2.0 quarterly GPA to learn what factors students believe contribute to their academic difficulty. Survey results, so far, have indicated time management as one of the leading factors. The counselors have included more information on time management in subsequent workshops.

The counselors are also using the results to develop additional student success workshops available to all students which address other identified areas of concern such as learning strategies, test taking, test anxiety, math skills, career planning, college level research, MLA/APA formatting, financial management, and parenting techniques. During the 2012-13 academic year, 694 students attended 83 student success workshops offered by the student success and career center. The acting vice president of student services recognizes that the College's student success workshops need to be promoted better to students who would benefit from attending.

Student success and career services also offers Job Club workshops covering job hunting resources, money management, effective interview skills, scholarships and resume preparation. During the 2012-13 year, 108 students attended 15 workshops. The office piloted online versions of these workshops this past year and will be assessing during 2013-14 whether this format is meeting students' needs. The title of the Job Club workshops will be changed to Career Success workshops, because students had the impression they needed to be a member of the Job Club in order to access services.

The College utilizes an Early Alert (EA) system to assist students who are experiencing academic difficulties. Faculty, staff, and students may submit an online EA report if it appears a student may need assistance with college. Once the request is reviewed by a multidisciplinary team from

Academic Year	Early Alert Student Referrals By Quarter				Total
	Summer	Fall	Winter	Spring	
2010-11	9	50	45	26	130
2011-12	13	68	59	78	218
2012-13	18	99	112	95	334

student services, the student is contacted by the appropriate resources. In support of the Student Success core theme, the College increased its efforts to educate faculty and staff on the utilization and purpose of early alert which has resulted in an increase in referrals the last two years.

In addition to the EA system, SCC has a [Behavioral Intervention Team \(BIT\)](#) to assist students with behavioral difficulties in accordance with [CCS Administrative Procedure 2.30.05-B](#). The BIT team is multi-disciplinary and consists of administrators, faculty, counselors and campus safety personnel who serve as a behavioral assessment group when a student's behavior has been so peculiar, problematic, distracting or disruptive that it calls for reporting. The College has implemented a proactive student behavioral intervention process that uses formalized protocols to both assess behavior that poses a potential threat to campus safety/security and coordinate resources for early intervention and support for involved students.

Behavioral issues reported on campus are tracked by a data clearinghouse. Anyone may submit an [online BIT referral report](#) if it appears a student's behavior may pose a potential threat to campus safety/security. The BIT team will then gather information about the concerns from appropriate administrators, faculty, staff and students. Using a threat assessment tool, the BIT team will analyze and assess the situation and make recommendations about the best ways to help the individual through support, intervention and/or referral. The BIT team will also coordinate follow-up when appropriate.

Supporting the College's core theme in Academic Transfer, the transfer center provides knowledgeable counselors and hosts representatives from colleges and universities to assist students in transitioning from SCC to baccalaureates. Workshops are available to assist students with degree and university planning, and academic success strategies.

Online resources are provided for students through [SCC's Counseling](#), [Transfer Counseling](#), and [Running Start](#) webpages as well as [iCatalog](#), [MyBigfoot Student Portal](#).

Student services faculty and staff providing advising are involved in the [iCatalog](#) review and update process, and that information is shared with appropriate college staff and faculty. During the review/update of the *Student Handbook and Planner*, departments are contacted for updated information. iCatalog revisions are communicated to CCS marketing staff to ensure that the [MyBigfoot Portal](#) accurately reflect any changes.

Students may use the [online degree audit system](#) to determine their progress and must petition for graduation to have their credits officially evaluated for the requirements of their respective degrees and/or certificates. Counselors and instructional faculty assist with questions or concerns regarding graduation requirements. [Administrative Procedure 4.10.01-A](#) outlines degrees and certificate requirements and is available online.

2.D.11 Co-curricular Activities

SCC co-curricular activities are consistent with the College's mission, core themes, and programs. The student activities office plans, reviews, coordinates, and publicizes on-campus student activities such as lectures, concerts, comedians, and family nights. The office also collaborates with student clubs and organizations to provide various events. All students are welcome and encouraged to attend these events.

Student government (ASG) is self-governing but is supervised by the director of student development, who reports to the vice president of student services. The purpose of ASG is for student leaders to represent student needs to faculty, administration, and government officials. The student government budgets and allocates *service and activity fees* and *student technology fees*; coordinates student representation for tenure review committees; allocates student building funds; and represents students at the CCS Board meetings and student lobby organizations.

The Associated Student Government (ASG) sponsors an **emergency Food Bank** and resource center to assist SCC students and their families who are in need. In addition, the ASG also provide food baskets at Thanksgiving, and a tree of sharing at the holidays.

The College does not have a student newspaper, but one student club publishes an annual literary magazine. Students are required to enroll in the literary magazine production class to acquire hands-on experience in order to participate. The club constitution outlines the requirements for submission, copyright, and the approval process.

2.D.12 Auxiliary Services

Food services are in the Lair Student Center through a contract with Sodexo. Sodexo periodically surveys students, faculty, and staff on their experiences and comments regarding food selection and service. The director of student development serves as the campus liaison to Sodexo. As part of the agreement with Sodexo, the College is responsible for purchasing and maintaining equipment. The vice president of student services manages the budget used for these items.

The College's bookstore, the Stomping Grounds, is operated by the district and located in the Student Lair Building. The Stomping Grounds is committed to SCC's mission and core themes. In addition to traditional text books, the Stomping Grounds also stocks required supplies, like coveralls, automotive shirts, lab coats, and engineering and computer supplies. Through the bookstore, students also have access to inexpensive software programs, such as Microsoft Office. The Stomping Grounds has implemented several practices to help students with the high cost of textbooks including: a quarterly rental program (that allows students to rent a book for a quarter), an online reservation system (that allows students to put used textbooks on hold prior to Financial Aid disbursement) and an enhanced website that allows students to shop where they choose. The bookstore is in compliance with Higher Education Opportunity Act (HEOA) standards. In 2011-12, Stomping Grounds net sales were \$2,385,113.

2.D.13 Athletics

The Athletics program is a CCS program, where students from any of the three institutions (SCC, SFCC, and previously IEL) can compete on one or more of the district's teams. The Athletic department is managed by an athletic director with the support of an assistant director in compliance with requirements set forth by the state and the Northwest Athletic Association of Community Colleges (NWAACC). The athletic director reports directly to the CCS chancellor and makes a presentation to the CCS Board at least once each year that include information on goals, assessment, and accomplishments.

The CCS athletic program is the largest in the conference and offers 15 sanctioned sports including 8 women's sports (volleyball, soccer, basketball, cross country, golf, tennis, track, softball) and 7 men's sports (soccer, basketball, cross country, golf, tennis, track, baseball). In accordance with the Equity in Athletics Disclosure Act, annual participation data by gender is available at <http://ope.ed.gov/athletics>. The program has been successful in terms of winning NWAACCC Championships. Each year, between four and eight teams win conference championships.

Academic achievement is the top priority of the CCS athletic program, which is consistent with the mission of the College. As such, the department has several academic success strategies in place to assist student athletes with retention, academic performance, and completion. The student-athlete GPAs are among the highest of any cohort group in the district.

2.D.14 Identity Verification Process

SCC maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy. Students are informed, in writing, at the time of enrollment, of current and projected changes associated with the identity verification process. Students enrolled in online courses offered by SCC must use an authentication protocol in order to access their classroom(s). Authentication consists of a secure login and passcode which are automatically formulated by the Learning Management System (LMS). In order to login to the LMS, the student logs in with their student identification number (SID) and a password based on the first six letters of their last name, repeated as necessary, i.e., last name Hall becomes password "hallha." Students are directed to update their password the first time they sign into the LMS. If necessary, students can reset their LMS passwords using a secure online system or request staff from the eLearning Help Desk to assist them in this process provided they can verify their identity.

Additionally, some online instructors require their students to take proctored examinations. Proctors require students to verify their identity using an approved photo ID.

Media services staff members proctor/monitor distance learning exams in the Media Services Testing Center located in Learning Resources Center (LRC). Proctors require students to verify their identity using an approved photo ID. All exams are prearranged with media services staff by the distance

learning instructor and delivered to the center. Media services keep all exam information in a secure file cabinet located at the service counter. All non-online completed exams are held securely at media services until retrieved by the instructor or authorized representative. There is no direct fee associated with testing; however, there is a distance education fee charged to students who register for an online course.

Standard 2.E - Library and Information Resources

2.E.1 Mission of Library and Information Resources

The SCC library plays an integral role in helping the College fulfill its mission to “provide our community accessible and affordable educational opportunities responsive to the needs of our diverse population,” as well as its core themes whether the students are enrolled in developmental, workforce, or academic transfer courses. Library services are offered in a welcoming environment both on campus and online. Library and information resources are selected and purchased to support student learning, complemented by a full suite of services that ensure students and faculty can utilize them effectively and efficiently. Essential resources and services, including digital material and reference assistance, are made available online to students working on campus and in remote locations.

With over 42,000 print resources, over 8,700 periodicals (print and online), 3,172 non-print items, and 40 database subscriptions the library’s resources provide students and faculty with the depth, breadth and currency required to support the College’s mission wherever programs are offered and however delivered.

Book resources consist of circulating, reference, reserve, and paperback collections. Library databases cover a broad range of subject areas and information types (articles, e-books, statistics, images, etc.) Subject-specific databases include areas such as art, automotive, entrepreneurship, careers, cultures, history, literature, nursing, and allied health. Since many library databases are continually updated they help to ensure that the overall collection has the necessary currency.

The library makes available resources at a variety of academic levels so that students can find information appropriate for developmental as well as lower division undergraduate coursework. For those items not in the collection, an interlibrary loan service is available for borrowing materials from other libraries in the Spokane area and beyond.

Library faculty work closely with instructional faculty to ensure that appropriate resources are available to support instruction. Library faculty members serve as departmental liaisons to keep abreast of instructional needs. The curriculum committee has a library faculty representative who is able to monitor new course offerings and other curriculum changes.

Although the SCC library primarily supports the College’s instructional needs, it is also open to

community users and thus relates to SCC's Community Responsiveness core theme. Guest cards are available to check out materials and nonstudent users can access databases with the library computers.

Currently, the library is implementing both Primo (the Ex Libris discovery layer) and SFX (the Ex Libris link resolver), to enhance the students' research experience. Library databases are available both on and off campus using EzProxy which will authenticate users by username and password. To protect the terms of license agreements with vendors, only current faculty, current staff, and currently registered students have active accounts for these products. The authentication system allows students who enroll in classes at both SCC and SFCC access to all databases they need to be successful in their coursework.

The next step is to upgrade the integrated library system itself. As part of the WIN (Washington Idaho Network, <http://www.wash-id.net/>), the libraries are presently using Ex Libris' Voyager. WIN is currently investigating various library systems.

2.E.2 Planning for Library and Information Resources

In order to provide the best and most appropriate resources and services for library users, the library surveys both students and faculty. In 2010, the SCC library administered a satisfaction survey. In 2013, following the reorganization of the libraries into the CCS Library Services department, the district distributed that same survey during spring quarter. The complete 2013 survey results were delivered to the department in June. The results will be analyzed in Fall 2013, and based on results, changes for improvement, as needed, will be made. These survey results will be used as baseline data, and the same survey will be administered on an annual basis, so as to gather comparative data. The SCC library survey includes a section on the Hagan Foundation Center for the Humanities, a unique program at SCC. When suggestions for change are made, the library staff analyzes these and implements changes when appropriate.

Since the reorganization, the library faculty and staff have been gathering other data, including data regarding hours, budget, etc. as compared to other state community college libraries. These data have been reported to the administration and used for the 2013-2014 budget preparation.

The Student Tech Fee Committee has also been a source of feedback regarding the library and its use of technology. This feedback is analyzed annually, and the results are used each year to help establish the library's technology and fee request priorities.

Students completing the English 101 worksheet are asked to provide feedback regarding what they learned and their comfort level with using library resources. The feedback is analyzed quarterly and used to modify and improve the information literacy PowerPoint presentation, the manner in which information is presented on the English 101 worksheet, and amount of time spent on various aspects of the presentation.

In 2012-2013 the newly reorganized CCS Library Services developed a strategic plan for the years 2012-2015. The plan aligns with the district's strategic plan and SCC core themes. The CCS Library Services strategic plan has been input into SPOL.

The library faculty members have subject area responsibility for material selection and de-selection. They also work with faculty in all disciplines to ensure the purchase of materials needed for research assignments and in support of the curriculum. When new programs are initiated, SCC librarians, along with the instructional faculty, analyze the information resource needs of the program in order to ensure appropriate library materials are chosen for the collection. In general, the library's selection guidelines direct librarians to give serious consideration to purchase recommendations received from faculty members, college staff, students, and members of the community when selecting and acquiring library materials. SCC librarians are presently working with SFCC librarians to analyze the complete list of databases purchased by the district, with an eye to streamlining the purchasing wherever possible, making sure appropriate databases are available to the faculty and students the College serves.

The library administration, faculty, and staff are involved with such organizations as the Library Media Directors Council of Washington State, the College Librarians and Media Specialists of Washington State, Washington State Library Services and Technology Act Grants, the Association of College and Research Libraries, the Washington Library Association and the Inland Northwest Council of Libraries. Working with these organizations has allowed the library staff to become involved with projects and grants at the state and national level and learn best practices from other libraries and librarians.

2.E.3 Library Instruction and Support

Library faculty members provide information literacy instruction for many classes across the curriculum. These sessions are always tailored to the needs of instructors and their specific assignments and often include hands-on activities and assessments. Many faculty members request instruction that extends to multiple sessions. During the 2011-2012 academic year, library faculty taught 253 sessions which included 6,777 students. Information literacy instruction takes place in two classrooms with smart boards, laptop computers for hands-on work, wifi, and student response systems (clickers).

At the core of the library's information literacy program is regular, systematic instruction for most English 101 (Composition I) and APLED 121 (Applied Written Communication) courses. English 101 is taken by nearly all transfer students and APLED 121 is taken by nearly all workforce students.

The library and English faculty have created an information literacy curriculum component which requires that English 101 students attend at least one instruction session and complete a worksheet. The worksheet serves to assess the information literacy learning outcome required for all English 101 students. There is also an online correlate of this program, including videos and quizzes corresponding to the outcomes addressed in the on-ground session.

Library faculty have partnered with technical writing faculty in the Applied Education department to give

all students in TechEd division programs introductory exposure to information literacy skills and research tools. A standardized activity has been developed that teaches students about trade journals and professional associations in their fields. Pre- and post-tests are given in selected course sections. For example, results from the pre-and post-test showed that students were not understanding the concept of professional associations, so the librarians and instructors changed their instructional material to make it clearer, resulting in improved student performance on the tests. In addition, the librarians and instructors have also modified the way they teach based on responses in the student feedback section of the assessment instrument.

The library supports instruction wherever offered and however delivered by providing links to library resources and services in Canvas, occasionally embedding librarians in online courses, providing 24/7 online chat reference assistance, creating online research guides, and by making available extensive online information resources.

Library staffing is essential for providing users with appropriate instruction and support. The SCC library is assigned four tenured library faculty members who teach information literacy, select and acquire information resources, develop services to support the learning process, and serve on college and district committees. The library is also assigned 2.5 FTE classified staff who perform both circulation and cataloging duties. Two of these staff divide their time between SCC and SFCC.

Budget reductions that occurred in conjunction with the reorganization necessitated reduced evening, Saturday, and summer hours. The library is open 57 hours per week during each academic quarter. Online chat reference assistance continues to be available 24/7.

Library facilities provide support for users with fourteen Internet access computers, five study rooms with DVD players and dry erase boards, seven video viewing stations, a Disability Support Services technology area, and a lounge/learning center for students in the American Honors program. The Bigfoot Coffee Stand sells coffee, soft drinks, and various snacks and makes the library a comfortable place for study and research.

The [Hagan Foundation Center for the Humanities](#) was established in 2005 by the library to bring focus to the library and reading and to create a place where a community of minds can gather to explore various perspectives and ideas in support of the College's core theme in Community Responsiveness. The center's goals are to:

- 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.

The center is also a significant way for SCC to contribute to the community's cultural life. The center is funded by an endowment, supported in part by a generous National Endowment for the Humanities Challenge Grant. The endowment now stands at ca. \$950,000. The endowment income is used for library materials (33%), programming/authors (45%), and faculty stipends (22%). Currently, the theme for the center is *The Global Village: Grow Your World*. Every year, the center offers a rich variety of programming which draws students from every division of the College. Faculty bring students to the presentations and make various assignments based on the presentations, according to their instructional needs and goals. These programs are also open to the public. Library materials purchasing from these funds is based on the center theme.

2.E.4 Evaluation of Library and Information Resources

The library surveys, mentioned in 2.E.2. above, are one of the instruments used for evaluation of library resources and services.

Library resources are evaluated in various ways. The library uses Resources for College Libraries, a subscription database, to compare the SCC collection to recommended materials. Reports can be generated by the WIN integrated library system to provide statistics on the subject distribution and currency of the book collection. Library faculty members assess the adequacy of the collection regularly through various means. These means include information gleaned through liaison activities with SCC academic departments, preparation for program accreditation visits, interaction with individual faculty and service on the SCC Curriculum Committee and other college committees. Library databases are regularly evaluated by checking usage statistics and article databases are compared by using online overlap analysis tools. Based on these input and to the extent the budget allows, librarians purchase resources, both digital and print, to meet the curriculum needs. If a database is found not to be used, the database is cancelled and the dollars are repurposed for a database that better means student needs.

The quality and adequacy of information literacy instruction can be measured by scores and feedback on the English 101 and Applied Education 121 assessment instruments. Clickers are used as appropriate in some information literacy classes. The clickers provide immediate feedback during instructional sessions so that the faculty member can adjust his/her presentation to meet the needs of the students in real time. Users of the library's online live chat service (QuestionPoint) are prompted to complete a survey after each session. These survey data are analyzed by the librarians. These data may prompt follow-up with individual students to ensure that their research needs are met. These data are also analyzed to ensure that the highest quality chat service is provided.

Standard 2.F - Financial Resources

2.F.1 Financial Stability

The College's business functions are centralized and carried out by the CCS business office led by the chief financial officer of the district. This includes central accounting, student accounting, foundation

accounting, travel and other employee reimbursements, grant and contract accounting, purchasing, contracting, cashiering, and payroll.

CCS demonstrates fiscal stability with sufficient cash flows and reserves to support college programs and services. Budget reports (budget to actual) are prepared monthly for the CCS Board, and reviewed with the board by the chief financial officer. Comprehensive financial statements and annual operating budget reports are prepared and presented to the CCS Board on an annual basis.

Risk is managed appropriately to ensure financial stability. The CCS Board has approved a reserves policy which sets aside a reserve equal to five percent of the College's annual operating budget. SBCTC and the State of Washington have emergency funds available for high dollar amount emergency repairs or maintenance. The district participates in a self-insurance liability program through the state. Additional commercial policies are also purchased through the state to protect assets not covered under the self-insurance program

2.F.2 Resource Planning and Development

The College's general operating budget includes state appropriation, local student tuition, and college operating support. State appropriation is the major source of funding for the College and is allocated annually by the Washington State Legislature through the SBCTC. The state board, in turn, allocates the appropriation to the Washington community and technical colleges. The CCS which oversees the district's state appropriation allocates the funding to SCC, SFCC, and previously the IEL.

Local student tuition is the second largest source of funding for the College. In Washington, the state legislature controls the tuition rate set for all public community and technical colleges but gives SBCTC the discretion to set a lower statewide rate. About 80% of student tuition is retained locally to support the College's general operating budget.

Operating support, which includes "excess" enrollment tuition, Running Start reimbursements from K-12 school districts, and international student tuition, has become an increasing source of funding for the College as state appropriations have decreased.

SCC General Operating Budget (in \$millions)

	FY 2008-09		FY 2012-13	
	Amount	% of Total Budget	Amount	% of Total Budget
State Appropriation	\$25.1	75.4%	\$16.6	56.1%
Local Tuition	\$7.8	23.4%	\$10.3	34.8%
Operating Support	\$0.4	1.2%	\$2.7	9.1%
Total	\$33.3	100%	\$29.6	100%

Since 2008-09, the general operating budget has been reduced by \$3.7 million, or 11%. In the past, when SCC's enrollment exceeded its enrollment target, the College relied on "excess" enrollment revenues to supplement its operating budget. With decreasing enrollment, the College has used operating fund balance in recent years to supplement its budget which is not sustainable for the future. As such, the College has developed an institutional goal to have a sustainable budget by 2016. This will entail a combination of reduced expenditures and increased revenues.

The College's budget development process the last four years has been focused on weathering budget cuts while staying true to its mission. During this time, SCC has been able to reduce expenses by taking advantage of faculty and staff retirements and resignations, cancelling low enrolled courses, eliminating non-core activities, and reorganizations to save money. These budget decisions were carefully made while continuing to advance the College's mission and the district's strategic plan.

The 2013 legislative session restored some cuts from previous budgets, provided additional funding, and froze student tuition rates. All of which will allow the College to begin addressing its budget gap and fund new initiatives in instruction and student services.

A major change impacting the College's resource allocation process is the merger with the IEL. The SCC College Alliance is responsible for coordinating planning but does not take part of the budget planning process. The IEL has a budget review committee but no planning committee. To ensure there is a clear linkage between planning and resource allocation, the president will be reconfiguring the SCC College Alliance and the IEL budget review committee into a new college-wide planning and budget committee.

The new college-wide *Planning and Budgeting Committee* will have a broad representation of the College's constituents and will consist of the president's cabinet, faculty, classified, professional exempt staff and students. The committee will have an advisory role to the president and provide differing viewpoint on a variety of college-wide issues impacting planning and budgeting. The committee will meet regularly to review and discuss appropriately defined data and assessment results that will inform planning and budgeting.

The College's budget development process will begin fall quarter with a review of appropriate data such as core theme team reports and other critical data reports relating to CCS and SCC Strategic Plans. In winter quarter, the administration disseminates planning and budget guidelines to divisions and departments to develop their goals and budgets for the upcoming year(s). The division and department plans are then reviewed and discussed by the newly formed *Planning and Budgeting Committee* as well as the president's cabinet. To ensure college-wide input, the president will share information on the process and the status of the budget through two series of meetings, the quarterly all-college meeting and the twice-quarterly faculty forum.

The president's cabinet will make the final budget decisions when legislative state appropriations and statewide tuition rates are finalized. The College's budget, along with other district budgets, is then

reviewed by the CCS Board in work sessions. A final budget is presented to the CCS Board for their approval and adoption typically by the end of spring quarter.

Grant development is part of the continuous improvement process and therefore is aligned with CCS strategic plan and SCC's mission and core themes. A district-wide grants team was established to provide strategic vision, technical support, district-wide leadership and resource development for CCS faculty, staff, and administrators interested in applying for external funding. Departments such as budgeting, finance, institutional research, the CCS foundation, and libraries are just some of the team members involved in this endeavor. The CCS grants and contracts office (GCO) also reviews competitive funding proposals and terms and conditions of all contracts, as well as maintain a [report log](#) of grants/contracts received. In addition, CCS maintains a [grants](#) website that includes tips and a flowchart of the CCS grant writing process, [Grants Team Checklist](#), [Budget Development Worksheets](#), [Grant Writing Information Resources](#), and CCS [submitted grant proposals](#). A [Notice of Intent to Apply for External Funding \(NOI\)](#) form must also be completed for all grant applications including new grant proposals, grant renewals, and continuations of grants with revisions. This form is reviewed for duplication of effort, assignment of appropriate leverage and other fiscal/resource obligations as well as personnel, resources, and monetary impact on CCS departments from the grant submission process and expected outcomes. All grant applications must be signed by appropriate administrators as required under the CCS [Delegation of Authority](#). Proposals submitted to private funding sources must also be coordinated with the CCS Foundation.

2.F.3 Policies, Guidelines, and Processes

CCS meets institutional policy and state and federal regulations through its accounting system. Financial functions are centralized in the business office at the district office. Accounting functions are managed through an integrated financial management system (FMS) that was developed for Washington community and technical colleges and is common across all SBCTC institutions. The FMS system maintains all required accounting data for state reporting, but can also support customized local reports.

SCC representatives serve on the CCS grants team which assists with budget development for grant proposal submissions. A grant [Budget Development Worksheet](#) template has been designed to assist faculty, staff and administrators in developing a workable budget prior to submission to ensure alignment with CCS fiscal guidelines.

2.F.4 Financial Information

The College's FMS system supports multiple reporting options for use by budget and program managers, and business office personnel. Expense reports are reconciled against the allocation given to each campus unit; revenue reports are generated to see if tuition and non-tuition revenues are meeting projections. The budget managers are co-located at the campus units, as well as in the business office, and provide thorough support of the units.

2.F.5 Capital Budgets

Capital planning is carried out through the SCC Master Plan, and is updated periodically. The current update will be completed in 2013; a year behind schedule due to changes in the state's capital budget process and the proposed north/south freeway that will cut through campus. Requests for state capital funds follow a comprehensive and competitive process managed by SBCTC. Colleges requesting funds for new major capital projects submit an extensive Project Request Report (PRR) for each project desired. All requests across the system are scored according to published criteria, and a unified capital budget request of the highest priority projects for the entire SBCTC is presented to the state legislature.

In addition to requesting state allocation of capital funding, SCC also has the option to borrow capital project funding through the state by a Certificate of Participation (COP). With legislative approval, the state issues bonds and the proceeds are used to fund construction or acquisition of facilities. The College then has the obligation to repay this certificate over a 20-year period. SCC is currently using a \$2.1 million COP to partially finance the \$8.5 million remodel and Basic Skills addition to the Student Services Building (#15). The \$2.1 million COP will be repaid from the rental budget.

SBCTC also makes annual or biennial allocations to CCS for maintenance, repairs, and minor projects. Each capital project is assigned a unique budget code by SBCTC. Budgets are monitored both locally and by the SBCTC. The district's capital budget manager monitors all CCS capital budgets.

2.F.6 Auxiliary Enterprises

Auxiliary enterprises at CCS each have a separate designated fund. These include data processing (fund 443, rarely used), printing (fund 448, Service Center), motor pool (fund 460), bookstore (fund 524), parking (fund 528), and other auxiliary (fund 570, rarely used). The chancellor or designee is authorized to make fund transfers from unobligated fund balances as necessary to avoid negative cash balances in local operating funds at the close of an accounting period in accordance with [RCW 43.88-260](#).

2.F.7 Financial Audits

Each year, CCS is subject to financial audit procedures conducted by the Washington State Auditor's Office in connection with the audit of the state's basic financial statements. Each year, the State Auditor's Office conducts the A-133 Single Audit which is an independent audit of systems and internal controls over federally funded programs that the state has designated to ensure compliance with federal regulations.

Audits are conducted in accordance with Government Auditing Standards (also referred to as Generally Accepted Government Auditing Standards). The State Auditor's Office has passed all of its peer reviews, which are conducted by external parties every three years. Results of the audits are issued within six months of the state's fiscal year end and are made available to the public online at the Washington State's [Office of Financial Management](#) web site.

The CCS Board reviews accountability audit reports that have been issued for CCS at their monthly board

meeting. Board members receive a copy of the audit report in advance of the meeting for their review. The chancellor, SCC president, CCS CFO, and other informed personnel attend this meeting to discuss the audit results and answer the board's questions.

In addition to receiving copies of audit findings, CCS and SCC administrators who have compliance responsibility for areas noted in audits receive copies of management letters issued by the auditors. Administrators review these letters and are required to prepare internal corrective action plans to address the deficiencies noted.

2.F.8 Fundraising

CCS has authorized the CCS Foundation to conduct fundraising activities on behalf of the College. CCS Foundation was incorporated in 1972 for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits in connection with CCS. The foundation provides significant scholarship support to CCS students and contributes funds to the College for special projects and events. The foundation also supports athletic teams and student athletes through different activities such as booster club memberships and an annual golf tournament. CCS student clubs and organizations may also engage in fundraising to support their activities; each organization maintains a separate account with the College. Disbursements from these accounts are made in accordance with established College policies and procedures.

In addition, SCC participates in the [Combined Fund Drive](#), Washington State's workplace giving program for active and retired employees. The CFD has been operated out of the Office of the Secretary of State since 2011.

Standard 2.G - Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Physical Infrastructure

Consistent with its mission, core themes, and characteristics, SCC creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

The College facilities and grounds are maintained by the CCS facilities department to provide a safe and healthy environment that is conducive to learning and working. The Megamation computerized maintenance management system (CMMS) assists with planning, scheduling, and completing preventive maintenance and other work orders effectively.

SCC also engages in ongoing efforts to enhance existing facilities and to provide space sufficient to meet program needs both through local funding sources and state funds for repair and minor capital improvements. Several original campus buildings have been replaced or renovated recently. These

projects include the new Livingston Science and Mathematics Building, the new Stannard Technical Education Building, and the renovated Jenkins Wellness Center. The new Livingston Science and Math Building replaced the original science building with a structure that meets or exceeds current building codes and technological requirements. The original science building was renovated and renamed the Jenkins Wellness Center housing the district IT infrastructure, Physical Education program offices and classrooms, Bio-Medical Technology program, Radiology Technology program, medical labs, and the Student Health Center. These programs were previously housed in various locations across campus. The project attained LEED silver certification, part of a point based system developed by the U.S. Green Building Council for achieving specific green building criteria.

The new Stannard Technical Education Building replaced the west wing of Building 1, commonly referred to as “Old Main.” The Stannard Technical Education Building is comprised of various labs and offices to house the following state-of-the-art programs: Electrical Maintenance (ELMT), Heating/Ventilation/Air Conditioning/Refrigeration (HVAC/R), Hydraulic and Pneumatic Automation (formerly Fluid Power), and Welding and Machining.

A remodel and major addition is currently underway for student services in building 15 that will provide a one-stop location for student entry services as well as classrooms and computer labs for Adult Basic Education classes.

2.G.2 Hazardous and Toxic Materials

Per [CCS Board Policy 2.3.05](#), the district is committed to the health and safety of its faculty and staff, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards, and with any special safety concerns identified at the unit level. Every person in the organization is assigned the responsibility for both individual and organizational safety.

Environmental Health and Safety (EH&S) is a non-academic service department dedicated to promoting and supporting community colleges’ efforts to protect human health, safety and the environment. EH&S, with the administration, faculty, staff, and students, develops and implements CCS’s safety guidelines and procedures to establish and maintain a safe and healthy college community. EH&S provides consultation and services in the areas of public health, air and water quality, worker health and safety, biohazards, and chemical waste disposal and cleanup.

The safety officer from the CCS human resources office makes periodic inspections and meets with faculty and staff in those departments where hazardous materials are used. Information about the hazardous chemicals are reviewed, updated, and made available to sites where the chemicals are used.

Required procedures on the use, storage, and disposal of hazardous materials are outlined in the [Hazard Communication Program](#). SCC will furnish to each of its employees a workplace free from recognized hazards that cause serious injury or death as required in the Washington Industrial Safety and Health Act

(WISHA), RCW Chapter 49.17 in accordance with [WAC 800-170](#).

Hazardous materials used in the workplace are labeled, used, and stored according to the manufacturer's recommendation. Flammable storage cabinets are provided in areas where flammable liquids are present. A material safety data sheet (MSDS) is maintained for each chemical in use, and employees are trained on the hazards of the chemical before use.

2.G.3 Facility Master Plan

SCC has engaged in periodic updates of its [facilities master plan](#) to guide the physical development of the campus and identify facility needs consistent with the College's mission and core themes. The College is currently undergoing the latest revision which will be presented to the CCS Board in Fall 2013.

The College's updated facilities master plan was developed with the assistance of the architectural firm Mahlum, located in Portland, Oregon. The development of the updated plan was delayed as new information became available about two major issues affecting the College: the state capital budget process and the Department of Transportation's plans for the section of the north/south freeway that will cut through the western edge of the SCC campus.

At SCC, like other Washington community colleges, the primary source of capital funds is the capital budget adopted by the state legislature, which appropriates capital funds through SBCTC. The State Board has an elaborate and competitive capital budget process. This process has been frozen to new project proposals since 2009. SBCTC will begin to take a limited number of college capital project proposals in 2014. SCC is one of eleven colleges eligible to participate in the process. A significant component of the master plan is identifying major capital needs in to prepare the College for this process. Additionally, talks between the College and the Department of Transportation are ongoing, dealing with issues that will impact the College with the construction of the proposed freeway through the west end of campus. The master plan identifies those issues and will guide the College through discussions and planning with the Department of Transportation.

2.G.4 Equipment

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

As a comprehensive community college with a wide range of workforce programs and equipment intensive transfer classes (such as chemistry), instructional equipment and technology is a major investment each year at SCC. In 2012-13, the College spent over \$1.4 million on instructional equipment.

One source for funding instructional and information technology equipment is the [Technology Fee](#) that students pay (over \$580,000 in 2012-13). The student technology fee is a credit-hour student fee

assessed each quarter. The fee is used to purchase equipment to support SCC's learning environment. Technology is broadly defined to include all instructional equipment and is not limited to computers, software, or networking.

The Student Technology Fee Committee is comprised of SCC associated student government, faculty, and staff representatives. Faculty and associated student government members represent various instructional divisions. Staff members represent other campus areas including student services, information technology and networking. The Associated Student Government president and the vice president of instruction or the vice president of student services serve as committee co-chairs. In addition to instructional equipment, computers and related technology are crucial to supporting institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

District IT budgets provide a level of funding to maintain and support existing equipment and infrastructure with some expansion for upgrades and improvements. Capital projects and department budgets also provide a source of funds for equipment purchases. All IT equipment is sourced, purchased and installed by the CCS Information Technology division that adheres to equipment and configuration standards and inventory control.

The projects that IT proposes are usually basic infrastructure and various campus wide items such as lab desktops and servers. IT gets basic direction from elements of the College's strategic plan and core themes. These themes are re-stated as individual benchmarks such as "replace 20-25% of student desktop computers" or "replace 20% of server platforms". These benchmarks set tangible goals that can be easily measured and ensure that students are getting access to new equipment on a regular basis.

Any project that is approved by the committee is given a final review, and then a project template that further defines the scope of work is produced. This documentation is then used to track the project from approval to the end of deployment.

Technological Infrastructure

Historically, CCS has provided support for Information Technology (IT) from separate organizations for each of its units; SCC, SFCC, previously the IEL, and the district office. The College managers were responsible for managing student, faculty and staff IT resources at their respective organizations while the district director of information systems was responsible for supporting enterprise administrative applications (student, financial, payroll and personnel) as well as PC, server and network systems for district office staff.

Over the course of time it became increasingly difficult to manage and support the integration of separate systems, networks, and standards in preparation for new technologies and applications.

During 2010 – 2011, a number of budget reduction suggestions were considered by the chancellor that identified restructuring and redesigning of a number of departments within the district. In addition, the CCS strategic planning process and, statewide efficiency studies, as well as Spokane district's plan to become a pilot site for the implementation of an Enterprise Resource Planning (ERP) system for the state's community and technical colleges, further reinforced the need to reorganize and consolidate IT resources and services across the district.

As a result, in August of 2011, Chancellor Johnson charged the CCS IT Council to conduct and complete a comprehensive, district-wide information technology assessment to:

- Critically and objectively evaluate the current state of CCS IT to determine its degree of readiness to efficiently and effectively implement CCS LEAN initiatives, a statewide Enterprise Resource Planning (ERP) system, and other academic and student services applications; and
- Submit recommendations and a transition plan to implement changes necessary to enhance strengths, close gaps, and institute common practices and standards.

A taskforce was formed that included a broad representation of administrators, faculty, staff, and students across the district. An independent consultant and interviewer were used to conduct interviews and surveys to support the scope of the assessment that included the following:

- IT Decision Making
 - Processes, roles, and tools that currently support IT planning, tracking, and investments.
- IT Service Delivery
 - Organizational structure, staffing, functions, and skill sets across the district
- Technical Infrastructure
 - Hardware, software, network, databases, and decision support systems (e.g., dashboards, business intelligence).
- Applications
 - Software, databases, and development approaches that support instructional and administrative needs.
- Cultural Readiness
 - Executive support and commitment, organizational change management, and program and project governance.
- Project Readiness
 - ERP project organization and staffing requirements, project management, risk management, and critical success factors.

Assessment findings, recommendations, and a transition plan for implementation were presented to the executive cabinet on December 12, 2011, and a final report to the CCS Board on January 17, 2012. Deliverables were expected to support the following strategic priorities and initiatives:

- Student Success: Strengthening Engagement
 - Improve instructional options to meet diverse student needs.
- Collaboration and Communication: Building Productive Communities
 - Build and support cross-district teams to identify and implement best practices
- Sustainability: Enhancing operational efficiency and effectiveness
 - Operate as a district
 - Optimize the use of technology
- Innovation: Supporting a culture of continuous improvement
 - Ensure programs and services are relevant, diverse, high quality, and timely

The following recommendations represent the findings of the taskforce and are organized by the focus areas outlined in the project scope based on the assessment findings and discussions of the taskforce.

IT Governance and Decision Making

1. Create a new IT Governance Council representing students, faculty, staff, and administrators.
 - a. Make recommendations, identify priorities, and support the ERP implementation
 - b. Work with CIO and executive cabinet
2. Establish four Advisory Committees – Student, Academic Systems, Data Management, and Communications – to provide input to the IT Governance Council.
 - a. Identify membership through the transition plan
3. CIO to work with the chancellor and executive cabinet to determine the composition of each Advisory Committee.

IT Service Delivery/Organization

1. Establish a CCS Chief Information Officer position.
 - a. Report to Chancellor or designee
 - b. Clear authority to manage IT organization, chair IT Governance Council.
 - c. Develop the strategic plan – work collaboratively
2. Align IT organization structure with IT Governance Council and advisory committees.
 - a. Establish and maintain strategic and operational priorities
 - b. Encourage research and development and innovation projects

The taskforce was split on two organizational models. Regardless of the model selected, guiding principles should include:

- Responsiveness to student needs.
- Keeping services for users as close to them as possible.
- Standard-setting that doesn't stifle innovation.
- Maintenance of a highly effective level of decision-making and procedures/processes.
- Definition of measureable outcomes (key performance indicators).

Technical Infrastructure

1. Establish enterprise standards based on advisory committee, IT management, and standards groups.
2. Consolidate and optimize district infrastructure where it makes sense for economies of scale.
3. Implement regular replacement cycles and funding for desktops, servers, and core IT infrastructure.
4. Expand the IT portfolio management system to track IT inventory, applications, and costs.
5. Evaluate network performance and security, and expand access through mobile technologies.

Applications

1. Improve access to business intelligence data.
2. Support the transition and migration of data to an ERP system.
3. Create a data management committee to establish data integrity, security, and related standards.
4. Improve access to data and make it consistent.
5. Improve communications with students, employees, and the public through an integrated easy-to-navigate web presence and portal(s).

Cultural and ERP Readiness

1. Plan and prepare to be a pilot college for the implementation of the [ctcLink](#) (ERP) project.
 - i. Partnering with local higher education institutions that are experienced in ERP systems.
 - ii. Developing a benefits and impact statement to promote participation and buy-in.
 - iii. Complete a ERP Readiness Checklist
2. Develop a climate and culture of change – expand the use of LEAN principles, and establish common standards.
3. Expand the CCS professional development training program to breakdown silos, improve team building, and encourage innovation.
4. Provide training and expand the use of project management tools and principles.

Effective January 1, 2012, the district director of information systems was appointed chief information officer and was charged to develop the final organization structure, job descriptions, and budgets to implement the findings and recommendations of the IT Advisory Taskforce.

Effective July 1, 2012, the IT consolidation and reorganization was implemented and continues to support the goals, objectives, and strategic initiatives of the CCS district and its operating units.

2.G.5 Technological Infrastructure

Consistent with its mission, core themes, and characteristics, the College has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

CCS operates a converged student and staff network. This network uses a policy-driven framework to assign users and devices to an appropriate subnet. This allows CCS to use a consolidated infrastructure regardless of the user or device that needs service and still provide necessary segmentation and security for critical college systems. In fact, guest networks have days where they service in excess of 2000 unique devices that are owned by students. While important college systems are firewalled from the guest network, access to important student services such as the public websites and LMS systems are maintained. The campus guest wireless network is available in every building on the college, the IEL and district office sites. In addition, the colleges are in the process of expanding the student and guest wireless bandwidth and simplifying access to accommodate the increasing number of devices that students are bringing onto the campus.

The total number of desktop and laptop devices across the district is approximately 6,200 desktops and notebooks dedicated to labs, classrooms, faculty and staff. The campuses have open labs in the library that are also served with several dozen notebooks available for student checkout plus a dedicated lab area with about 60 desktops. These computers are available to any student attending the colleges during the operating hours of the Library. Other workstations and notebooks are used in various program or discipline-specific labs such as the Business Technology Center or the Graphic Design lab.

The current local area network maintained by the colleges, IEL, and district office consists primarily of HP Procurve switching equipment, Cisco WAN routing, and Cisco ASA firewalls. Each building on campus is connected back to the data center and network core in the primary data centers. Each of the building connections is at least a gigabit connection, with larger buildings having multiple gigabit trunks bonded together. The basic design of the network is a hub and spoke system with a collapsed core. This allows good performance and availability with a minimum of capital investment. In addition, the colleges maintain an intercampus gigabit connection for high-speed access to services and applications hosted there. Both colleges have a separate K20 internet connection that was upgraded to 500Mbit/s and could serve as redundant failover connections with some additional configuration.

The technology services department provides server and network services for SCC and the district office from a data center located on the SCC campus. The data center was constructed as part of a capital building project (Jenkins Wellness Center, Building #7) completed in summer of 2010 and accommodates approximately 160 physical and virtual servers in a 300 square foot state-of-the-art facility that is serviced with redundant air conditioners, redundant Uninterruptable Power Supplies (UPS) and a natural gas powered generator. College data centers are connected with 10 gigabyte dark fiber connection providing IT with the option to develop failover services between data centers in the future.

The telecommunications department is also in the process of implementing an upgrade to its Avaya telecommunications switches located at SFCC and SCC to provide Voice Over IP (VOIP) and Unified Communications functionality to campus locations in a phased approach as the network is upgraded to accommodate the integration of voice, video and data communications. Once the upgrades are

complete, the systems will have failover to maintain communications in the event of a failure on either telecom switch.

These data servers provide the various academic and administrative services to staff, faculty, and students. These services range from learning management systems, student management systems, and streaming video servers that deliver lectures and other content to students. Students are provided an e-mail account through a partnership with Microsoft using their Live@EDU program. Programming provided by Network Services has enabled automatic creation of these e-mail accounts for all registered students attending SCC. The Live@EDU program provides students with access to all social networking options currently available and access to Office 365 web based applications (Word, Excel, PowerPoint, etc.) along with 25 GB of cloud based storage.

2.G.6 Instruction and Support for End Users

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The IT Customer Support Services department strives to help students and college employees with their technology needs by providing assistance and training opportunities from the first day on campus through increasingly complex needs.

Student accounts are created within 24 hours of application to attend the colleges and IEL, so they can take care of all their needs, such as applying for financial aid or scheduling testing and advising for college entrance. These services are available through the student portal, myBigfoot. These accounts stay with the students throughout their time at CCS. Once enrolled at the colleges and IEL, a student's account provides access to additional computing resources, such as login to campus computers and printing.

New employee accounts are created in conjunction with a request from the employing department, which is given materials to help the new employee get connected and start learning about the College environment. IT gives a short quiz to reinforce the most important information about contacting technical help and avoiding malicious technical attacks.

The CSS department provides centralized help desk services through its HelpDesk consisting of three IT staff to support student, faculty and staff IT needs. All calls are routed to a centralized number (533-HELP) or e-mail helpdesk@ccs.spokane.edu to initiate work orders that are routed to the appropriate technician for managing and documenting all information related to a user request. Many of the e-mail requests come from online forms that gather key identifying information (such as computer and user names) automatically as well as providing the requestor with the opportunity to describe problems in more depth. For after-hours support, IT maintains websites for students (StuHelpDesk.spokane.edu) and for staff (HelpDesk.spokane.edu). These sites house links to important HelpDesk resources and

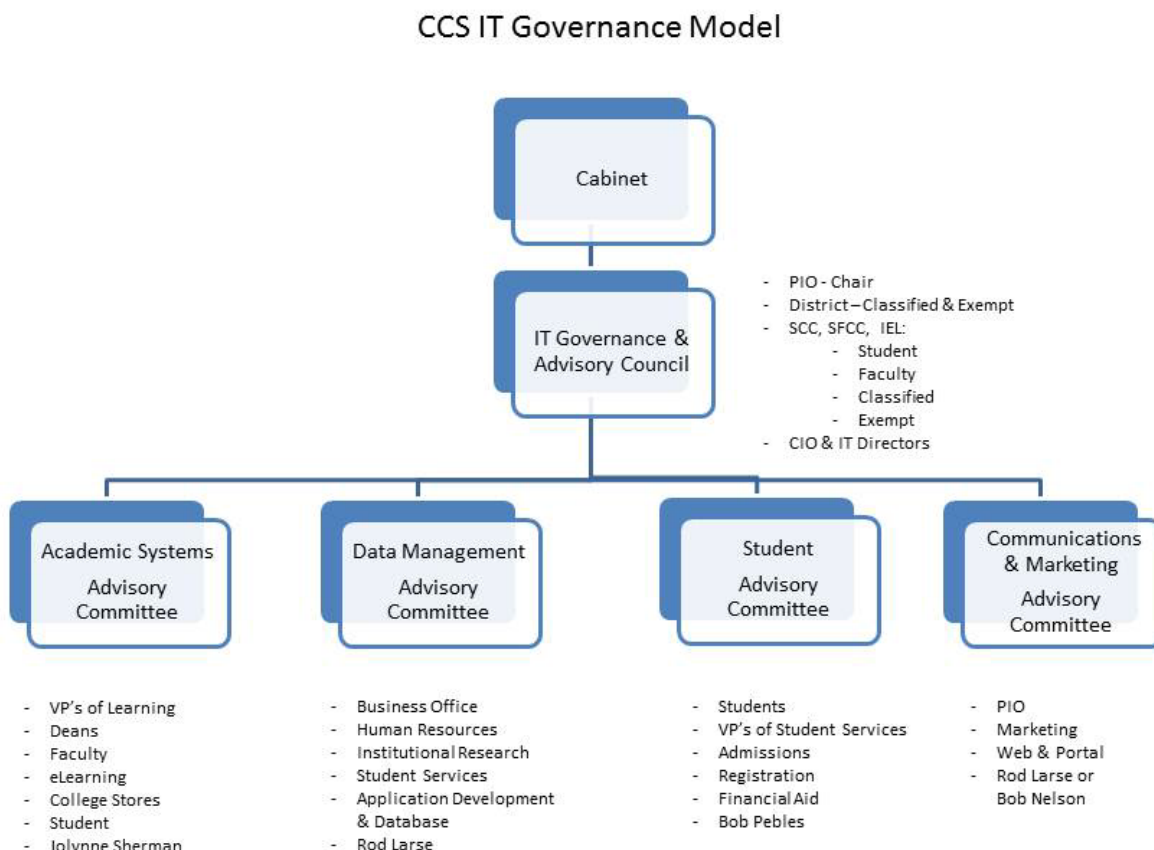
answers to frequently asked questions.

The CCS human resources department has subscribed to lynda.com for training purposes for all full-time employees of district. This service provides instructional material to assist employees in learning how to use most of the software available at SCC.

CCS utilizes a web-based software for strategic planning online (SPOL) to insure that the Strategic Plan for CCS is the guiding principle for all CCS organizational unit plans and college core themes and objectives. SPOL effectively ties planning objectives directly to CCS Strategic Initiatives, provides opportunity for outcomes assessment, aligns budget priorities to strategic objectives, and subsequently, aligns strategic planning outcomes with accreditation reporting. Each priority area comes with related initiatives and key performance indicators that CCS and SCC organizational units use to build objectives and tasks. To ensure that these plans stay aligned and are on target, all units use SPOL software to document and track progress. Training sessions for all faculty, staff and administrators were implemented beginning in Summer and Fall 2011.

2.G.7 Opportunities for Input and Training

One of the key recommendations of the IT Advisory Taskforce was to form an IT governance structure that represents student, faculty, and staff needs regarding IT. The governance council and its subcommittees are outlined below:



2.G.8 Technology Update and Replacements

One of the primary goals of the IT Governance Council is to develop a district-wide IT Strategic Plan to ensure that IT projects and initiatives support the CCS Strategic Plan. This planning cycle typically begins in the fall and will be reviewed annually.

Campus technology planning begins with an online survey of students and faculty concerning quality and availability of technology resources required to support the annual technology fee process as described in section 2.G.4. Each of the CCS colleges has a well-defined procedure and calendar schedule that involves faculty, deans, management, IT staff, and students for submitting equipment and IT requests to support the variety of programs at each institution.

From there the technology planning process shifts to the department level. Department chairs are responsible for engaging their department in the development of a technology plan. To record their department's plan, they use a technology initiative planning worksheet to record specific information about the initiative and what is needed. The worksheets are submitted by each department to the respective dean, who reviews the proposals and prioritizes them from the division perspective.

The division technology plans are compiled to create a plan for the entire College. Projects and initiatives are undertaken for various funding sources, according to priority. Staff PC rotations and plans are developed and funded separately from student needs. Typically, IT staff evaluate college and district staff needs on an annual basis, and develop a rotation schedule for management review, which is then adjusted to meet specific needs and priorities. Department budgets, grants, capital projects and special projects are all potential sources that can provide the funding to meet staff and faculty needs as outlined in the College tactical or strategic plans.

Institutional Planning



3

Chapter Three: Institutional Planning

Standard 3.A – Institutional Planning

SCC has engaged in a college-wide strategic planning process since 2005. The College recognizes that commitment to all aspects of the planning has not always been systematic and uniform across planning units. The district's strategic plan which was completed in 2011 has provided guidance for the College though changes in its leadership and organizational structures.

When Chancellor Johnson arrived in 2010, CCS undertook a [comprehensive strategic planning process](#) to chart the direction of the district in serving the needs of Eastern Washington. A team of students, faculty, staff, exempts and administrators from all areas of the district began work on the plan in Fall 2010. The team envisioned a future best-case scenario for CCS and studied data about CCS students, employees and infrastructure; the state and regional economy; workforce trends and initiatives; and more. They also studied perceptions of CCS strengths, weaknesses, opportunities, and threats (SWOT) from focus groups and forums with students, faculty, staff, educators, business people, diverse community leaders, and social service providers.

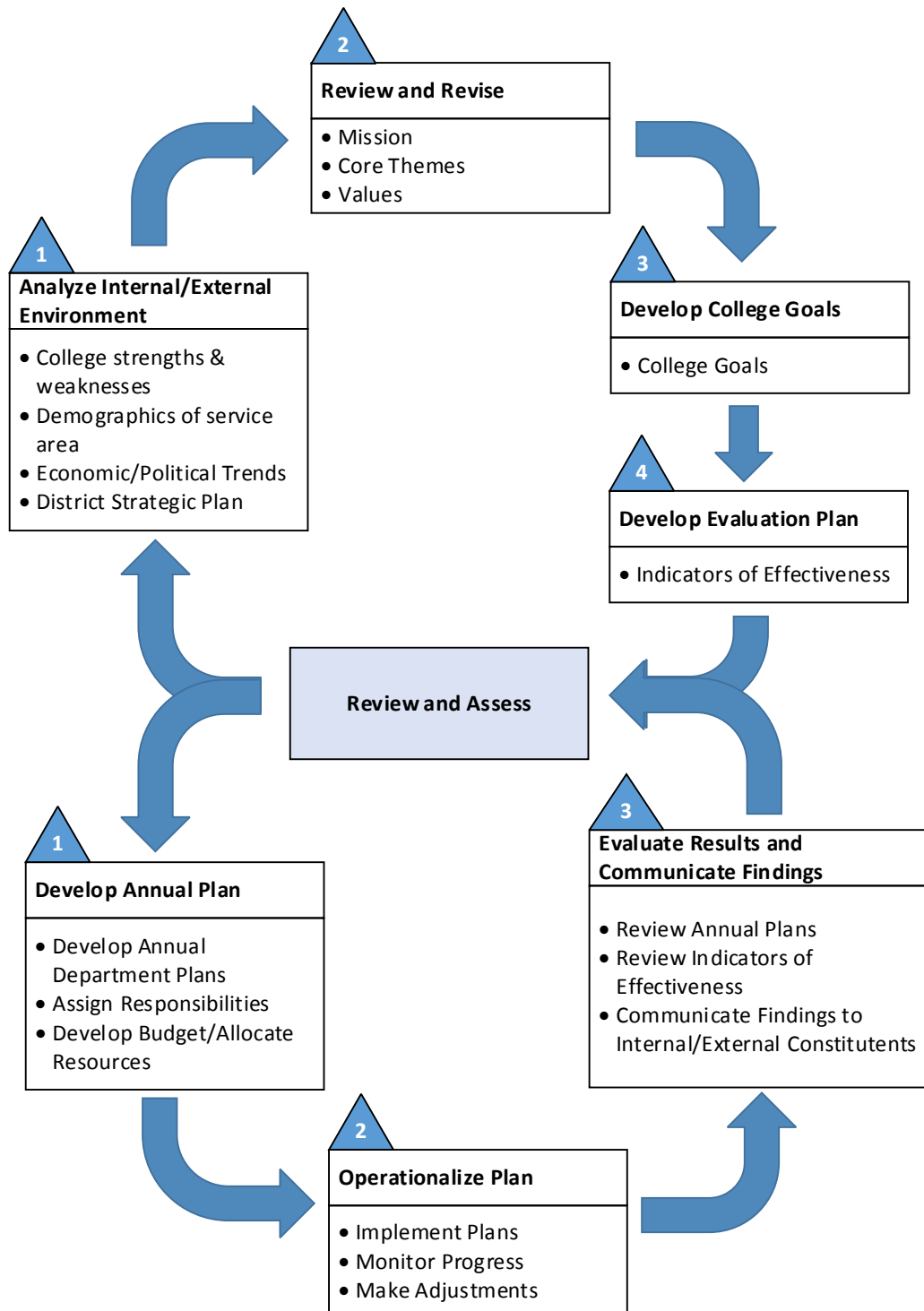
The CCS Strategic Plan outlines broad initiatives for the district and colleges that provide balance between district accountability and institutional autonomy to yield greater effectiveness and efficiency. It includes values, vision, mission, strategic priority areas, strategic initiatives, and performance indicators. Current and future strategic plans at SCC, SFCC and the IEL (prior to the merger July 2013) will be aligned with the CCS Strategic Plan.

The CCS Board reviews [progress reports](#) on the CCS strategic plan quarterly. Each quarter, a different strategic initiative is reviewed with the CCS board by CCS district staff. The review encompasses those areas that have been identified by each of the colleges and the district administrative units.

3.A.1 On-going, Purposeful, and Systematic Planning

The College adopted its current strategic planning process in 2005. The SCC strategic planning process is based upon a three-year rolling cycle, with an annual operational planning cycle, as seen in the illustration below.

SCC Strategic Planning Model



The strategic planning process, illustrated by the upper cycle, occurs every three years and consists of the following steps:

1. Analyze internal/external environment
2. Review and revise mission and values
3. Develop college goals
4. Develop evaluation plan and indicators of effectiveness

The College's operational planning, illustrated by the lower cycle, occurs annually and consists of the following steps:

1. Develop annual plan
2. Operationalize plan
3. Evaluate results and communicate findings

As part of the continuous improvement process, the College assessed the strengths and weakness of its strategic planning process during the 2012-13 academic year and recognized that the following improvements are needed to be made:

- Remove step two from the strategic planning cycle and create a *Realignment Year* that occurs every seven years during which the College reviews/revises its mission, core themes, and values. This would allow the College to synchronize its strategic planning process to the new accreditation cycle.
- Create a clear connection between college planning and budget development where planning informs resource allocation.
- Establish a college-wide *Planning and Budgeting Committee* with broad representation of college constituents that can provide differing viewpoints on a variety of college-wide issues impacting planning and budgeting.
- Improve the use of and assessment of data at all levels of the institution to inform planning and selection of programs and services that contribute to the accomplishment of core themes and mission fulfillment.
- Improve communication throughout the process to allow for input from different constituents at different stages of the process.

The president will work with the College Alliance, and the new Planning and Budget Committee once established, in 2013-14 to develop an action plan to address the weaknesses and recommended improvements identified in 2012-13.

Planning at SCC is driven by two key elements which will provide guidance for all planning efforts:

1. The CCS strategic plan
2. The College's mission and core themes

Following the College's assessment of its core themes (see Chapter Four), SCC has developed five institutional goals for 2013-16 to address medium-term issues confronting the College and its achievement of core theme objectives. The goals are as follows:

- **Increase Student Achievement**

Issue: The results from three of the College's core themes show that retention, progression, and completion of coursework and degrees need improvement. SCC will adopt the SBCTC Student Achievement Initiative (SAI) framework to help the College identify barriers, design interventions, assess impact of interventions, and make appropriate adjustments. The initiative tracks student achievement of educational benchmarks or milestones such as progress through developmental coursework, completion of college-level math, earning the first 15, 30, and 45 college-level credits, and earning a certificate or degree.

Expected Outcome: By 2015-16, the College will have made substantial progress in student retention, progression, and completion of coursework and degrees.

- **Improve information**

Issue: The College needs to ensure decision-making processes are informed by a collection of appropriately defined data and that these processes are transparent to the College community. Throughout the core theme assessment processes, faculty, staff, and administrators raised concerns regarding student coding, data collection, and the appropriateness of data reported in college-wide reports (see Chapter Four for more details) and have not regarded college-wide data and reports as credible.

Expected Outcome: By 2015-16, the College will have adopted a culture of evidence where data is viewed as credible. The data provided by the office of planning and intuitional research will be systematic, timely, useful, and user-friendly in support of the achievement of college goals and core themes.

- **Expand Offerings**

Issue: SCC needs to continue to expand and adapt instructional offerings to become more responsive and flexible in its programming to meet the needs of the community in response to Core Theme 4, Community Responsiveness. Examples include offering a fully online AA degree, evening workforce education, and pathways for students with low basic skills (I-BEST). These expended offerings also need to include the appropriate student support services that

contribute to the Workforce Development, Academic Transfer, and Student Success core themes.

Expected Outcome: By 2015-16, the College will have 1) fully online offerings in a minimum of 10 programs including the AA-DTA transfer degree and the AA-DTA business degree, 2) a robust evening degree program for transfer and workforce education, and 3) multiple pathways for basic skills students to transition into transfer and workforce education.

- **Close the Budget Gap**

Issue: The College's general budget currently uses \$1.2 million of operating support, which is not sustainable and is under-budgeted in critical instruction and student services functions. In order for the College to continue to fulfill its mission and achieve its core theme objectives, SCC needs a sustainable budget.

Expected Outcome: By 2015-16, the College will have a balanced budget and resources to invest in new initiatives supporting the SCC mission and core themes.

- **Unify SCC and IEL**

Issue: The SCC-IEL merger is intended to improve instructional opportunities for students and greatly enhance the College's financial stability. While the leadership merger became effective July 2013, there are still many recommendations from the SCC-IEL Merger Taskforce that need to be implemented. In addition, it will take time to create a unified culture within the new organization.

Expected Outcomes: By June 2015, SCC and IEL will be fully merged into one college. The 2014 Year One report will reflect a joint vision, mission, and core themes.

3.A.2 Staff Participation in Planning

The College Alliance was established in 2009 to coordinate college strategic planning, monitor plan implementation, and address issues of college-wide significance. The College Alliance membership consists of faculty, staff and administrators.

A major change impacting the College's planning and resource allocation processes is the merger with the IEL. The inclusion of the IEL gives rise to the need to review and restructure college committees where appropriate. For example the IEL has a budget review committee but no planning committee. SCC, on the other hand, has the College Alliance responsible for coordinating planning but no budget review committee. To ensure there is a clear linkage between planning and resource allocation, the president will be reconfiguring the SCC College Alliance and the IEL Budget Review Committee into a new college-wide *Planning and Budget Committee*.

The membership of the new *Planning and Budget Committee* will include all college stakeholder groups

such as faculty, classified, administration, professional exempt, and students. Representatives from each group will be appointed through the appropriate appointing channels for staggered terms. The appointments will be done in a way that reflects the programmatic and geographic diversity of the “new” SCC. This representation is intended to assure that the newly added IEL programs are represented and the committee has a diversity of membership from throughout the “new” SCC. The CCS budget manager and director of planning and institutional research will be ex-officio members working in support of the committee.

3.A.3 Analysis and Evaluation

The SCC office of planning and institutional research is committed to continuous improvement. The director of planning and institutional research will work with the president’s cabinet and the new planning and budgeting committee to develop an institutional effectiveness plan in 2013-14. In addition, the director will also work with instructional and student services administrators to identify data needed to inform planning for and evaluation of programs and services.

While the office is responsible for regularly collecting and analyzing data on core theme objectives and indicators of achievement, it is also leading the College’s effort to adopt data driven decision-making. The development of data dashboards and interactive reporting, where end-users have the ability to select and change filters/parameters, the use of data in decision-making has become more tailored (to deans, chairs, faculty, and administrators), timely, and thoughtful. For example, the director of planning and institutional research recently developed a web-based application at the request of the English and math departments that allows faculty to access relevant and timely data on their students’ previous coursework. These data enable faculty to customize curricula to the needs of the students enrolled in each course to improve student achievement.

The main vehicle for distributing results for achievement on core theme objectives college-wide is the [mission fulfillment dashboard](#) available on the College’s intranet. The data are analyzed by the core theme team on a quarterly basis to evaluate achievement of objectives. The results will be utilized to develop improvement plans.

3.A.4 Resource Allocation

The College’s budget development process will begin fall quarter with a review of appropriate data such as core theme team reports and other critical data reports relating to CCS and SCC Strategic Plans. In winter quarter, the administration disseminates planning and budget guidelines to divisions and departments to develop their goals and budgets for the upcoming year(s). All divisions and departments will consider goals and initiatives that contribute to the CCS strategic initiatives, SCC core themes and objectives, and college goals.

The division and department plans are then reviewed and discussed by the newly formed *Planning and Budgeting Committee* as well as the president’s cabinet. To ensure college-wide input, the president will share information on the process and the status of the budget through two series of meeting, the

quarterly all-college meeting and the twice-quarterly faculty forum.

The president's cabinet will make the final budget decisions when legislative state appropriations and statewide tuition rates are finalized. The College's budget, along with other district budgets, is then reviewed by the CCS Board in work sessions. A final budget is presented to the CCS Board for their approval and adoption at the end of spring quarter.

3.A.5 Emergency Preparedness and Contingency Planning

SCC is committed to the personal security and safety of its students, faculty, staff, and visitors. As such, the College, in collaboration with the district, regularly participates in emergency management and continuity of operations planning. The purpose of CCS's [Emergency Management Plan](#) (EMP) is to establish a continuing state of emergency readiness and response to college-wide emergencies or catastrophic events. While it is not possible to cover every conceivable situation, the EMP provides the basic administrative structure and protocols necessary to cope with emergency situations through effective use of college and campus resources. The EMP is designed to provide a single source of information to protect CCS students, faculty, staff, and visitors during emergency situations. It is also intended to facilitate an effective response to emergencies by outside responders by providing the early initiation of a recognized command, control, and communication structure (Administrative Procedure 2.30.05-R: [Emergency Communications](#)).

CCS is committed to ensuring that the CCS EMP is dynamic. The EMP is tested and evaluated regularly to ensure maximum preparedness. Key staff participate in table-top and full-scale exercises to enhance skills and evaluate plan protocols. All CCS employees are required to have a basic understanding of the EMP and their role in the successful execution of critical protocols. The EMP is available in a flip chart, wire bound cover stock format with a tab identifying each type of incident. Each tabbed page gives specific, ordered directions of what to do in case of that specific emergency. These flip charts can be found in all the classrooms, hallways, and meeting rooms throughout the SCC campus.

The CCS EMP is reviewed on an annual basis to ensure that the EMP reflects the current conditions and status of the campus facilities and personnel. During this process the roster of Incident Command System personnel (and alternates) will be reviewed and updated, if needed, along with the state of emergency preparedness and response. Personnel involved in the Incident Command Post and the Emergency Operations Center (SCC president and both vice presidents) are required to successfully complete the National Emergency Management Training. Appropriate recommendations are made to revise any programs and/or procedures for the chancellor's approval.

A critical component of CCS's Emergency Management Plan is [Continuity of Operations Planning](#) (COOP). All college departments must have a COOP plan that will address the effects of manmade, technological, or natural disasters. The plan uses an all-hazards approach to ensure critical college functions will continue to operate and provide services to faculty, staff, and students to the extent possible. COOP includes considerations of the following:

- Space (e.g., classrooms, libraries, offices)
- Infrastructure (e.g., power, water, sewer, phones)
- Faculty and staff
- Equipment (e.g., computers)
- Identifying critical functions and resources.
- Safeguarding critical resources against loss (e.g., back-up for systems and data).
- Taking actions that will mitigate the impact of losses (e.g., mutual aid agreements with area colleges).
- Replacing resources quickly (e.g., contracts with vendors).
- Performing critical functions without normal resources (e.g. distance learning).
- Providing timely information to all college personnel at all times.

Each SCC facility is appointed a primary and alternate Building Evacuation Coordinator (BEC). BEC personnel are designated to oversee building evacuations and manage assembly points. This includes the important responsibility of assuring their assigned building has been evacuated. BEC personnel receive “best practice” training in the areas of building evacuation, shelter-in-place, workplace violence, and two-way radio communications. BEC personnel are drilled twice annually to sustain established standards in accordance with the EMP and other applicable policies and procedures.

Core Theme Planning, Assessment and Improvement



Chapter Four: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22: Student Achievement

SCC identifies and publishes expected learning outcomes for each of its degrees and certificate programs in the college iCatalog, degree and certificate planning guides, and course syllabi. Faculty are responsible for evaluating student achievement of course-, program-, and degree-level learning outcomes that lead to improvements in teaching and learning. However, the College is lacking a comprehensive system of assessment (see 4.A.3 for detailed information) that is purposeful in that it is deliberate, planned, and tied to identified student learning outcomes; systematic in that it is cyclic and institution-wide; and driven in that it is a collaborative effort valued by the faculty and vested in the faculty.

Eligibility Requirement 23: Institutional Effectiveness

The College's strategic planning, facilities master planning, and core theme planning demonstrate a data informed approach. SCC's core themes and [strategic plan](#) framework are published on the College's website. The College's mission fulfillment dashboard is available on the intranet website for all college personnel.

Standard 4.A – Assessment

4.A.1 Ongoing, Systematic Collection and Analysis of Data

The SCC's office of planning and institutional research is responsible for regularly collecting and analyzing data on core theme objectives and indicators of achievement. The main vehicle for distributing the results college-wide is the [mission fulfillment dashboard](#) available on the College's intranet. The data are analyzed by the core theme team on a quarterly basis to evaluate achievement of objectives. The results will be utilized to develop improvement plans.

At the end of each academic year, the teams evaluate the extent to which all core theme indicators provide meaningful data to evaluate achievement of objectives, individually and collectively. The reporting process will begin in spring quarter with the core theme teams evaluating the progress to date and documenting any programs or processes that have changed or been instituted with the purpose of making improvements. At the end of spring quarter, the teams will submit their final report to the administration and the College Alliance for consideration in the college-wide planning and resource allocation process.

4.A.2 Effective System of Evaluation of Programs and Services

The College recognizes that improvements are needed in several areas regarding evaluation of programs and services. The College administration and the campus community are committed to continuing the work that began in 2012-13 in these areas. The College understands that to have an effective system of evaluation, the process must be consistent, systematic, robust, and well-understood.

Instruction

The College's [*Instructional Program Review Process*](#) occurs annually and begins with the compilation of an *Annual Report Card* for each program which provides faculty and administration with descriptive statistics pertaining to the program's character and student outcomes. The vice president of instruction and appropriate instructional dean review these data and, in conjunction with other information about the program, determine if an in-depth review is required or not.

The "report card" contains data from the previous academic year and includes the following:

- Enrollment (headcount and full-time equivalent students)
- Program completion status (retention, completion, transfers, withdrawals)
- Awards conferred (certificate, degrees)
- Licensure pass rates, if appropriate
- Student-faculty ratio
- Student demographics (age, gender, race, family status)
- Academic preparedness of students (prior education and SCC placement scores)
- Student outcomes (transfers to other schools, job placement, average earnings)

At the arrival of the acting vice president of instruction in July 2012, faculty voiced concerns about the College's program review process. These concerns included:

- Accuracy of data
- Sources used for data
- Lack of qualitative data and faculty input
- Lack of closure of the assessment loop; data ends with programs and deans
- Repetition with other reports required of accredited programs

An additional concern for the acting vice president of instruction was that the College's *Instructional Program Review Process* only included workforce programs; academic transfer programs and other support services (such as tutoring) were excluded.

In response to these concerns, the acting vice president of instruction worked with the Council of Chairs in winter and spring quarters to develop an improvement plan for the College's program review process. The acting vice president and the Council of Chairs agreed to make some modifications to the process for the 2012-13 academic year and to revisit and revise the entire program review process in 2013-14.

The Council of Chairs, instructional deans, the office of planning and institutional research, and the new Assessment Committee will work collaboratively to address faculty concerns and to include academic transfer programs, the IEL instructional programs joining SCC, and to incorporate the work done by programs with specialized accreditation.

The work done by the Student Learning Outcomes Assessment Taskforce in 2013 will also provide a strong foundation from which to begin. In early 2013, the acting vice president of instruction appointed this taskforce, composed of faculty with support from staff from accreditation, planning and institutional research, and the curriculum office, to do the following:

- review and identify best practices in assessment at SCC and in the literature
- identify barriers to progress and resources needed to build an effective assessment system
- recommend to the president and the acting vice president of instruction a comprehensive system for assessment of student learning outcomes and a structure for ongoing oversight

The taskforce recommendation to convene a college-wide assessment committee to guide and coordinate all assessment efforts (course-, program-, and degree-level) at the College will provide a [sustainable structure for ongoing oversight](#) that is faculty-led.

Student Services

The recent redesign of student services has resulted in many improvements to processes and procedures contributing to the achievement of the Student Success core theme. For example, the changes implemented from admission to enrollment have shortened the students' entry process from 39 steps to 12. Some of the improvements include information nights, a new student intake packet, welcome letter, student portal, and the mandatory New Student Orientation (that is also available online).

Academic Year	Quarter	New Student Orientation Attendance		
		# of Student in Campus Sessions	# of Students in Online Sessions	Total Attendance
2011-12	Spring 2012	260		260
2012-13	Summer/Fall 2012	1041	341	1382
	Winter 2013	541	139	680
	Spring 2013	386	131	517
2013-14	Summer/Fall 2013 (as of 6/15/13)	532	117	649

Other improvements include a student update form that makes it easier for students to change their personal contact information with the college; an application deadline of three weeks prior to the quarter, so students will have enough time to be assessed, advised and register for classes; and reduction in the number of days after the beginning of the quarter (from ten to five) a student can add a class to their schedule. Students adding a class after the fifth day into the quarter must receive permission from the vice president of instruction.

In Summer 2011, the College created a one-stop shop in the student services building designed to assist students with enrollment and financial aid questions without sending them to multiple offices located in different buildings across campus. The "island" is staffed by financial aid, admissions, and registration

staff with counselors available in close proximity. Furthermore, in a recent reorganization, the offices of admissions and registration now both report to the Registrar to increase collaboration between the two offices and better serve students. In Summer 2013, an addition to the student services building began which will allow the cashier's office to move to the same building, thus completing the College's goal of a true one-stop shop to better assist students.

Student services continually make improvements to meet the needs of SCC students. For example, on the first day of the quarter, the College bookstore opens early so that students can get their textbooks, cashiering services are provided in the Lair Student Center so students do not have to walk across campus to purchase their parking permits or conduct other financial transactions, and during the first days of the quarter, the student services offices stay open later. Last fall, SCC partnered with Higher One, a financial services company, to disburse its financial aid awards to students. Students who choose the debit card option will have access to their funds the first day of the quarter and will not have to wait in a line to receive their check.

In Fall 2012, student services staff began calling students the week before tuition was due to remind them of the deadline. These calls were designed to reduce the number of students dropped for nonpayment, who then had to re-enroll with limited class availability. The table below shows that since the College began calling students to remind them of the tuition payment deadline, there has been a significant decrease in the number of students who were dropped for non-payment.

Quarter	Students Dropped for Non-payment After Tuition Deadline By Academic Year			
	2009-10	2010-11	2011-12	2012-13
Fall	813	1392	1106	480
Winter	267	304	396	186
Spring	360	238	301	145
Summer	105	167	277	138

During Summer 2010, the *Veteran's One Stop* was created. The center, in conjunction with Veteran Friendly Contacts located in each building, has contributed to SCC being recognized as a G.I. Jobs Military Friendly School in 2011 and 2013. The recognition is given to the top 15% of schools nationwide that deliver the best educational experience for military students. The College has also been acknowledged by the State of Washington as an official partner for Veteran Supportive Campuses. Student services faculty, staff, and administrators work collaboratively with instruction to improve processes and procedures that contribute to the achievement of SCC's core theme objectives. For example, in 2012 all student testing functions, including assessment, certification, distance learning, and proctored testing, were consolidated under media services in the Learning Resources Center.

Another example is an online process implemented by student services in spring quarter 2012 for students to request permission from an instructor to add a class. The process, referred to as *ISAC*, was

designed to reduce the amount of time a student spent attempting to obtain an instructor's signature in order to add a class. In the first quarter, at least 658 students successfully obtained a response from their potential instructors using the system.

For the past four years, student services has primarily focused on planning, implementing, and assessing initiatives related to removing barriers and streamlining processes for students which contribute to the achievement of the student success core theme objective. While student services will continue to focus on student success, it will also plan future initiatives designed to support achievement of the College's core themes in Workforce Development and Academic Transfer.

Four initiatives planned for the 2013-14 academic year include:

- Connecting students earlier with student success and career services center for career exploration assessments and assistance, so they can decide on a career pathway sooner, reducing their time to degree completion.
- Assessing two quarters of data from the revised academic standards process to continue to refine and modify the supports available to students who do not meet minimum academic standards.
- Implementing and assessing a new Start Next Quarter program which is designed to assist potential students in quickly determining if they are eligible to receive workforce funding that will allow them to start on the pathway to a new career. They will then attend an educational planning workshop and apply to attend SCC the next quarter.
- Making it easier for students and prospective students to find the information they need on the web. A work group has already begun meeting and will adhere to guiding principles such as the use of sensible language with less text and more links as well as LEAN home page designs that are easily navigable.

Results from the 2011 CCSSE show that 34.7% of SCC students surveyed indicate that they sometimes or often received career counseling compared to only 27.9% of the students at other medium-sized community colleges and 28.5% of all students responding to the 2011 survey. While the College's scores surpass those of its peers, SCC wants to continue to improve in this area to support workforce students.

College-wide

While the wide range of instructional and student services programs offered by the College might be best served by a flexible program assessment process, the administration at the College will establish an oversight process that is systematic, comprehensive, and well-understood. The process will inform planning for and evaluation of the College's core themes.

4.A.3 Comprehensive System of Assessment of Student Achievement

SCC has expected learning outcomes for each of its degree and certificate programs, and faculty are responsible for evaluating student achievement of course-, program-, and degree-level learning

outcomes. The College's assessment efforts of student learning outcomes are purposeful and faculty-driven; however, the efforts are not consistent and systematic across the college. As a result, the acting vice president convened a Student Learning Outcomes Assessment Taskforce in early 2013, which identified the following issues as needing particular attention:

- Administrative turnover and inconsistency
- Lack of adequate resources
- Need for a model that allows flexibility to better serve the wide range of SCC programs
- Absence of a reporting structure for assessment results to be included in the College's overall planning process
- Lack of a campus-wide culture of assessment

The Student Learning Outcomes Assessment Taskforce made the following recommendations:

Leadership

- Job descriptions and screen committees need to emphasize assessment as part of the hiring process for deans.
- Performance reviews for deans should include evaluation of their leadership in assessment within their divisions, and instructional executives should take the initiative to work with deans to ensure that they are leading their divisions in the effort to create and maintain the College's assessment plans.
- Deans (or their designees) should encourage faculty to include outcomes assessment and the use of results as part of their professional development plans.

Organization

- The College should form a new standing committee that will coordinate and guide assessment efforts and serve as a repository of assessment materials and results. Their initial, key responsibility would be to create and maintain a single and easily accessed overview of assessment of student learning outcomes across the college. This overview would document the status of program assessments for all divisions. The committee would have faculty and administrative representations from all divisions and would also include, as a standing member, the Assessment Coordinator, a new position.
- The College should form program assessment committees within divisions. For the Arts and Sciences divisions, the AA degree distribution areas will be defined as programs. The number and composition of program assessment committees will be determined by their respective divisions. These committees would be responsible for coordinating their program assessments, compiling assessment results, and encouraging the use of results in improving student learning. They would also develop a means to clarify, track, and connect course and program student learning outcomes and assessments.
- Assessment should be integrated with other college processes. In particular, faculty/

departments initiating new courses or revising the student learning outcomes for existing courses should gain approval for the outcomes from the Assessment Committee.

- The organizational and reporting structure should be systematic. It should be defined and clarified through a schematic such as a flow chart that can be easily understood by others.

Resources

- The College should create the position of Assessment Coordinator, and this position should be filled as soon as possible.
- A willingness to engage in the development of learning outcomes and in the assessment process should be a significant part of the screening process when hiring new faculty.
- Funds should be made available to faculty for professional development related to assessment.
- Resources should be made available to faculty through the Assessment Committee through the provision of a Teaching and Learning Center, either physical or virtual or both.
- Stipends should be offered to faculty chairing the Assessment Committee and the program assessment committees.
- When assessment results indicate a need for resources to address issues, this should be included in strategic planning.
- The College should designate one faculty workday per year to be used in the further development of the College's assessment plan, with particular attention given to strategizing means to incorporate instructional improvements.

The taskforce presented its findings and recommendations at the all-faculty meeting and to the SCC Curriculum Committee in June 2013. The taskforce also met with the president and acting vice president June 12, 2013, to discuss the recommendations. On June 20, 2013, the acting vice president of instruction made the following commitments:

- Leadership – College administration will emphasize assessment as part of the hiring process, performance reviews and evaluation of deans. The instructional administration will encourage faculty to include outcomes assessment and use of results as part of their professional development plans.
- Organization - The College will form an Assessment Committee modeled after the successful curriculum committee with representation from each instructional division and administrators. A charge for this new committee will be shared in fall quarter 2013 and will be focused on the next steps recommended by the Student Learning Outcomes Taskforce (assessment work, faculty development, and the teaching and learning center for the first year

and align assessment efforts with the curriculum committee).

- Resources – The College will commit resources to support the work of the Assessment Committee (consistent with the support provided to the SCC Curriculum Committee), resources to begin work on a *teaching and learning center* and potential stipend(s) for faculty serving as the assessment coordinator. The Assessment Committee will be involved in defining responsibilities for these roles and advising the acting vice president on resource allocations.
- Assessment of SCC student abilities –Data from the graduation petition survey will be shared with the Assessment Committee and other interested parties. The Assessment Committee will also be charged with developing and implementing a direct measure of the student abilities.

Though assessment of student learning outcomes has not been systematic across the college, the fact that assessment at SCC has been faculty-driven is evident in the many best practices and improvements made to teaching and learning. Following are two examples of SCC best practices in assessment.

An Example of Course Assessment

A best practice at SCC in course-level learning assessment is the English 101 Portfolio. Each quarter, SCC offers about 35 sections of English 101 to almost 900 students. The Portfolio process was developed by the English faculty to provide a standard assessment across all English 101 classes on three main learning outcomes: essay structure, critical thinking, and expression. Portfolios are built by students using the writing work they do for the class over the quarter. During the last week of the quarter, portfolios are read by a different member of the department; faculty do not assess their own students. The faculty conducting the assessment assign numeric feedback on each of the main learning outcomes. Portfolios do not impact student's grades unless they are incomplete or unacceptable (.4 deducted from student's course grade).

Not only does the feedback allow individual instructors to assess the skill of individual students, but it also provides a great snapshot of the class as a whole. Additionally, the department benefits from knowing the overall skill level of students who finish the course as well as answers about which learning outcomes present students the most challenge. Most importantly, the Portfolio provides faculty the opportunity to talk about the course: the assignments, the readings, the challenges, and the best approaches to teaching. As the department has revised the process and components of the Portfolio, faculty have met to "norm" student work (set standard criteria and discuss how individual student meet or fall short of those criteria), to add to the Portfolio (the department recently worked with SCC Library faculty to add an Information Literacy component), and to work on the shared/common reading aspect of the process (the department uses small, faculty-selected groups that share readings, and even assignments, among sections to help create the shared Portfolio essay).

An Example of Program Assessment

The [Radiology Technology](#) program is a seven quarter cohort program that prepares students for

employment as radiographic technologists. The program has clear goals, outcomes, measurement tools, and benchmarks established for student learning. Different measurements are conducted during different quarters in the program based on the program curriculum and course outcomes. Responsibility for reporting is clearly delineated among the faculty. Results are assessed, and an analysis/action plan is created as needed.

The acting vice president of instruction recognizes that to create a sustainable, comprehensive assessment process, there need to be a culture change at the College. To create this change, faculty and administrators will need to work together to develop and implement the commitments made by the acting vice president of instruction.

4.A.4-4.A.6 Evaluation of Programs and Services, Planning, Resources, and Assessment with Respect to Accomplishment of Core Theme Objectives

Prior to the development of the core themes, the College did not have a sustainable structure in place to evaluate programs and services. Producing this comprehensive report has required the administration to carefully evaluate and consider how it will develop, document, and review the effectiveness of its planning and resource allocation process. It has laid the initial groundwork for a sustainable process for continuous improvement efforts.

The College's core theme teams will play a key role in evaluating and assessing programs and services, resources and capacity, and assessment with respect to accomplishment of core theme objectives. The process utilized by the core theme teams is illustrated below.

MODEL FOR CORE THEME PLANNING AND ASSESSMENT



The core theme teams will produce an annual report to inform the campus community about progress and achievement of core theme objectives. These reports will also be used in developing the College's institutional effectiveness report to inform planning and resource allocation.

Core Theme One: Workforce Development

Standard 3.B – Core Theme Planning

3.B.1 Planning in Workforce Development

The core theme on *Workforce Development* is an essential element of the College's mission, and therefore guides college planning and selection of programs and services that contribute to the accomplishment of the following core theme objectives:

- 1.1 Students enrolled in Workforce Education programs are well prepared for employment.
- 1.2 Students graduating from Workforce Education programs secure employment.
- 1.3 Students enrolled in Workforce Education programs are satisfied with their educational experience.

In addition, planning for the core theme aligns well with the district's strategic priorities:

CCS Strategic Priority Area	Workforce Development Core Theme Objectives
Student Success: Strengthening Engagement	Objective 1.1: Students enrolled in SCC's Workforce Education programs are well prepared for employment. Objective 1.3: Students enrolled in SCC's Workforce Education programs are satisfied with their educational experience.
Collaboration and Communication: Building Productive Communities	Objective 1.2: Students graduating from SCC's Workforce Education programs secure employment.
Sustainability: Enhancing Operational Efficiency and Effectiveness	Objective 1.3: Students enrolled in SCC's Workforce Education programs are satisfied with their educational experience.
Innovation: Supporting a Culture of Continuous Improvement	Objective 1.1: Students enrolled in SCC's Workforce Education programs are well prepared for employment.

The president, vice presidents, and instructional deans meet regularly to review data and discuss issues and activities planned around the Workforce Development core theme.

During the annual planning process, college departments and programs are asked to identify one or two initiatives planned for the next year(s) that will contribute to the accomplishment of SCC core themes and/or CCS strategic priorities.

3.B.2 Resources and Capacity Contributing to Achievement in Workforce Development

Specific to this core theme, the following resources, programs, and services are aligned with and contribute to the achievement of the core theme objectives:

- Faculty: Workforce faculty have significant industry experience and strong relationships with employers. For new faculty transitioning from industry to the College, SCC provides resources for local and statewide training to support them. For seasoned faculty, the College promotes and funds opportunities to return to industry to stay current with industry standards. For all workforce faculty, the Colleges provides resources for training and required certifications.
- Facilities and Equipment: The College strives to provide facilities for workforce training that are as real-world as possible. A recent example is the Stannard Technical Education Building. SCC also strives to provide students the opportunities to train and work with equipment that meet industry standards. Each year funding is specifically dedicated to purchase equipment for workforce programs.
- Counseling: Each workforce program has an identified faculty counselor that helps assess, advise, and counsel potential and currently enrolled students. These faculty counselors attend program advisory committee meetings where they learn directly from employers about skills, attributes, and knowledge that industry needs.
- Student Placement Testing: Student services provides access to required and/or optional placement tests to help student identify their skills as they relate to potential workforce programs. For example, the Testing Center offers a mechanical and spatial aptitude test for students to determine if they are suited for a career in drafting or engineering technology.
- Applied Education (APLED): APLED provides the professional classes for students enrolled in workforce programs offered by the Tech Ed division that focus on soft skills needed for success in the 21st century work environment. APLED instructors attend advisory committee meetings to stay informed of soft skills desired by employers in their employees. These soft skills range from things as simple as employees calling in to alert the company of an absence to skills as complex as conflict resolution when working within a team.
- Student Success and Career Services (SS&CS): The College has several dedicated sources to fund workforce students' tuition and books in addition to traditional financial aid. In 2012-13, workforce funding totaling \$775,104 was awarded to 1,341 students at SCC. SS&CS supports student employment objectives and job search activities such as resume writing, interviewing skills, and connecting with employers. On-going job fairs are offered in conjunction with the local WorkSource office at the college. The office also provides assistance with scholarship searches as well as other funding opportunities.

- Advisory Committees: Every workforce program has a committee composed of representatives from local business, industry, and organized labor that meets a minimum of twice each year. The committees are responsible for providing input to curriculum, equipment needs, and employment trends.
- Library: The SCC library helps workforce students by providing books and other materials related to the program of study. Library faculty frequently provide program specific instructional sessions on research skills.
- Employer Connections: The College provides several opportunities for workforce student to connecting with employers such as job fairs, industry association meetings and training, clinical cooperative education, internships, and guest speakers in classes.
- Workforce Development Councils – The College’s service district includes two Workforce Development Councils (WDCs). In Washington State, the WDCs are the implementers of the federal Workforce Investment Act and promote planning and coordination between employment and education efforts in their regions. The [Spokane Area Workforce Development Council](#) and the [Eastern Washington Partnership Workforce Development Council](#) partner extensively with the SCC to provide training access and resources. The College actively participates in both councils. The acting vice president of instruction serves on the board of the Spokane Area WDC and is a regular attendee at the Eastern Washington Partnership meetings. This past year, the chief executive officer of the Spokane Area Workforce Development Council also began serving as the chief workforce development officer for CCS and relocated the council's main office to the SCC campus to better promote coordination.
- Center for Workforce and Continuing Education: The CCS district recently consolidated customized training and continuing education into one department (located at the SCC campus) to provide a one-stop service center to its community and to better coordinate resources and services. One of the new major initiatives from this office is [Start Next Quarter](#), an online eligibility tool that will be combined with group orientations to recruit low income, dislocated workers, and other special populations into workforce training programs at the college.
- Student Health Center: For many of the College’s Allied Health and Nursing programs, students are required to have extensive immunizations before participating in required clinical courses. The Student Health Center provides convenient and low cost services to these students.
- Student Clubs: There are a number of instructionally related program clubs at SCC, which are advised by career-technical faculty. These clubs vary from Agriculture/Horticulture Club to Skills USA and promote professional networking, leadership development, communication skills, professional standards, and ethics.

- Industry Standards: In addition to program required accreditations (such as Nursing), the College invests resources to ensure programs are aligned with state and national industry standards where available but not required, such as the National Automotive Technicians Education Foundation (NATEF) for Automotive Technology and the American Culinary Federation (ACF) for Culinary Arts.

3.B.3 Selection of Meaningful Indicators of Workforce Development

The College has selected a collection of appropriate data to inform planning and evaluation of the core theme, which is represented by three objectives and eight indicators of achievement. The indicators, focusing on completion, preparedness for employment, employment, wages, and satisfaction with SCC educational experience, were selected by the core theme teams to provide a meaningful basis for evaluating accomplishment and mission fulfillment.

Data Sources

The data for the indicators of achievement are collected and analyzed by the office of planning and institutional research. The College uses both internal and external data sources. Internal data sources include the College's student management system (SMS) and a survey developed to collect feedback biennially from workforce program advisory committees. External data sources include the Community College Survey of Student Engagement (CCSSE); the statewide Data Linking for Outcomes Assessment (DLOA) database that links employment records to student records; and agencies administering workforce licensing and certification examinations.

A common concern was raised by faculty, staff, and administrators regarding past and current system-wide practices for coding and collecting of data to track student enrollment and completion in workforce programs. As a result, the office of planning and institutional research will work together with administration, faculty, and staff to develop a more accurate methodology for tracking workforce students.

Standard 4.A – Assessment

4.A.1 Ongoing, Systematic Collection and Analysis

The SCC office of planning and institutional research is responsible for regularly collecting and analyzing data on core theme objectives and indicators of achievement. The main vehicle for distributing the results college-wide is the [mission fulfillment dashboard](#) available on the College's intranet. The data are analyzed by the core theme team on a quarterly basis to evaluate achievement of objectives. The results will be utilized to develop improvement plans.

At the end of each academic year, the team will evaluate the extent to which all core theme indicators provide meaningful data to evaluate achievement of objectives, individually and collectively. The reporting process will begin in spring quarter with the core theme teams evaluating the progress to date and documenting any programs or processes that have changed or been instituted with the purpose of

making improvements. At the end of spring quarter, the teams will submit their final report to the administration and the College Alliance for consideration in the college-wide planning and resource allocation process.





Standard 4.B – Improvement

4.B.1 Results Inform Planning and Improvements

The following sections detail the assessment results for each objective in addition to any actions taken and/or recommendations for improvement identified by the College.

Objective 1.1: Students enrolled in workforce education programs are well prepared for employment

The goal of objective 1.1 is to prepare workforce students for employment. The College's achievement of the objective is evaluated by a collection of indicators focusing on student completion, employer satisfaction, student perception of acquired knowledge and skills, and pass rates on industry licensure or certificate examinations required to secure employment.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
1.1.	1. Percent of students in workforce programs complete a degree or certificate within 150% of completion time.	Critical	57%	60%	54%*	
	2. Percent of advisory committee members surveyed that rate SCC workforce graduates as well prepared for employment.	Very Important	80%	80%	89%	
	3. CCSSE responses on items related to SCC Student Abilities.	Very Important	53%	53%	56%	
	4. Percent of programs requiring a license or certification exam that exceed state or national pass rates.	Very Important	100%	100%	100%	

Summary of data for Objective 1.1:

The College does a good job preparing workforce students for employment. Pass rates for industry licensing and certifications exceed state and national rates. This speaks highly of the preparedness of students completing workforce programs leading to employment in occupations requiring licenses or certification. In addition, 89% of advisory committee employers rate SCC graduates as well prepared. Results from the 2011 CCSSE indicate that students report increased skills or knowledge as a result of attending SCC workforce programs.

An area for improvement for the College is in program completion. The 2011-12 results show that the overall completion rate for workforce programs is lower than desired. There is also the opportunity for more robust data collection and analysis on employer and student perceptions.

In 2011, CCS and the consulting firm Desautel Hege Communications (DHC) conducted a study to

investigate the relationship that CCS has with business and community leaders, higher education partners, and K-12 education partners. DHC conducted one-on-one interviews with twenty business and community leaders and asked questions regarding their perceptions of CCS, its role in the region, and what the district can do better to prepare students moving into the workforce. The following key themes emerged:

- 1) Business leaders view CCS as a vital part of the region's higher education landscape. Business leaders clearly understand the role CCS plays in the region, which includes both the transfer and workforce components of the mission.
- 2) CCS is well-known for providing a quality and accessible education to diverse populations throughout the region. CCS' key strengths noted by business leaders were the diversity of programs offered, affordable cost of education, and strong reputation in the community. In addition, respondents spoke about the quality of graduates and that they are well-prepared for their next step. Furthermore, the location, accessibility, and quality of faculty were cited as strengths.
- 3) CCS graduates are perceived as high quality and prepared with the skills unique to their program of study, but need ongoing and additional training in non-technical skills. The majority of respondents felt CCS graduates were well-prepared in their technical skills, but an additional emphasis should be made on non-technical skills in two vital areas: communication (oral, written, interpersonal) and an understanding of expectations of the workplace (punctuality/showing up on time, not calling in sick too often, working together/on teams).

Additionally, professional development classes were mentioned as something for CCS to elaborate on more. The needs for professional development ranged from medical and manufacturing technical skills to basic computer skills (using Word, Excel, and PowerPoint). Leadership and management skills were also mentioned as opportunities to strengthen CCS's professional development offerings.

Actions taken to support assessment results for Objective 1.1:

Further research needs to be done to identify the specific factors that negatively impact student completion. The College will adopt the Washington State Student Achievement framework to assess areas of relative strength and weaknesses. The president has begun this effort by providing all administrators training on SAI along with tools for program level analysis, and is requiring that this be a major focus of all departments' work for the next three years.

The acting vice president of instruction has asked instructional deans overseeing workforce programs to bring the most recent completion rates by program to the August 28, 2013, President's Retreat. During this day-long work session, instructional deans will work with student services, the office of planning and institutional research, and other college administrators to analyze the data. When faculty return to campus in the fall, deans will convene faculty workgroups to learn about the data, analyze the data, and

make recommendations on strategies to improve completion rates in workforce programs.

One common concern expressed by many workforce faculty was the decision process, or lack thereof, that students use in selecting a career path or training program. One recommendation to address this concern is to develop and offer more exploratory/preparatory course work for students. The merger with the IEL provides an opportunity for the College to expand college-prep, pre I-BEST, and I-BEST to meet that need. The instructional deans are already discussing with faculty and each other potential workforce areas to focus on beginning fall quarter 2013.



The College also needs to improve how workforce program information is communicated to students. This process will include instruction, student services, and the district publication and information office. There is not one solution for this issue. Current recommendations include revamping the College website, developing student self-assessments, communicating employment requirements more clearly for specific industries (for example, students with drug-related convictions cannot get employment as pharmacy technicians), and expanding program information and orientation sessions. A current pilot project in this area is in the Machining program, where faculty are holding information sessions prior to student enrollment/quarter start to educate students about the profession, what is required to be successful in the program, and to explore fit between student and occupation.

In addition to working with SAI data, the College need to identify, observe, and widely disseminate best practices in student support in workforce education. One example of such practice is the SCC's Electrical Maintenance and Automation (ELMT) program's student success intervention. Mid-quarter, any student who is not doing well in the program is required to meet with all program faculty and a counselor to discuss options and formulate an action plan to help the student overcome barriers and to be succeed.

During the assessment process, the College had identified some variations in how workforce program advisory committees function. The acting vice president of instruction will be asking deans overseeing workforce programs, in conjunction with faculty, to identify best practices and assist in disseminating and implementing improvements.

Objective 1.2: Students graduating from Workforce Education programs secure employment

Objective 1.2 aims at students securing employment and earning competitive wages after completing SCC workforce programs. The two indicators used to assess the achievement of the objective exceeded the College's threshold for an acceptable level of achievement.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
1.2.	1. Percent of workforce graduates that are employed nine months after graduation.	Critical	70%	75%	87%	
	2. Percent of workforce graduates that secure positions and earn at least 120% of WA minimum wage.	Very Important	70%	80%	92%	

Summary of data for Objective 1.2:

The College's workforce graduates secure employment at a high rate and earn wages that exceed the state's minimum wage. This was true despite a severe economic downturn that began in 2008. Unemployment rates in the College's region increased by 3%, from 5.6% in 2008 to 8.6% in 2013.

A significant factor contributing to this success is the workforce faculty who are dedicated in assisting graduates with finding employment. Their strong relationships with advisory committee members and other employers and industry leaders help provide the most current information on employment opportunities for graduates. The student success and career services office also provides crucial employment services to workforce students and graduates.

Throughout the assessment process, the College has identified the need to improve the data sources and measures of both employment and wages. Given the wide range of occupations for which the College's workforce programs provide training, data on employment and wages also needs to be examined in a more disaggregated fashion. This will be discussed more in the following section.

Actions taken to support assessment results for Objective 1.2:

Measures of employment and wages need to be further refined to more accurately reflect the diversity of occupations and industries that college workforce graduates seek employment in. A uniform employment status 6 – 9 months post-graduation does not take into account occupations where entry-level employment is often seasonal or where civil service testing processes are required. Furthermore, a single hourly wage placement goal does not reflect the wide range of wages the graduates are able to earn – or that they expect to earn. While a recent graduate from the Bakery program would earn a starting wage of \$11 per hour (120% of minimum wage), a graduate from the Heavy Equipment program would earn a starting wage of \$17 per hour (180% of minimum wage). Wage progression and employment retention should also be examined.

In addition, the College needs to expand its sources of data beyond state-available reports. These state reports do not reflect the most current information, nor do they include students who did not graduate from programs because they were hired before graduation. Many workforce programs track their students in regard to employment. The College needs to identify those programs and utilize the information programs already have. The College also needs to develop and implement a district-wide employment/graduate survey. This tool would be especially helpful in gathering information on wage progression and employment retention.

The president has identified improving data as a priority for the College over the next three years. The office of planning and institutional research, in conjunction with instruction and student services, will coordinate the efforts to implement improvements in data collection and dissemination for workforce program completion rates, employment, and wages.



Meanwhile, the College needs to continue to support the successful efforts that help SCC workforce

graduates become employed and secure competitive wages. The College identified program advisory committees, faculty connections with employers, internships, cooperative education, clinical placements, and the student success and career services office as key efforts that need to continue.

For the 2013-14 year, the Student Success and Career Center is investing in an improved online job search system. This new tool will allow students to create, post, and link their resume and credentials to social media such as *Linked In* without having to create duplicate resume and career documents. They may also practice their interviewing skills by working with the system's mock interview program. Students can record themselves being interviewed and save, play back, and even share this with others to get advice and direction on what to improve. Faculty will also be able to use this system and request that students create a resume and share with them the results.

Objective 1.3: Students enrolled in Workforce Education programs are satisfied with their educational experience

Objective 1.3 focuses on students' satisfaction with SCC workforce programs and services. Though student satisfaction is not a direct measure of core theme achievement, it is important for the College to consider when working toward continuous improvement. Two indicators are used to assess the achievement of the objective, and both exceeded the College's threshold for an acceptable level of achievement.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
1.3.	1. Percent of workforce students that find faculty "available, helpful, and sympathetic."	Important	70%	70%	82%	
	2. Percent of workforce students that rate their entire educational experience as "good or excellent."	Important	70%	70%	88%	

Summary of data for 1.3:

The College's workforce students are satisfied with their educational experience. A high percentage of workforce students report that faculty are "available, helpful and sympathetic." Students also report a high level of satisfaction regarding their entire educational experience at the College.

The College recognizes the need to expand data collection in order to evaluate students' satisfaction post-graduation. Information post-graduation would be more useful in assisting the College's efforts in improving student program selection (as discussed in Objective 1.1). In addition, college costs are escalating for students; time to take pre-requisites and/or wait for entry into high-demand programs (like healthcare) and tool/equipment costs are significantly impacting workforce students. Perceptions of graduates' estimated value of and satisfaction with their workforce education – after they enter the labor market – would be useful in program improvement and marketing efforts. This will be discussed more in the following section.

Actions taken to support assessment results for Objective 1.3:

As part of the new district-wide employment/graduate survey that the College will be implementing, questions regarding satisfaction regarding their workforce education will be included. This will enable the College to collect additional data more frequently from students and also from students post-graduation. CCSSE surveys will continue to be a useful tool to assist with benchmarking and comparison data.

As part of the program review process revision that the acting vice president of instruction has committed to leading in 2013-14, student satisfaction will be a key component for workforce programs. Through the faculty taskforce that is charged with program review revisions, the College will identify more robust measures of student satisfaction. There is an expectation that student satisfaction with a workforce program credential needs to be measured over time post-graduation.

Core Theme Two: Academic Transfer

Standard 3.B - Planning

3.B.1 Planning in Academic Transfer

Academic Transfer is a critical cornerstone of the College's mission and guides college planning and selection of program and services that contribute to the accomplishment of the following core theme objectives:

- 2.1 Students who express intent to transfer complete a degree.
- 2.2 Students who express intent to transfer enroll at a 4-year baccalaureate.
- 2.3 Students are successful as they transfer to bachelor's degree granting colleges and universities.
- 2.4 Students report that they have increased their knowledge and skills in SCC Student Abilities.

The CCS Board has also adopted key values of excellence, access, and achievement which drive the design and implementation of systems and strategies to support students as they achieve their transfer goals. In addition, planning for the core theme aligns well with the district's strategic priorities:

CCS Strategic Priority Area	Academic Transfer Core Theme Objectives
Student Success: Strengthening Engagement	Objective 2.1: Students who express intent to transfer complete a degree. Objective 2.2: Students who express intent to transfer enroll at a 4-year baccalaureate. Objective 2.3: Students are successful as they transfer to bachelor degree granting colleges and universities. Objective 2.4: Students report that they have increased their knowledge and skills in SCC Student Abilities.
Collaboration and Communication: Building Productive Communities	Objective 2.2: Students who express intent to transfer enroll at a 4-year baccalaureate. Objective 2.3: Students are successful as they transfer to bachelor degree granting colleges and universities.
Sustainability: Enhancing Operational Efficiency and Effectiveness	Objective 2.3: Students are successful as they transfer to bachelor degree granting colleges and universities.
Innovation: Supporting a Culture of Continuous Improvement	Objective 2.4: Students report that they have increased their knowledge and skills in SCC Student Abilities.

The president, vice presidents, and instructional deans meet regularly to review data and discuss issues and activities planned around the Academic Transfer core theme.

During the annual planning process, college departments and programs are asked to identify one or two initiatives planned for the next year(s) that will contribute to the accomplishment of SCC core themes and/or CCS strategic priorities.

3.B.2 Resources and Capacity Contributing to Achievement in Academic Transfer

SCC's planning for this core theme has guided the development and adoption of several programs and services that support the transfer mission. Specific to this core theme, the following resources, programs, and services are aligned with and contribute to the achievement of the core theme objectives:

- Faculty: SCC transfer faculty are to be commended for their ability to serve high risk and underprepared students in an engaging manner while maintaining high academic rigor and standards in their classes. The College supports faculty's participation in regional, state, and national discipline specific initiatives as well as professional development in teaching and learning. A recent example of this is the SCC faculty participation in the Affinity Network, a national initiative sponsored by the National College Board to build and strengthen connections between K–12 and postsecondary education systems and facilitate successful transition from high school to college.
- Transfer Center: The Transfer Center counselors provide one-on-one advising for students pursuing a transfer degree such as the Direct Transfer Agreements (DTA), Major Related Programs (MRP), and Associate of Science- Transfer (AS-T) degrees. University representatives are available at least once a month on-campus to provide resources for SCC students and counselors to ensure seamless transitions to universities. The Center also provides regular workshops on degree planning for education majors, university application process, and timely completion. The Transfer Center's [website](#) provides students with local university information including transfer guides, university contact information, and other helpful links to aid students in the transfer process.
- Facilities and equipment: In 2010, the Gary Livingston Math Science Building was opened. This building provides state-of-the-art facilities and equipment for math and science education at SCC. In spite of severe budget setbacks, the College has invested in technology and other items requested by faculty to improve instruction such as smart boards, software, and classroom furniture.
- Tutoring: SCC provides comprehensive tutoring services for students across educational disciplines in Arts and Sciences through two different centers. The Math Learning Center

(located in building 28) provides tutoring support for students in math courses whereas the Tutoring Center (located in building 1) provides tutoring support for all other Arts and Sciences disciplines. The strength of both these centers is the direct involvement of faculty. The Math Learning Center is operated by the Mathematics department. The Tutoring Center has an identified faculty liaison for each Arts and Science department. The liaison plays an active role in gathering information from their peer faculty on what courses/students are a priority for tutoring services and gathering recommendations on qualified student tutors.

- Library: The SCC Library offers instruction and other services designed to prepare transfer students for success. As mentioned in 2.5.3, Library Instruction and Support – the SCC Library offers a standardized information literacy instruction session to most of the English 101 (Composition 1) classes. English 101 is taken by nearly all SCC transfer students. The information literacy instruction standards reflect the Association of College and Research Libraries' (ACRL) Standards for Information Literacy Competency Standards for Higher Education, and are aligned with the expectations of the College's primary student transfer baccalaureates as determined through the work with the English composition faculty and the library faculty at those institutions.

The SCC librarians also offer instruction specifically tailored to any class and/or topic. For example, English 102 (Composition 2) students learn advanced information literacy skills designed to meet the increased demands of this course. Other examples include specialized instruction for biology majors transfer students. The SCC library offers this type of specialized instruction according to the librarian's liaison area and in collaboration with the individual faculty member.

- Statewide Councils: The Washington State has a direct transfer articulation agreement between all community and technical colleges and public baccalaureates. As such, there are several state [commissions and councils](#) in which the College funds and support employee participation. For example, the dean of arts and science attends the quarterly Articulation and Transfer Council that focuses on transfer issues at the community and technical college level.
- College Knowledge Workshop: The SCC *College Knowledge Workshop* is offered twice a year, once in the fall and once in early winter quarter. This workshop includes information on university application, scholarships, financial aid and connecting to departments and advisors at the university as well as steps necessary to graduate from the community college. Representatives from local universities are available as part of the workshop to meet with students, provide paperwork, and answer questions.
- Destination EWU: *Destination EWU* is a joint admissions program for academically eligible students who want to earn the first two years of a four-year degree at SCC and then transfer to Eastern Washington University (EWU) to complete their baccalaureate degrees. The program

provides on-going dedicated one-on-one counseling and advising from SCC and EWU to help students pick the right courses and stay on track for graduation. It also provides students with a seamless transition to EWU.

- Honors Curriculum: SCC is creating honors courses in disciplines represented in the Associate in Arts degree. While most courses are being offered through the [American Honors College](#), it is possible for an honors course to be offered on-campus and as part of the regular curriculum. Criteria for honors courses were proposed by a district committee with representation from faculty, administration, and staff. The honors criteria were approved by the SCC Curriculum Committee. Each honors course is reviewed by a district honors committee to determine whether the course meets the criteria before being recommended to the SCC Curriculum Committee for final approval.

3.B.3 Selection of Meaningful Indicators for Academic Transfer

The College has selected a collection of appropriate data to inform planning and evaluation of the core theme, which is represented by four objectives and six indicators of achievement. These indicators, focusing on completion, transfer to and performance at baccalaureate institutions, and satisfaction with the SCC educational experience were selected by the core theme teams to provide a meaningful basis for evaluating accomplishment and mission fulfillment.

Data Sources

The data for the indicators of achievement are collected and analyzed by the office of planning and institutional research. The College uses both internal and external data sources. The source for the indicator on degree completion is the College's student management system (SMS). External data sources include the Community College Survey of Student Engagement (CCSSE), the National Student Clearinghouse, and the statewide [Mutual Research Transcript Exchange](#) (MRTE+) managed by the SBCTC. MRTE+ is a data-sharing agreement among the community and technical colleges and public universities in the state. With this agreement, the College has access to transcript level data of current and former SCC students enrolled at the other public state institutions.

As with the Workforce Development core theme, faculty, staff, and administrators on the Academic Transfer core theme team raised concerns with system-wide practices for coding and collecting data to track student enrollment and completion in transfer. As a result, the office of planning and institutional research worked with faculty and staff to develop a more robust methodology for tracking transfer students.

Standard 4.A - Assessment

4.A.1 Ongoing, Systematic Collection and Analysis

The SCC office of planning and institutional research is responsible for regularly collecting and analyzing data on core theme objectives and indicators of achievement. The main vehicle for distributing the

results college-wide is the [mission fulfillment dashboard](#) available on the College's intranet. The data are analyzed by the core theme team on a quarterly basis to evaluate achievement of objectives. The results will be utilized to develop improvement plans.

At the end of each academic year, the team will evaluate the extent to which all core theme indicators provide meaningful data to evaluate achievement of objectives, individually and collectively. The reporting process will begin in spring quarter with the core theme teams evaluating the progress to date and documenting any programs or processes that have changed or been instituted with the purpose of making improvements. At the end of spring quarter, the teams will submit their final report to the administration and the College Alliance for consideration in the college-wide planning and resource allocation process.

Based on an extensive analysis of data collected for each objective and indicator of achievement, the transfer program as SCC is both strong and stable and is preparing students to be successful at baccalaureate institutions. Areas of strength and weakness are discussed within each of the objectives and indicators.


Standard 4.B Improvement

4.B.1 Results Inform Planning and Improvements

The following sections detail the assessment results for each objective in addition to any actions taken and/or recommendations for improvement identified by the college.

Objective 2.1: Students who express intent to transfer complete a degree

The goal of objective 2.1 is to prepare transfer students for baccalaureate level course work. The College's achievement of the objective is evaluated by examining degree and certificate completion rates for students who indicate transfer intent.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
2.1.	1. Percent of first-time, full-time students with the intent to transfer complete a degree or certificate within three years (150% of completion time).	Very Important	34%	39%	31%	

Summary of data for Objective 2.1:

Results indicate that the College fell short of the target it had set for transfer student completion.

A key barrier to student achievement in this area is the fact that a majority of students are not prepared for college-level work at the time of matriculation. Students who place significantly below college-level in reading, writing, or math may have difficulty in completing a degree or certificate within three years.

Actions taken to support assessment results for Objective 2.1:

Further research needs to be done to identify the specific factors that negatively impact student completion in transfer programs. The College will adopt the Washington State Student Achievement framework to assess areas of relative strength and weaknesses. The president has begun this effort by providing all administrators training on SAI and tools for program level analysis as well as requiring that this be a major focus of all departments' work the next three years.



The acting vice president of instruction has asked the instructional deans overseeing transfer departments to bring the most recent completion rates for key courses within the program to the August 28, 2013 President's Retreat. During this day-long work session, instructional deans will work with student services, the office of planning and institutional research, and other college administrators to analyze the data. When faculty return to campus in the fall, deans will convene faculty workgroups to learn about the data, analyze the data, and develop approaches to improve student completion rates.

As previously mentioned, a large number of SCC students are required to take one or more developmental courses in reading, writing, and/or mathematics. The College is currently working on several initiatives to reduce the amount of time spent in developmental education while maintaining learning standards. This summer, the English department is piloting a course where enrolled students actually placed in English 99 but were given the opportunity, instruction and additional support to meet the learning outcomes of English 101. Successful students will earn credit for English 101.

To address concerns regarding coding and collecting of data on student enrollment and completion, the office of planning and institutional research will work with faculty, staff, and administrators to develop new and/or revised current college data collection practices. As one of three colleges leading the statewide effort to implement [ctcLink](#) (an Enterprise Resource Program for the Washington State community and technical college system), many of the data collection processes are already under review.

Objective 2.2: Students who express intent to transfer enroll at a 4-year baccalaureate

Objective 2.2 focuses on efficient transfer of SCC students' credits toward their baccalaureate degree. The College's achievement of the objective is evaluated by two indicators. Though each indicator tracks student transfer to baccalaureate institutions, they reflect two different transfer perspectives common to SCC students.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
2.2.	1. Percent of students with transfer intent enroll at a 4-year baccalaureate within three years.	Important	29%	33%	31%	
	2. Percent of SCC graduates that enroll at a 4-year baccalaureate within two years.	Important	63%	66%	62%	

Summary of data for Objective 2.2:

It is important for SCC to provide comprehensive transfer experiences by providing entry-level courses commensurate to the courses offered at four-year institutions. One key indicator that students at SCC have been successful in the area of academic transfer is whether or not students enroll in a baccalaureate institution after leaving SCC.

SCC students who complete their transfer associate degree enroll in four-year baccalaureates at a rate similar to that of other national and Washington State community colleges. However, the College fell short of its target. Given the fact that a significant number of students with transfer intent do not complete degrees, the College believes it is important to monitor these students' transfer rates. While this rate is much lower than the transfer rate of students who do complete associate degrees, the rate was within an acceptable threshold of achievement.

Actions taken to support assessment results for Objective 2.2:

Of significant importance is the difference in rates of transfer between students who earn their degree at SCC (62% in two year) compared to students who do not earn their degree (31% in three years). Increasing student transfer degree completion will have a major impact on increasing transfer rates. The College's actions to support increasing degree completion are discussed above in objective 2.1.

Since nearly half of transferring SCC students transfer to EWU (44%), the College will work on strengthening that connection for students. The Destination EWU program should have a major impact on increasing transfer rates. Still in its early phases, Destination EWU – a dual admissions program – has yet to graduate any SCC students. Students in this program take a college success class during their first quarter of enrollment that is co-taught by SCC and EWU faculty. In addition, student transcripts are sent to EWU each quarter – and students can see their progress on their baccalaureate degree.



Student support is a key component of student success in transfer. The College had a very successful “FYI – First Year Introduction” program that was offered prior to the start of each quarter. Unfortunately, with changes to federal financial aid rules, the College was no longer able to award financial aid to students enrolled in classes outside of the traditional quarter. The College, with leadership from the counseling department, is working on how to redesign FYI to be offered during the quarter.

Finally, the College is working on addressing issues with student coding. Often students who are waiting for admissions into allied health programs are coded as transfer students. The timeframe used to evaluate successful transfer (2 and 3 years respectively) will be examined.

Objective 2.3: Students are successful as they transfer to bachelor degree granting colleges and universities

The goal of objective 2.3 is that SCC transfer courses have prepared students successfully to complete

upper-level course work in a manner equal to native students once enrolled at the baccalaureate. The College's achievement of the objective is evaluated by two indicators focusing on matriculation and academic performance.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
2.3.	1. Percent of SCC graduates who transfer to EWU or WSU successfully matriculate as juniors.	Very Important	92%	95%	94%	
	2. Term grades of SCC transfer students at EWU and WSU.	Critical	3.43	3.30	3.42	

Summary of data for Objective 2.3:

About 44% of SCC students who transfer attend Eastern Washington University (EWU). Another nine percent attend Washington State University (WSU). Results indicate that nearly all SCC students, once they have transferred to EWU and WSU, matriculate as juniors and perform at par or better than other Washington community college transfer or university native students.


Data collected from the Mutual Research Transcript Exchange (MRTE) show that the average GPA of SCC transfer students in their courses at EWU and WSU was 3.42 compared to 3.33 for other community college students and 3.35 for native university students. Similar statistics were found in the prior years from 2007 to 2010.

Actions taken to support assessment results for Objective 2.3:

Though no action or improvements are recommended for objective 2.3, the College will continue to maintain strong connections and communication with its target transfer institutions. SCC hopes this analysis can be extended by including private 4-year institutions in the next accreditation cycle. In addition, with the added staff in the office of planning and institutional research, the faculty will be able to conduct in-depth analyses of SCC student performance within different disciplines or course subjects at the baccalaureates.

Objective 2.4: Students report that they have increased their knowledge and skills in SCC Student Abilities

The objective 2.4 focuses on achievement of SCC's student abilities. The College's achievement of the objective is measured by one indicator.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
2.4.	1. CCSSE engagement percentages on items related to the SCC Student Abilities.	Important	48%	48%	54%	

Summary of data for Objective 2.4:

Results from the 2011 CCSSE show across the board improvement in each of the four student ability areas. The two categories with the greatest increase were Problem Solving (+10%), and Responsibility

(+9%). The smallest increases were observed in the categories of Global Awareness (+2%) and Communication (+1%). It is important to note that although this data shows students reporting an increase in their abilities, this data is self-reported and considered an indirect measure of achievement.

Actions taken to support assessment results for Objective 2.4:

The College will establish direct measures for assessing this objective once the SCC Assessment Committee has been put into place.

Core Theme Three: Student Success

Standard 3.B - Planning

3.B.1 Planning in Student Success

As with the other core themes, SCC's mission has helped shape the *Student Success* core theme. It guides college planning and selection of programs and services that contribute to the accomplishment of the following core theme objectives:

- 3.1 Students transition successfully from developmental education to college-level work.
- 3.2 Students are provided services to assist their success in college.
- 3.3 Students are engaged with their learning environment and satisfied with their educational experience.
- 3.4 Students will progress towards educational benchmarks.

The CCS Board has also adopted key values of excellence, access, and achievement, which drive the design and implementation of systems and strategies to support students as they achieve their educational goals. In addition, planning for the core theme aligns well with the district's strategic priorities:

CCS Strategic Priority Area	Student Success Core Theme Objectives
Student Success: Strengthening Engagement	Objective 3.1: Students transition successfully from developmental education to college-level work. Objective 3.2: Students are provided services to assist their success in college. Objective 3.3: Students are engaged with their learning environment and satisfied with their educational experience. Objective 3.4: Students will progress towards educational benchmarks.
Collaboration and Communication: Building Productive Communities	Objective 3.1: Students transition successfully from developmental education to college-level work.
Sustainability: Enhancing Operational Efficiency and Effectiveness	Objective 3.2: Students are provided services to assist their success in college.
Innovation: Supporting a Culture of Continuous Improvement	Objective 3.1: Students transition successfully from developmental education to college-level work. Objective 3.3: Students are engaged with their learning environment and satisfied with their educational experience. Objective 3.4: Students will progress towards educational benchmarks.

The president, vice presidents, and instructional deans meet regularly to review data and discuss issues and activities planned around the Student Success core theme.

During the annual planning process, college departments and programs are asked to identify one or two initiatives planned for the next year(s) that will contribute to the accomplishment of SCC core themes and/or CCS strategic priorities.

3.B.2 Resources and Capacity Contributing to Achievement in Student Success

SCC's planning for this core theme has guided the development and adoption of several programs and services that support student success. Specifically, the following resources, programs, and services are aligned with and contribute to the achievement of the core theme objectives:

- Faculty: SCC faculty teaching developmental courses are not in a separate “developmental division” but part of the appropriate subject matter divisions. This allows for increased communication, conversation, and program development designed to move students further and faster into college-level coursework. The faculty continuously look for new ways to improve teaching and learning for developmental students while maintaining rigor and content needed for students to be successful.
- Counseling/Advising: SCC counseling services provides a full array of support services that create an effective learning environment and support student learning needs which include accurate and timely placement, advising and the New Student Orientation (NSO).

Counselors contribute to a supportive learning environment and assist students in understanding program/degree requirements, the processes at the college or university they wish to transfer to, and employment opportunities. Counselors also serve as specific program liaisons to provide support for both instructional faculty and students in the professional/technical and transfer areas.

- Early Alert(EA) and Behavioral Intervention Team (BIT): SCC utilizes an Early Alert (EA) system as well as a Behavioral Intervention Team (BIT) to provide early intervention for students needing assistance with academic, behavioral, social, and mental health issues. These alert systems support long-term educational goals for students in support of progress towards their educational benchmarks.
- Instructional Support Services: The College offers a number of linked courses and learning communities geared specifically toward students enrolled in developmental courses. These courses have a lower student-to-faculty ratio and are taught in blocks, allowing students longer periods of instruction and sustained concentration. The inter-disciplinary nature of these courses allows students to apply learning from one discipline to another, which helps them develop their critical thinking skills.

- New Student Orientation (NSO): NSO is mandatory for first-time college students and provides a general overview of campus services; information about student life, financial aid, activities and clubs; instructional technology used on campus; and academic counseling and advising for first quarter classes. By being provided with a strong foundation, students will have a stronger likelihood for success, thus increasing retention.
- Special Student Populations: On-going retention and student success efforts are aimed at educating and serving special population students at SCC. This is done, in part, through Veteran Services, Disability Support Services and Multicultural Student Services. Numerous services, programs, and activities have been developed and implemented. Examples include, but are not limited to, collaboration with faculty; extensive networking with student clubs, including diversity and disability awareness activities; cultural celebrations; outreach to high schools; New Student Orientations; ethnic specific graduation celebrations; and service learning community projects.
- Veterans Services: Veterans Services help students transition successfully from developmental education to college-level work and progress towards educational benchmarks. The SCC Veterans One-Stop provides connections to trusted resources for veterans, their spouses, and their dependents. A strong conduit exists between the One Stop Veteran's Center at SCC and the Veteran's Administration, Veteran Conservation Corp, and the Spokane Vet Center.

Additional support for veterans is provided through Veteran Friendly Contacts at SCC in every building who are available to support students in the event of extreme stress or challenging situations. The number of Veteran Friendly Contacts increased from 6 to 21 over the period of five quarters. Peer-to-peer mentoring specifically designed for Veterans help bridge the military world and the student's civilian experience, helping Veterans transition more smoothly and identifying needs quickly. Peer-to-peer mentors also provide military-to-civilian resume translation so that military terminology is adapted for civilian employment related materials. Mentors may also identify alternative funding sources such as Worker Retraining, WorkFirst, BFET, and Opportunity Grant.

- Multicultural Services: Multicultural Services provides advocacy, activities, programming, and clubs designed to enhance the success of traditionally under-represented and first generation students. In addition, ongoing efforts are made to foster an environment of understanding and acceptance among college students, staff, and the community including:
 - supporting and advising of SCC's student clubs;
 - promoting diversity awareness and cultural competency;
 - hosting cultural celebrations, including ethnic specific graduations;
 - visiting and providing activities at local high schools;
 - conducting multicultural student recruitment and job fair events;
 - coordinating the Multicultural Leadership Institute;

- providing a mentoring program for and by SCC students;
- Disability Support Services: Disability Support Services (DSS) helps provide students with disabilities access to college instructional programs, buildings, and grounds. Promoting the concept of Universal Design of Instruction is ongoing, particularly in the area of closed captioning for course materials, which helps students with a variety of challenges such as hearing loss and learning disabilities. DSS works in partnership with SCC Mental Health Interns, SCC Counselors, Veteran Services, SCC Student Entry Services, and instructional faculty to navigate students with disabilities through college processes.
- Career Services: The student success and career services office offers a wide range of services designed to guide student decision making and assist them in choosing an educational program. Online aptitude and interest assessments point to which programs may be a good fit for each student, and labor market information illustrates what can be expected when entering the job market. The office also provides access to several different funding sources that students may be eligible for and helps them navigate the application process so they can utilize these dollars. For students who need to work while attending college, the office offers résumé writing, interviewing, and job search workshops.
- Student Success Workshops: Students who do not meet minimum academic standards are required to attend a student success workshop to identify factors contributing to their academic difficulties. Students who attend the required workshops make academic progress and are less likely to have a subsequent quarter with a GPA below 2.0. However, the data also reflects an increase of students entering the academic standards process at the A1 level (the first quarter a student achieves a grade point average below 2.0). This data is currently under review to determine interventions to increase students' academic success.

Information is collected from students during these workshops regarding their perceived obstacles to academic success. This information is shared with faculty, including counselors, in order to tailor future workshops to meet student needs. For example, "time management" is reported by students to be a key factor in student success. As a result, additional time management student success workshops have been added.

- Library: The SCC Library support developmental education by making books and other materials on topics such as basic mathematics, elementary algebra, study skills, basic writing, and reading improvement available to students. LearningExpress Library is a subscription library database that contains sample tests, courses, and e-books to help students develop basic reading, writing, science, and mathematics skills. Library faculty frequently provides instructional sessions on basic research skills for developmental English classes.

The SCC Library strives to provide comparable services and resources for eLearning students as for those enrolled in on-ground classes. Students taking online classes can access an extensive collection of web-based information resources including e-books, periodicals, videos, images, and statistics. Students can get research assistance by phone, email, and 24/7 live chat. Library faculty have embedded links to library resources in Canvas and have created videos, tutorials, and quizzes that instructors can utilize as needed for teaching research skills.

SCC library faculty collaborate with English and Applied Ed faculty to help students enrolled in transfer and workforce programs develop information literacy skills. The Associated Student Government has made funds available to purchase textbooks in a variety of distribution areas to be placed on reserve in the library for students who have not received financial aid funding during the first week of classes.

- Media Center: To help students succeed in classes requiring the use of electronic or other digital media, the Media Center provides a computer lab for students. Students may also check out any of the 74 laptops, recording equipment, digital cameras, and other media equipment for free. Further, students can use the Presentation Zone to practice giving mock presentations using technology to prepare for class as well for their professional careers after college.
- Student Health Center: The College's Student Health Center is open to all currently enrolled students. This walk-in clinic provides limited health care services by supervised mental health interns and Washington State licensed nurse practitioners (ARNPs). These services include diagnosis and management of minor illness and injury, interval management of stable chronic illness, simple diagnostic testing including urinalysis and pregnancy testing, clearance for return to school or work, TB testing, health promotion services and referral, and physical exams required by educational programs and the Department of Transportation. Most services are provided at no cost to students. The center also provides wellness and mental health counseling. Mental health therapy interns work with students and give them essential tools to help them cope with stressors such as depression and anxiety.

3.B.3 Selection of Meaningful Indicators for Student Success

The College has selected a collection of appropriate data to inform planning and evaluation of the core theme, which is represented by four objectives and 13 indicators of achievement. These indicators, focusing on developmental completion and progression, student engagement, and student achievement of first-year educational milestones were selected by the core theme teams to provide a meaningful basis for evaluating accomplishment and mission fulfillment.

Data Sources

The data for the indicators of achievement are collected and analyzed by the office of planning and institutional research. The College uses internal data sources as well as external data that allow for comparison and benchmarking. The source for the indicators on completion is the College's student

management system (SMS). External data sources include the Community College Survey of Student Engagement (CCSSE) and the [Washington State Student Achievement Initiative](#).

- Indicator 3.1.2: Data does not include Intensive English Language Program (IELP). While the course work was transcribed by SCC, the instruction was not under the direction of, or taught by SCC/CCS English department until Fall 2012.
- Indicator 3.1.3: Not all programs, such as in allied health, have a college-level math requirement in order to complete their program.
- Indicator 3.2.1: Students did not start attending NSO until winter quarter 2011.
- Indicator 3.2.2: Only classes offered both online and face-to-face in the same quarter were compared.
- Indicator 3.4.5: Indicator uses a four-year completion rate. While this is not a traditional indicator, it is tied to funding SCC receives.

Standard 4.A - Assessment

4.A.1 Ongoing, Systematic Collection and Analysis

SCC's office of planning and institutional research is responsible for regularly collecting and analyzing data on core theme objectives and indicators of achievement. The main vehicle for distributing the results college-wide is the [mission fulfillment dashboard](#) available on the College's intranet. The data are analyzed by the Student Success core theme team on a quarterly basis to evaluate achievement of objectives. The results will be utilized to develop improvement plans.

At the end of each academic year, the team will evaluate the extent to which all core theme indicators provide meaningful data to evaluate achievement of objectives, individually and collectively. The reporting process will begin in spring quarter with the core theme teams evaluating the progress to date and documenting any programs or processes that have changed or been instituted with the purpose of making improvements. At the end of spring quarter, the teams will submit their final report to the administration and the College Alliance for consideration in the college-wide planning and resource allocation process.





Standard 4.B - Improvement

4.B.1 Results Inform Planning and Improvements

The following sections detail the results for each objective in addition to any actions taken or recommendations for improvements identified by the college.

Objective 3.1: Students transition successfully from developmental education to college-level work.

Objective 3.1 focuses on students' completion and transition from developmental education to college-level work. The College's achievement of the objective is evaluated by four indicators.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
3.1.	1. Percent of students taking developmental math successfully complete their course.	Critical	58%	62%	57%	
	2. Percent of students taking developmental English successfully complete their course.	Critical	74%	76%	71%	
	3. Percent of developmental math students advance to college-level coursework within one year.	Very Important	34%	36%	33%	
	4. Percent of developmental English students advance to college-level coursework within one year.	Very Important	51%	56%	60%	

Summary of data for Objective 3.1:

Data associated with the above indicators demonstrate that SCC needs to do more to help students complete their developmental math/English courses and/or transition successfully from developmental education to college-level work. Three of the indicators fell short of target but were within an acceptable threshold for achievement. Of particular concern is the decrease from baseline data in indicators 3.1.1, 3.1.2, and 3.1.3. While the College's scoring system results in an acceptable threshold, the College is committed to taking serious action to make significant improvements in these areas.

The one indicator that exceeded target was 3.1.4, where 60% of students progressed through developmental English to college-level coursework. This can be attributed to two main practices in the English department. First is the offering of linked courses and learning communities at the developmental level which pair developmental reading/and or writing courses with study skills courses or other content courses. It means that students are spending a minimum of two continuous hours in the same course content with the same students and the same instructor. Additionally, the pairing of courses offers students new ways in which to apply information, which helps to sharpen their critical thinking skills. Second, the English department operationalizes appropriate student placement through a Switch Day process that reassigns students to the appropriate level of English courses based on an in-class writing assessment. Switch Day is voluntary on the part of the faculty and is contingent on space availability.

Actions taken to support assessment results for Objective 3.1:

The College will adopt the statewide SAI framework to assess areas of relative strength and weaknesses. In the SAI framework, the importance of progression from developmental math and English is emphasized. Completing developmental English is weighted with two momentum points and completing developmental math is weighted with three points. Furthermore, students from transitioning from basic skills programs earn additional points in these areas. The president has begun the implementation of the SAI framework by providing all administrators training and tools for program level analysis as well as requiring that this be a major focus of all departments' work the next three years.

The acting vice president of instruction has asked the acting dean of Arts and Sciences to begin these

conversations in the fall with faculty. The grass roots college readiness workgroups will play a key role in this effort. A first step will be identifying and assessing current best practices in developmental education completion and progression. For example, the Math department is already creating one-year math pathways to move student through developmental math and into college-level math faster; reviewing assessment process to improve placement into math classes; moving oversight of tutoring services for math to the Math department; and making an agreement with College Prep so students can take math 92 instead of lower level developmental math classes.

The English department has several strategies to strengthen and add new, innovating courses and programs to increase the rate at which developmental students succeed in their classes. First, the department uses learning community courses as a significant effort in development student support. There are InSync courses: fully integrated, team-taught, cohort-based courses where students enroll in two classes (10 credits), either Basic Study Skills and English 97 (lowest-level writing course) or a Reading Improvement course and English 99 (the preparatory class for English 101). These courses were developed to support student success, and during their first years afforded a statistically significant increase in completion of English 99 when compared to stand alone courses.

Additionally, there is room for improvement in the department's work in learning communities. Based on the key components of successful learning community programs, develop by The Washington Center for the Improvement of Undergraduate Education, the InSync program also needs to work on connections with student services on campus. The best learning communities are ones that intentionally connect students with the resources that they need to complete their career goals, and SCC does not implement this strategy consistently.



More recently, the department is currently working on a way to have more students move from developmental writing courses to college-level courses as quickly as possible. There will be a pilot of an accelerated learning course in Fall 2013. The course enrolls a small group of English 99 students in both English 99 and 101 during the same quarter. The English 99 cohort will take English 101 one hour and then meet for an additional hour with the same instructor to receive supplemental instruction, for which they receive English 99 credit. This model would increase the number of students attempting college-level courses as well as supporting their transition to the required classes.

To further support action in these areas, the acting vice president of instruction has dedicated resources to fund additional faculty driven initiatives to improve student success in developmental education. The goal is to make accessing these funds easy while ensuring appropriate assessment of intervention is in place. For example, both the English and math departments are piloting ALP accelerated learning programs in 2013-14. This ALP model was identified by faculty as highly successful at other colleges and appropriate for the College's student populations. The acting vice president of instruction is not only funding instruction for the ALP model but also training, coordination time, and assessment process for faculty. Furthermore, during the summer of 2013, SCC is piloting a "bucket" English 101 class that allows students that place into 99 earn 101 credit if they meet 101 standards.

The SCC/IEL merger will provide additional opportunities for collaboration around developmental education and student success. For example, there is an interest from faculty at SCC in developing an academic I-BEST program. This highly successful academic model combines two faculty in the classroom to provide basic skills education together with developmental and college-level instruction.

Objective 3.2: Students are provided services to assist their success in college

Achievement of objective 3.2 is measured by two indicators. Objective 3.2 cuts across all program offerings such as workforce and transfer as well as level of course work such as developmental and college-level.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
3.2.	1. Retention rate of students who attend the New Student Orientation.	Critical	74%	79%	75%	
	2. Success rate of students in 100% online classes.	Very Important	77%	77%	75%	

Summary of data for Objective 3.2:

New Student Orientation (NSO) was implemented as mandatory for new first-time college students in winter quarter 2011. NSO provides new students a general overview of campus services; information about student life, financial aid, activities and clubs; instructional technology used on campus; and academic counseling and advising for first quarter classes. After the presentations, students are separated into four advising groups which are based on similar educational interests for academic advising. Academic advising is provided by student services curriculum advisors and academic counselors. Once advised, students are helped with the online registration process. Also, an online NSO process is also provided for online students.

From the data gathered, SCC's retention rate of students who attended NSO has increased by 1%. However, student retention is not meeting target.

Further, work needs to be done on increasing the success rate of students in 100% online classes. In the last year (effective July 2012) the CCS district realigned online education as a district function housed within the Academic Services division. Online instructors are working with the new district-wide division to improve services and success rates of SCC students.

Actions taken to support assessment results for Objective 3.2:

Staff responsible for coordinating NSO meet quarterly to evaluate the process in order to determine improvements and refine processes/procedures. Based on these meetings, current NSO processes have become more streamlined than when first implemented. NSO has also recently moved to the admissions office for more effective coordination of services. Assessment of NSO will be expanded to include student feedback immediately following the session and two to three quarters into their academic year.

Although a pass rate of 75% for online courses is acceptable and comparable to traditional face-to-face courses, the data used in this analysis were limited to only comparing courses offered both online and face-to-face in the same quarter by the same instructor. While this was a conscious decision to isolate the impact of modality, the College realizes that there are many online class sections excluded from this analysis. This analysis was a starting point that the College will expand upon in the following year with leadership from the district eLearning department.

A district-wide taskforce was convened Fall 2011 to assess and recommend improvements to online education in order to increase student access and success in support of the CCS Strategic Plan. Among the extensive number of recommendations suggested by the taskforce were recommendations to:



- Establish a 24/7 Help Desk to provide help with technology via instant messaging (IM), live chat, telephone and email.
- Provide online student support services that include advising, registration, counseling, placement testing, financial aid, and library resources.
- Adopt a student readiness assessment (SmarterMeasures) tool to help students identify challenges they might face in an online course.
- Implement an early warning system to alert students to performance problems in their online course.

Effective July 2012, CCS went through a major organizational change to improve efficiencies and the effectiveness of district-wide services. The eLearning department was one of the functions reorganized and moved from college oversight to district oversight. As a result, the CCS eLearning Department has been charged with implementing a number of the taskforce recommendations.

Currently, the eLearning Help Desk is staffed 72.5 hours per week. Staff and faculty can contact the eLearning Help Desk via telephone, email, and/or an online ticketing system. A live chat service is being implemented for Fall 2013. The CCS eLearning Department is hiring a program specialist assigned to work with prospective online degree-seeking students throughout the registration process in collaboration with the SCC/SFCC student services teams. SmarterMeasures has been piloted by several faculty and is available to students as a self-assessment instrument. There are plans for SmarterMeasures to be required for all students seeking fully online degrees at the college.

Objective 3.3: Students are engaged with their learning environment and satisfied with their educational experience

Objective 3.3 focuses on student engagement and satisfaction. The College is measuring achievement of the objective using two indicators.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
3.3.	1. Difference in benchmark scores on Active and Collaborative Learning, Academic Challenge, Student-Faculty Interaction, and Support for Learners between SCC and other medium 2-year colleges.	Important	2	4	2	
	2. Percent of students that report high satisfaction with their entire educational experience.	Very Important	87%	86%	84%	

Summary of data for Objective 3.3:

Research indicates an important key to student success when it comes to academic performance, persistence, and attainment is the extent to which students engage with their learning process and the college they attend. Based on the results from the 2011 CCSSE, the College does very well in some areas and has room for improvement in others.

The College's goal for indicator 3.3.1 was to meet or exceed the benchmark score received by comparable community colleges in four benchmark areas. These benchmark areas are *Active and Collaborative Learning*, *Academic Challenge*, *Student-Faculty Interaction*, and *Support for Learners*.

SCC performed better than other medium two-year community colleges on two of the CCSSE benchmarks, *Active and Collaborative Learning* and *Academic Challenge*. The benchmark scores were 55.1 and 55.1 compared to 49.9 and 49.9, respectively.

Active and Collaborative Learning indicated that students at SCC are working with other students on projects more than students at other two-year community college. Students are also reporting a greater level of discussion outside of class regarding ideas from readings and class sessions. A highlight from student responses to *Academic Challenge* was that SCC students worked harder than they thought they could to meet instructor's expectations compared to students at other two-year community colleges.

On the other two benchmarks, SCC scored lower than other medium two-year community colleges, scoring 48.6 on *Student-Faculty Interaction* compared to 50.1, and 46.8 on *Support for Learners* compared to 50.0.

Less favorable scores (compared to other two-year community colleges) on *Support for Learners* were based on questions about the extent to which the College encourages contact among students from different economic, social, and racial and ethnic backgrounds; helps students cope with non-academic responsibilities; and provides support for students to thrive socially. For *Student-Faculty Interaction* the question students responded less favorably to was "to what extent have you used email to communicate with an instructor?"

The CCSSE results also show that SCC fell short of its target on student satisfaction but within an acceptable threshold of achievement. The percentage of SCC students reporting a high satisfaction with their entire educational experience at the College declined 3% from the 2005 CCSSE survey.






Actions taken to support assessment results for Objective 3.3:

When discussing the most recent CCSSE survey with the campus community, it has become apparent that the 2011 results were not widely shared or discussed. As part of the administration's commitment to improving access and use of data, the office of planning and institutional research will be developing a user-friendly web interface that will include a section for CCSSE results. Included in this, will be a short summary of strengths and weaknesses linked to the full results.

The president will be leading efforts to make campus-wide improvements in these areas. With regard to helping students with non-academic responsibilities, he has charged the acting vice president of student services and the acting vice president of instruction to work collaboratively to assess current student support practices, identify strengths and weaknesses, and develop appropriate services and interventions. The SCC Diversity and Equity Committee will be asked to recommend strategies to improve the extent to which the College encourages contact among students from different economic, social, and racial and ethnic backgrounds and to thrive socially.

Objective 3.4: Students will progress towards educational benchmarks

The goal with objective 3.4 is to progress students through educational benchmarks measured using the statewide Student Achievement Initiative. The College measures achievement on this objective with five indicators.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
3.4.	1. College-level SAI points per student earned by the transfer cohort in their first year.	Critical	1.12	1.18	1.09	
	2. College-level SAI points per student earned by the workforce cohort in their first year.	Critical	1.39	1.51	1.26	
	3. College-level SAI points per student earned by special population cohorts in their first year.	Critical	1.29	1.35	1.26	
	4. SCC's fall-to-winter retention rates are equivalent to or exceed that of other Washington community colleges	Critical	72%	75%	74%	
	5. SCC's completion rate, given four years to complete a degree or certificate, are equivalent to or exceed that of other Washington community colleges .	Critical	30%	33%	29%	

Summary of data for Objective 3.4:

Results show that students are progressing through critical educational milestones, but not, at a rate the College was expecting. SCC fell short of target, even below the baseline, for four of its indicators of

achievement.

The first three indicators (3.4.1-3.4.3) are based on the statewide Student Achievement Initiative framework. If a student attends full-time their first year, the student would be able to earn three momentum points which are for the first 15 college-level credits, first 30 college-level credits, and a college-level math or quantitative course. While the College did not meet its targets for the three indicators, the results were with an acceptable threshold for achievement.

The College performed well on fall to winter retention in 2012-13. The retention rate increased 2% over the previous academic year. Results for the College's overall degree and certificate completion rate decreased 1% from the baseline year 2010.

Actions taken to support assessment results for Objective 3.4:

As mentioned earlier in the report, the College is adopting the Student Achievement initiative (SAI) framework to assess areas of relative strength and weaknesses. The president has begun this effort by providing all administrators training on SAI and tools for program level analysis as well as requiring that this be a major focus of all departments' work the next three years.

Due to unforeseen circumstances in the last few years, the College has struggled with access and use of data to assess effectiveness. As a result, the new president has committed to improve how the College uses data to make decisions and improvements. As a first step, additional staff has been added to the office of planning and research. For the next three years, the president will work with his administrative staff and faculty to identify critical points in student paths, identify solutions and promote student achievement, and assess and improve program performance.

The College has begun efforts to improve retention and completion. For example, SCC has changed its application/enrollment process for new students based on assessment done during the 2010-11 academic year that showed students who applied to the College last minute (three weeks or less prior to start of quarter) were less likely to be successful. The College now has a new student application deadline each quarter which is three weeks prior to the start of the quarter. In Summer 2012, SCC also changed its practices on how late into the quarter a student can register for classes. Again, this change was based on national research. Students must receive permission from faculty to enroll in a class past the 1st day of the quarter. In addition, students are not allowed to register for any classes after the 5th day of the quarter unless an exception is granted by the acting vice president of instruction.

The College has also revised its academic standards policy to improve student retention and completion. Students who do not meet minimum academic standards (2.0 GPA) are notified via electronic letter after grades are posted. The first quarter a student fails to meet academic standards, the student is blocked from registration and required to attend an [academic success workshop](#) either online or in person. The student's registration block is removed once the student has completed the academic success workshop. The second quarter a student fails to meet academic standards, the student is again

blocked from registration and required to meet with a counselor. Students who fail to achieve a 2.0 GPA for three consecutive quarters are suspended and must appeal to be readmitted by the dean of student support services. Students have the [right to appeal](#) their grades by following the grade appeal process.

Core Theme Four: Community Responsiveness

Standard 3.B - Planning

3.B.1 Planning in Community Responsiveness

As a comprehensive community college invested in its community, SCC's core theme on *Community Responsiveness* is an essential element of its mission. It guides college planning and selection of programs and services that contribute to the accomplishment of the following core theme objectives:

- 4.1 SCC provides access for diverse populations.
- 4.2 SCC's Workforce Education program mix responds to student and regional economic needs.
- 4.3 SCC provides opportunities for students and the community to engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities.

In addition, planning for the core theme aligns well with the district's strategic priorities:

CCS Strategic Priority Area	Community Responsiveness Core Theme Objectives
Student Success: Strengthening Engagement	Objective 4.2: SCC's Workforce Education program mix responds to student and regional economic needs.
Collaboration and Communication: Building Productive Communities	Objective 4.1: SCC provides access for diverse populations. Objective 4.2: SCC's Workforce Education program mix responds to student and regional economic needs.
Sustainability: Enhancing Operational Efficiency and Effectiveness	Objective 4.3: SCC provides opportunities for students and the community to engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities.
Innovation: Supporting a Culture of Continuous Improvement	Objective 4.2: SCC's Workforce Education program mix responds to student and regional economic needs. Objective 4.3: SCC provides opportunities for students and the community to engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities.

The president, vice presidents, and instructional deans meet regularly to review data and discuss issues and activities planned around the Community Responsiveness core theme.

During the annual planning process, college departments and programs are asked to identify one or two initiatives planned for the next year(s) that will contribute to the accomplishment of SCC core themes and/or CCS strategic priorities.

3.B.2 Resources and Capacity Contributing to Achievement in Community Responsiveness

Specifically, the following resources, programs, and services are aligned with and contribute to the achievement of the core theme objectives:

- Multicultural Student Service and the Equity, Diversity and Advisory Council: Through the council's outreach and programming efforts, SCC has been able to provide cultural educational opportunities open and accessible to the public. Currently, the College is in the process of a Universal Design of Instruction implementation to review, provide recommendations, and implement change in the areas needed. Recently, 30 desks were purchased to assist with the UDI implementation allowing disability support services to have these workspaces in classes to help improve circumstances for faculty and students.
- Multicultural Leadership Institute (MLI): The MLI offers college and high school leaders training through a program called EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment) in addition to enhancing leadership among students active in multicultural clubs. The Summer Academy allows students from multicultural communities to come together to learn about their culture while engaging college knowledge activities to help with the transition to college.
- Student Clubs: SCC has a number of student clubs that support the College's diverse student population such as the Arab Culture Club, Asian Pacific Islander, Black Student Union, Disability Awareness League, Gay, Lesbian, or Bisexual Action League, Latin American Student Organization, Native American Student Organization, and Student Awareness League.
- Advisory Committees: Every workforce programs has a committee composed of representatives from local business, industry, and organized labor that meets a minimum of twice per year. The committees are responsible for providing input to curriculum, equipment needs, and employment trends.
- Workforce Development Councils: The College's service district includes two Workforce Development Councils (WDCs). In Washington State, the WDCs are the implementers of the federal Workforce Investment Act and promote planning and coordination between employment and education efforts in their regions. The [Spokane Area Workforce Development Council](#) and the [Eastern Washington Partnership Workforce Development Council](#) provide the College with crucial labor market data as well as information from business and organized labor on occupations and industries that have skill shortages. This past year, the Spokane Area WDC relocated their main office to the SCC campus and their CEO is now also serving as the chief workforce development officer for CCS to effect improved coordination of services and align the use of workforce resources.

- [Center for Workforce and Continuing Education](#): The CCS district recently consolidated customized training and continuing education into one department (located at the SCC campus). This new department is responsible for assessing and meeting the training needs of local business and industry. While the center provides customized training, they also refer students to traditional credit workforce programs and provide important input on industry trends to instructional deans and faculty.
- [Head Start/Early Head Start Child Care Center](#) - The center, which serves 100 children, is licensed and provides quality, affordable, child care for SCC student parents. Located on the SCC campus in Building 20, the center is a Head Start and Early Head Start program site and is accredited through the Association for Early Learning Leaders.
- [Hagan Foundation Center for the Humanities](#): The Hagan Center was established in 2005 to create a place where a community of minds can gather to explore various perspectives and ideas.

3.B.3 Selection of Meaningful Indicators for Community Responsiveness

The College has selected a collection of appropriate data to inform planning and evaluation of the core theme, which is represented by three objectives and seven indicators of achievement. The indicators were selected by the core theme teams to provide a meaningful basis for evaluating accomplishment and mission fulfillment.

Data Sources

The data for the indicators of achievement are collected and analyzed by the office of planning and institutional research. The College uses both internal and external data sources. Internal data sources include college records, the student management system (SMS), and college survey developed to collect feedback biennially from workforce program advisory committees. External data sources include the U.S. Census and workforce information gathered by a broad network of business and community stakeholders.

Standard 4.A - Assessment

4.A.1 Ongoing, Systematic Collection and Analysis

The SCC's office of planning and institutional research is responsible for regularly collecting and analyzing data on core theme objectives and indicators of achievement. The main vehicle for distributing the results college-wide is the [mission fulfillment dashboard](#) available on the College's intranet. The data are analyzed by the core theme team on a quarterly basis to evaluate achievement of objectives. The results will be utilized to develop improvement plans.

At the end of each academic year, the team will evaluate the extent to which all core theme indicators provide meaningful data to evaluate achievement of objectives, individually and collectively. The

reporting process will begin in spring quarter with the core theme teams evaluating the progress to date and documenting any programs or processes that have changed or been instituted with the purpose of making improvements. At the end of spring quarter, the teams will submit their final report to the administration and the College Alliance for consideration in the college-wide planning and resource allocation process.



Standard 4.B - Improvement

4.B.1 Results Inform Planning and Improvements

The following sections detail the results for each objective in addition to any actions taken and/or recommendations for improvement by the College.

Objective 4.1: SCC provides access for diverse populations

The goal of objective 4.1 is to ensure broad access to higher education for diverse populations in the College's service area. The College's achievement of this objective is measured by two indicators.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
4.1.	1. Participation rate of SCC students aged 18+ with a HS diploma, but without an AA degree.	Very Important	75%	55%	79%	
	2. SCC's enrollment of students of color	Very Important	20%	11%	29%	

Note: Target for 4.1.1 is based on county Census data.

Summary of data for Objective 4.1:

SCC draws 84% of its students from Spokane County where 55% of its residents have a high school diploma but do not have an associate degree or above. The College has a higher than average participation rate than the state as a whole. The State Office of Financial Management regularly tracks participation rates (proportion of 17 to 64 year olds in the county population that are attending a CTC) by county for community and technical colleges (CTC). In Fall 2008, the most recent data available, the statewide CTC participation rate was 4.41%. The participation rate for Spokane County was 5.13%, ranking Spokane County 8th out of 39 counties. This indicator demonstrates that SCC is providing access to college education to its target demographic – those adults with a high school diploma, but not an associate degree.

Since 2009, the College's enrollment for people of color has exceeded the percentage of Spokane County's population of people of color. Each year as the demographics in Spokane County's people of color population have slowly risen to its highest percentage in 2013 of 11%, SCC has seen a steady increase by people of color to 29% in 2013.




Actions taken to support assessment results for Objective 4.1:

The College is meeting targets and exceeding benchmarks in providing access for diverse populations.

SCC needs to continue to assess and improve upon these efforts. An area of ongoing concern is the diversity of employees at the college. Representation of populations of color in full-time faculty, staff, and administration continue to be below the county and student populations of color. A best practice at the CCS district level that SCC will be adopting in 2013-14 is the addition of an “equity advocate” to all screening committees. Equity advocates serve as the primary consultant to the committee regarding equity and diversity matters and are trained in advocacy through inquiry skills, equity/diversity goals, intercultural communication, and legal issues. Equity advocates are responsible for training the screening committee on inherent bias, neutrality in screening criteria/interview questions, and intercultural communication.

Objective 4.2: SCC’s Workforce Education program mix responds to student and regional economic needs

As SCC plays a critical role in providing a skilled workforce for growing businesses in greater Eastern Washington, objective 4.2 focuses on being responsive to the workforce needs of students and employers.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
4.2.	1. Percent of programs considered to be "in demand" or within industry clusters prioritized by regional and economic development organizations.	Critical		90%	85%	
	2. Workforce programs are "meeting the needs of the community," based on advisory committee survey results.	Very Important		75%	97%	
	3. Curriculum changes based on advisory committee recommendations.	Very Important		100%	82%	

Summary of data for Objective 4.2:

The College’s workforce program mix is responsive to student and employer needs. SCC did not have prior data with which to set benchmarks for these indicators. Results show that SCC was within an acceptable threshold of achievement for all three indicators.

In Washington State, an analysis is conducted by a broad network of business and community stakeholders to target the occupations and skill sets necessary to obtain employment and categorizes them as “in-demand,” “balanced,” or “not in demand” for each workforce development area. This data is published by each of the 12 workforce development councils. For this analysis, the College used the Spokane County WDA. In addition, regional strategic plans identify and prioritize key industry clusters that drive the economy. Eighty-five percent of the College’s workforce programs are in-demand or within prioritized industry clusters.

SCC surveyed its advisory committees and collected responses from 123 committee members. The survey includes questions about the relevancy of the program to the industry it feeds into, how well the

SCC workforce program is marketed, and the satisfaction of graduates measured by several indicators (including job-related knowledge, job-related skills, problem-solving skills, communication, and teamwork). The results showed that 97% of the advisory committee members surveyed agreed or strongly agreed that the programs they were working with met the needs of the community. Ninety-eight percent also indicated they believed the content taught in the workforce program was relevant to today's industry. The survey results, however, indicate that the College could do a better job in marketing its programs, especially those offered by the Business, Hospitality, and Information Technology division.

All programs have active and engaged advisory committees that meet twice a year in order to advise program directors and department chairs on instructional and program design and outcomes. An analysis of advisory committee meeting minutes for the last three years has helped the College track recommendations made and the actions taken by the College to improve programs and curricula.



Actions taken to support assessment results for Objective 4.2:

The College will continue to use labor market data, advisory committee input, and recommendations from labor and industry on new program development. This has proven to be a very successful strategy. As part of this self-study process, SCC recognized an area for improvement in how decisions regarding workforce program closures are made. The acting vice president of instruction will be working with the Council of Chairs and instructional deans to develop a process by which the College can help struggling workforce programs. For example, in 2012-13 the College invested in the redesign of the Civil Engineering Technology program which had low enrollment due to changes in job opportunities for graduates. As part of this investment, faculty gathered input from key employers, aligned first-quarter curriculum with the CAD program, and revised curriculum. In Spring 2013, the College began an intensive marketing and outreach effort for the program.

Based on the results for indicator 4.2.2, no action is needed at this point in time. The programs are doing an excellent job of using the input from advisory committee members to ensure their curricula addresses the needs of the community. The College will continue to systematically survey its advisory committees to ensure programs stay relevant so that if issues emerge, the program will be able to address those in a timely manner.

Objective 4.3: SCC provides opportunities for students and the community to engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities

The goal of objective 4.3 focuses on providing opportunities outside the classroom that help students and community members develop cultural understanding and an appreciation for the humanities. The College's achievement of this objective is measured by two indicators.

Objective	Indicator(s)	Importance	Baseline	Target	Result	Score
4.3.	1. Attendance at the Hagan Center events meet or exceed expected attendance.	Important	-	30/30	25/30	
	2. Attendance of community members at President's Speakers Series evening events.	Important	-	25/25	22/25	

Summary of data for Indicator 4.3.1:

The [Hagan Foundation Center for the Humanities](#) schedules about a dozen events per academic year. These events are advertised in various ways, mostly through college email, the Center web page, Facebook, and posters throughout campus. The events often have at least 100-150 attendees and most of them are students. Instructors use these presentations to fulfill various individual class goals and assignments. An instructor might expect students to come to the following class prepared to discuss the presentation or documentary. The presentation might be used as an extra credit assignment. Or, the center might invite an author whose book has been assigned in a class, such as English 102. Students then have the change to interact one-on-one with the author, both about the topic and about the writing process.

Some events are presented in conjunction with the SCC President's Speaker Series and [Get Lit!](#), Spokane's annual literary festival. These co-sponsored events are the most likely to attract community members.

In the past four academic years the events at the center have had approximately 4,000 attendees. Evaluation of the center activities is done on occasion, often by individual instructors who are seeking specific outcomes for their particular classes. Otherwise, the center has used anecdotal evidence about its success and relevance, including ever-increasing attendance, overwhelming faculty support, and student comments, some of which have been captured on the Center website.

Since 2004, the SCC President's Speakers Series (PSS) has brought nationally regarded scholars and social commentators to Spokane to share their ideas and insights on national and international topics and issues impacting daily lives. The purpose of this series is to enrich and enhance student education at SCC as well as to bring citizens from the community onto campus to benefit from these scholarly offerings.

A PSS committee of faculty, staff, administrators, and students from the campus work together to determine the annual roster of speakers and to organize the events. PSS events typically have two components: a) a free event in the evening which is open to the public, and b) one or two student sessions during the day for classroom participation. This section will focus on the evening events.

The PSS Committee considers it focus to be the community-at-large when selecting its season of guest speakers. Twenty-five notable scholars, authors, and commentators have graced the stage at SCC during the program's nine seasons. The baseline goal for community attendance at each evening event

is 150 participants.

Citizens are encouraged to attend these events through advertisements in Spokane's weekly paper *The Inlander*, listing on many local media events rosters, posted digital advertisements continually repeating on the SCC webpage, and posters strategically placed at local businesses. Personal email notification is received by over 150 citizens who have signed up to learn about future events by having their addresses added to the SCC President's Speakers Series mailing list.

At the end of each one-hour evening presentation, speakers welcome questions from the audience for a minimum of thirty minutes. Q&A sessions are followed by a public reception where speakers will either meet and greet the public or sign their latest publications if they are authors. Receptions are well-attended and are great opportunities for members of the public to reach out to visiting scholars, get a photo with their favorite celebrities, and enjoy college amenities.

All evening presentations have been digitally recorded, and with permission from the speaker, distributed to the library for checkout and use in classrooms. These presentations are also available on the [PSS website](#) for the general public.

Actions taken to support assessment results for indicator 4.3.2:

Representatives from the Hagan Center met with the president in June 2013 to discuss the future of the series. The PSS will continue to be run by a committee and supported administratively by the Hagan Foundation Center for the Humanities. Faculty members of the PSS have agreed to become more active with the planning and development of programs that would enhance their curriculum and energize student learning.

Events featuring a celebrity speaker (e.g. Scott Simon, Alexandra Horowitz, Sarah Vowell, and Chris McDougall) have been successful, and it was suggested that the committee sponsor at least one nationally-known speaker during the year to continue drawing members of the general public to the center of campus for several hours of unique entertainment/education.

Mission Fulfillment, Adaptation and Sustainability



5

Chapter Five: Mission Fulfillment, Adaptation, Sustainability

Executive Summary of Eligibility Requirement 24

Eligibility Requirement 24: Scale and Sustainability




SCC has sufficient resources, capacities, and infrastructure to fulfill and sustain its mission and achieve its core themes, both in the short-term and into the foreseeable future.

Standard 5.A – Mission Fulfillment

5.A.1 Assessment of Mission Fulfillment

SCC defines fulfillment of its mission by demonstrating an acceptable level of performance of its core themes, individually and collectively. As such, the College has developed a scoring matrix to evaluate its achievement of the core themes, objectives, and indicators set forth. SCC aggregates the results at each level and the final product is a comprehensive evaluation of SCC's achievement of its mission.















The scoring matrix of green/yellow/red dots is calibrated such that results within 90% of the target are given a green dot, results between 80% and 90% are given a yellow dot, and results that fall below 80% of the target are given a red dot. In some cases, an indicator may be within 90% of the target and deserve a green dot, but falls below established baseline. Under these circumstances, the result warrants a yellow dot for the indicator.

	Performance Threshold
	Results are within 90% of target
	Results are between 80% and 90% of target
	Results are below 80% of target





At the end of the 2012-13 academic year, each indicator of achievement were evaluated against its set target (by taking the ratio defined as “result” divided by the “target”), and then all indicators were aggregated to calculate a performance score for each objective.

If an indicator exceeded its target resulting in an aggregated ratio above 100% for the objective, it was capped to carry forward only a percent from 0 to 100. In short, the fulfillment of an objective cannot be above 100% (whereas the fulfillment of an indicator may be above 100%).

The College's 2012-13 results for each core theme objective is displayed in the table below.

Core Theme	Objective(s)	Importance	Score
Workforce Development	1. Students enrolled in SCC's workforce programs are well prepared for employment.	Critical	
	2. Students graduating from SCC's workforce programs secure employment.	Critical	
	3. Students enrolled in SCC's workforce programs are satisfied with their educational experience.	Very Important	
Academic Transfer	1. Students who express intent to transfer complete a degree.	Very Important	
	2. Students who express intent to transfer enroll at a 4-year baccalaureate.	Important	
	3. Students are successful as they transfer to bachelor degree granting colleges and universities.	Critical	
	4. Students report that they have increased their knowledge and skills in SCC Student Abilities	Important	
Student Success	1. Students transition successfully from developmental education to college-level work.	Critical	
	2. Students are provided services to assist their success in college courses.	Very Important	
	3. SCC supports students learning and engagement and provides assistance to facilitate retention and completion.	Very Important	
	4. Students will progress successfully to meet their educational goals.	Critical	
Community Involvement	1. SCC provides access for diverse populations	Very Important	
	2. SCC's workforce program mix responds to student and regional economic needs.	Critical	
	3. SCC provides opportunities for students and the community to engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities.	Important	

The College's 2012-13 results for each core theme as a whole is displayed in the table below.

Core Theme	Core Theme Definition	Score
Workforce Development	SCC's workforce certificate and degree programs are industry standard, preparing students for entry level positions in their discipline.	
Academic Transfer	Students enrolled in Academic Transfer courses are well prepared and successful as they transfer their coursework and/or Associate degree in pursuit of the next step in their educational plan.	
Student Success	Students are provided with the opportunity to succeed in a supported environment that enhances individual and professional growth through academic, personal, and professional development.	
Community Involvement	SCC is responsive to the educational needs of our diverse community, contributing to its economic success.	

The expectation of the College is to have an overall score above 80%, meaning SCC fulfilled its mission at an acceptable level. Any score above 80% means SCC met an acceptable threshold for fulfilling its mission while recognizing that there are areas to improve.

5.A.2 Mission Fulfillment

The College is achieving an acceptable level of mission fulfillment. The expected level of achievement was at 80% or above target. SCC achieved slightly over 90% of target; however, as outlined in the report, the College fell short of its goals in some areas and has developed action plans to address these shortcomings.

Year	Overall
2012-13	<div>Spokane Community College Mission Fulfillment</div> <div></div>

SCC is looking forward to its Year One report and continuing the momentum of continuous improvement of the College's first accreditation cycle under the Commission's revised standards. The College will utilize the data in this report to assist in setting inspirational targets that will reflect the work of both SCC and the newly included IEL.

In the core theme of Workforce Development, the College has demonstrated strength in preparing students to enter the workforce. However, SCC's certificate or degree completion rate of 54% will be addressed through the College's efforts with the Washington Student Achievement Initiative.

In the core theme of Academic Transfer, the College has demonstrated it prepares transfer graduates to be successful once they transfer to baccalaureate institutions. While a graduation rate of 31% is on par with national averages, SSC is committed to improving in this area. The College's data clearly shows that earning a two-year transfer degree versus just taking transfer courses prior to transferring has an impact on baccalaureate enrollment.

In the core theme of Student Success, the data shows that the College's efforts in providing specific interventions (NSO and learning communities) have a positive impact on students. However, excessive time spent in developmental education continues to be a significant barrier to student success. The College will build and expand on these best practices. Using data from the Washington Student Achievement framework will help identify specific barriers unique to SCC student populations.

In the core theme of Community Responsiveness, the data demonstrates that the College does an excellent job in meeting the needs of employers and industry with the mix of workforce programs offered. SCC needs to identify a more meaningful set of objectives and indicators of achievement to assess this core theme.

Standard 5.B – Adaptation and Sustainability

5.B.1, 5.B.2 Evaluation and Adequacy of Resources and Effectiveness of Operations

SCC regularly evaluates resources, capacity, and effectiveness of operations. As detailed in previous chapters of this report, the College will be utilizing the new NWCCU core theme framework and standards to regularly evaluate the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Like all state-funded colleges in Washington State, SCC has faced rising costs and decreasing state support for operations. During recent years, the College has also used operating support to maintain college operations. SCC will continue to be proactive in seeking new revenue and creating budget savings to ensure adequate resources to support the organization. A primary budget savings decision was to merge the IEL with SCC (see introduction for more information). The elimination of three executive-level positions provided a savings estimated at \$430,000. SCC is actively partnering with the district on revenue-enhancing initiatives such as Global Education and the Center for Workforce and Continuing Education.

The College has adopted an institutional goal to achieve a balanced budget that adequately supports college operations eliminating the over reliance on operating support by 2016. This will ensure fiscal sustainability that will allow SCC to fulfill its mission, accomplish its core theme objectives, and achieve the goals and intended outcomes of its programs and services.

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

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

As the College looks forward towards a second cycle of continuous improvement under the Commission's revised Standards, it has evaluated its infrastructures for planning, resource allocation, and assessment. SCC has begun to address weaknesses and build on strengths of these systems.

5.B.3 Sustainability

SCC monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through the joint resources of SCC, SFCC, and CCS, regular environmental scans are conducted and updated (last comprehensive scan in 2007; most recent update May 2013). Drawing on numerous data sources and existing research of trends and issues in higher education, the workforce, and the economy, the researchers involved in these external scans explore demographics, student characteristics, regional industrial and workforce trends, the special needs and challenges of particular colleges and groups of students, and current employees' impressions of CCS's effectiveness. These scans are intended to provide an overview of internal and external factors and issues that are likely to affect CCS as it attempts to adapt to changing community conditions and needs. These environmental scans help focus discussion, raise previously unexplored issues, and provide both context and empirical data to aid in ongoing planning and implementation.

Conclusion

During this continuous improvement process, Spokane Community College has demonstrated that the College is fulfilling its mission at an acceptable level. Despite challenges (budget reductions and administrative turnover), the College has continued to provide quality in-demand workforce training programs, rigorous preparation for students transferring to universities, and student support and access for the diverse communities in its service district.

Stability in leadership in the CCS Board of Trustees has been crucial in retaining quality faculty and staff at the College. The College's success in fulfilling its mission is directly attributed to its faculty and staff. It is **faculty and staff commitment** to the College's mission and core themes that have made this candid continuous improvement process possible and successful.

The college administration is committed to building upon the energy created from this process and the SCC-IEL merger. In fact, faculty, staff and administration have already made several improvements to address weaknesses identified in the process. For example, a single point of contact in student services was established for behavioral intervention, student conduct, and registered sex offenders; a director was hired for the office of planning and institutional research; and the decision process for hiring tenure-track faculty was modified to be inclusive and transparent.

In addition, the administration, faculty and staff have identified two major institutional weaknesses and are collaboratively developing action plans to address these:

Assessment – The Student Learning Outcomes Taskforce did substantial work in identifying recommendations for the college. The acting vice president of instruction will lead the College in implementing a plan of action. This plan will include the formation of a college-wide assessment committee, a revision of the instructional program review process, and a systematic oversight process.

College-wide planning – The president will lead the College in revising its planning and resource allocation processes. The changes include aligning the strategic planning process with the NWCCU accreditation cycle, linking planning to resource allocation, and improving the College's use of data in its decision-making processes.

In conclusion, SCC is a major resource to the community in Eastern Washington. The education and training the College provides have been benefiting the community over 50 years. The merger with the IEL will further improve instructional opportunities for students. Important conversations, collaborations, and improvements are well underway and are bringing a renewed sense of purpose and energy to this new college community.

Appendices



Glossary of Terms

Acronym	Description
A&S	Arts and Science Division
AHE	Association for Higher Education
ARRA	American Recovery and Reinvestment Act
APLED	Applied Education
ASG	Associated Student Government
BEC	Building Evacuation Coordinator
BHIT	Business, Hospitality and IT Division
BIT	Behavioral Intervention Team
CCS	Community Colleges of Spokane
CCSSE	Community College Survey of Student Engagement
CFO	Chief Financial Officer
CIO	Chief Information Officer
CNN	Common Course Numbering
COO	Chief Operations Officer
COOP	Continuity of Operations Planning
CWCE	Center for Workforce and Continuing Education
cTcLink	Washington SBCTC Enterprise Resource Planning
DEC	District Education Council
DLOA	Washington State's Data Linking for Outcomes Assessment
DSS	Disability Support Services
DSSC	District Education Council
DTA	Direct Transfer Agreement
DWDC	District Workforce Development Council
EA	Early Alert
EMP	Emergency Management Plan
ERP	Enterprise Resource Planning
ESL	English as a Second Language
EWU	Eastern Washington University
FAFSA	Free Application for Federal Student Aid
FAS	Financial Aid System
FERPA	Family Educational Rights and Privacy Act
FMS	Financial Management System
FTE	Full-time Equivalent Students

Acronym	Description
HPERA	Health, Physical Education, Recreation, and Athletics Division
HES	Health and Environmental Science Division
I-BEST	Integrated Basic Education and Skills Training
ICRC	Inter-College Relations Commission
IEL	Institute of Extended Learning
MRP	Major Related Program
NSLDS	National Student Loan Data System
NSO	New Student Orientation
NWAAC	Northwest Athletic Association of Community Colleges
OCS	Office of Campus Safety
PSS	President's Speakers Series
RCW	Revised Code of Washington
SAI	Student Achievement Initiative
SBCTC	State Board for Community and Technical Colleges
SFCC	Spokane Falls Community College
SLO	Student Learning Outcomes
SMS	Student Management System
SPOL	Strategic Planning Online
TACTC	Trustees Association of Community and Technical Colleges
TECH ED	Technical Education Division
UMCC	Union-Management Communication Committee
WABERS	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WFSE	Washington Federation of State Employees
WSU	Washington State University

Table of Appendices

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SPOKANE COMMUNITY COLLEGE
SUBSTANTIVE CHANGE PROSPECTUS
April 30, 2013

INTRODUCTION

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

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

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

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

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

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

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

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

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

A. MISSION AND GOALS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The current [IEL mission statement](#), adopted by the Board of Trustees in 1989 and revised in 2005, reads:

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

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

B. AUTHORIZATION

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

C. EDUCATIONAL OFFERINGS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. PLANNING

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

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

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

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

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

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

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

ORGANIZATIONAL STRUCTURE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D.4. TIMELINE

The [timeline](#) for completing the projects identified in the Prospectus began in April 2013 and will be completed by January 1, 2015.

E. BUDGET

Revenues from three fund sources currently support the general operating budget of each institution as noted below and in [SCC's IPEDS Financial Report](#):

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

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

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

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

\$ in Millions

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

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

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

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

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

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

F. STUDENT SERVICES

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

Critical information and procedures in student services are already aligned among SCC, IEL, and SFCC primarily due to extensive LEAN processing work conducted throughout the district in 2011. Management, staff, and faculty worked with consultants to redesign the admission, registration and enrollment processes; financial aid processing; student portal; and new student orientations. Students reviewed the new student portal and were surveyed regarding their feedback. Since membership of the redesign teams represented the entire district (SCC, SFCC, IEL, and district administration) the improved, leaner, value-added student services processes were adopted at all three educational units. Therefore, the IEL already uses most of the same procedures as SCC, which means that current IEL student support personnel will adopt few new processes to support the students impacted by the proposed change. In turn, the SCC student services team will serve the current IEL students who are “merged” into SCC with the assistance of front line support staff at the IEL centers. Also, current IEL students continuing into 2014-15 will not be subject to new processes due to the transition.

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

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

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

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

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

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

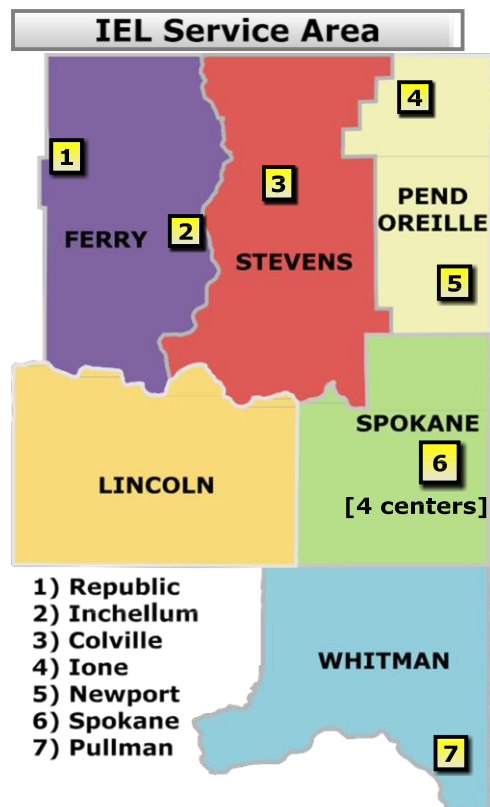
Support for and procedures guiding student activities and student government are uniform throughout the district. Support personnel are currently in place throughout the IEL and at SCC who can guarantee no negative impacts will result due to the merger.

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

G. PHYSICAL FACILITIES

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

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



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

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

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

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

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

H. LIBRARY SERVICES

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

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

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

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

I. FACULTY

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

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

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

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

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

SPOKANE COMMUNITY COLLEGE
Degrees and Certificates As of 8/1/2013

SCC DEGREES AND CERTIFICATES	STATUS	AS OF	ORIGINALLY APPROVED
CURRENT			
Aerospace Composite Technician, Cert. (NEW-F2012)	Active		2/3/12
Architectural Technology (Option-New F2009)	Active		2/12/09
Automotive Collision Tech. Certificate (NEW F2012)	Active		6/28/12
Automotive Refinishing Tech. Certificate (NEW F2012)	Active		6/28/12
Automotive Tech/Toyota T-Ten (option New F2004)	Active		4/5/04
Cisco Networking Certificate (NEW) (Network D&A-Primary)F2012	Active		2/15/12
Composite Fabrication Assistant Cert (ICP) -F2012	Active		8/20/12
Diagnostic Medical Sonography (New F2006)	Active		9/18/06
Esthetician, Certificate - Reinstated	Active	9/2010-Inactive 5/3/2013-Reinstated	7/30/96
Expanded Function Dental Assisting (New 7/10/08)	Active		7/10/08
Health Informatics (New F2011)-Revised to CAHIMS F2013	Active		3/15/11
Hotel & Restaurant/Management Cert - New Fall 2012	Active		5/17/12
Hotel & Restaurant/Resort Food & Beverage Cert - New F2012	Active		5/17/12
Hotel & Restaurant/Resort Lodging Cert - New Fall 2012	Active		5/17/12
I-Best Manuf Trades (redesigned program-New F22008)	Active	10/1/08 Redesigned	10/1/08
I-Best, Aerospace Composite Tech, Cert. D.O.C. (NEW F2012)	Active		2/3/12
I-Best, Clerical Assist. w/intro to Ad./Med/Legal Off F2008	Active		2/11/08
Integrated Business & Entrepreneurship (New F2007)	Active		2/27/07
Law Enforcement Level 1 Certificate (NEW F2012)	Active		5/21/12
Law Enforcement Level 2 Certificate (New F2012)	Active		5/21/12
Mechanical Design Tech. Certificate (Under CAD) -New-F2013	Active		5/10/13
Medical Transcription (Cert. to AAS so sort of new) - NEW F2012	Active		11/12/98
Microsoft Networking Cert (Under Network D&A)-NewF2012	Active		2/15/12

SCC DEGREES AND CERTIFICATES	STATUS	AS OF	ORIGINALLY APPROVED
Mobile Dev. Certificate (on Software Dev. Program) New F2013	Active		2/21/13
Mobile Device Mgmt. Cert (MDM)-New-F2013	Active		5/31/13
Mobile Health Information Tech. Cert (MHIT)-New-F2013	Active		6/4/13
Mobile Health Software Dev. Cert (MHSD)-New-F2013	Active		5/9/13
Radiology Technology (New F2005)	Active		10/17/05
Rural Aerospace Training Certificate (NEW - Sp2012)	Active		1/13/12
Vascular Therapy	Active		12/26/06
Water & Wastewater AAS (Option-New W2011)	Active		2/11/11
Unix Networking Cert Under ND&A - New F2013	Active		5/10/07
TERMINATED			
Administration of Justice (umbrella)	Deleted	6/3/2004-Deleted	
Advanced Data User	Deleted	12/6/04-Inactive	
Advanced Outpatient Medical Coder	Deleted	6/3/2004-Deleted	
Apprenticeship: Commercial/Industrial/Construction Elect.	Deleted	6/1/1999-Deleted	
Automated Equipment/Robotics Tech.	Deleted	7/5/2005-Deleted	
Automotive Machinist, AAS	Deleted	3/1/2010-Inactive 3/1/13-Deleted	3/18/08
Automotive Parts Technician	Deleted	7/5/2005-Deleted	
Aviation Flight Cert.(Moody Bible Institute-Contract)	Deleted	4/22/2013-Deleted	
Bank Teller Training	Deleted	7/5/2005-Deleted	
Basic Cabinetry, Cert (Short-Term Registered)	Deleted	6/2/2009-Deleted	6/26/01
Broadcast & RF Communications Technician, Cert.	Deleted	9/1/2009-Deleted	
Building Trades (Contract)	Deleted	2/15/2005-Deleted	
Business Computer Programmer	Deleted	6/3/2004-Inactive 6/6/07-Deleted	
Chiropractic Technician	Deleted	3/24/04-Inactive 3/6/2007-Deleted	3/6/03
Computer Assisted Drafting (CAD) Became Computer Aided Drft	Deleted	8/3/2005-Deleted	

SCC DEGREES AND CERTIFICATES	STATUS	AS OF	ORIGINALLY APPROVED
Computer User	Deleted	12/6/05-Inactive 6/1/2008-Deleted	
Correctional Specialist	Deleted	7/5/2005-Deleted	
Data User, Cert	Deleted	8/25/2010-Deleted	
Electronics Engineering Technician-Maritime Spec., AAS	Deleted	8/1/2008-Inactive 8/1/2011-Deleted	9/12/07
Electronics Training Cert. SCC/IEL/DOC	Deleted	8/25/2010-Deleted	
Financial Information Assistant	Deleted	12/6/04-Inactive 1/1/2008-Deleted	
Financial Services Trainee/Teller, S.T. Cert	Deleted	2/25/2009-Deleted	4/21/04
Fluid Power Technology-Specialist	Deleted	2/4/2004-Deleted	
Forestry Option, Cert	Deleted	9/1/2010-Deleted	
Front Office Professional Cert. (Pinelodge Correct. Ctr.)	Deleted	9/1/2010-Deleted	
Hydrographer Option	Deleted	7/14/03-Inactive 9/1/2006-Deleted	
I-Best, Manufacturing Trades (MACH/CNC, HPAT/Weld)	Deleted	10/1/2008-Deleted	10/1/08
Industrial Mechanics	Deleted	9/1/05-Inactive 9/1/2008-Deleted	
Integrated Nursing Assist. Cert./Basic Skills, S.T. Cert	Deleted	11/8/2011-Deleted	2/28/07
Integrated Warehousing/Basic Skills, S.T. Cert	Deleted	11/8/08-Inactive 11/8/2011-Deleted	2/28/07
Machine Shop Technology	Deleted	9/1/05-Inactive 9/1/2008-Deleted	
Manufacturing Technology	Deleted	8/1/06-Inactive 8/1/2008-Deleted	8/24/05
Mental Health Assistant	Deleted	7/5/2005-Deleted	
Nutrition Therapy	Deleted	7/14/03-Inactive 7/1/2006-Deleted	
Office Assistant Cert. (Pinelodge Correction Cntr.)	Deleted	9/8/2010-Deleted	
Ophthalmic Dispensing	Deleted	3/18/2008-Deleted	

SCC DEGREES AND CERTIFICATES	STATUS	AS OF	ORIGINALLY APPROVED
Outpatient Medical Coder (Option New F2004)	Deleted	6/1/2010-Inactive 7/31/13-Deleted	6/3/04
Prof. Truck Driver Training, Cert. (now offered as non-credit)	Deleted	6/28/2011-Deleted	5/13/09
Satellite Security & Home Entertainment System Installer(F2009)	Deleted	4/29/10-Inactive 4/30/2013-Deleted	2/12/09
Security (option)	Deleted	3/8/2006-Deleted	6/3/04
Small Equipment Repair Specialist, S. Term Cert (Ag. Bus.-Primary)	Deleted	06/28/2010-Inactive 6/1/13-Deleted	6/26/01
Soils Option, Cert	Deleted	4/1/2010-Deleted	
Therapeutic Recreation	Deleted	7/5/2005-Deleted	
Water Quality Option	Deleted	9/12/03-Inactive 9/1/2006-Deleted	
Web Technologies-Gen. Development, AAS/Cert.	Deleted	9/1/06-Inactive 10/9/2009-Deleted	
Web Technologies-Web Multimedia	Deleted	3/24/04-Inactive 3/24/07-Deleted	
Inactive			
Automotive High Performance Street Rod (New F2008)	Inactive	7/31/08- New 11/1/11-Inactive 11/14-Will be Deleted	7/31/08
Biotechnology, AAS	Inactive	01/1/2012-Inactive 1/1/15-Will Be Deleted	2/20/03
Carpentry & Cabinetry/Advanced Cabinetry	Inactive	9/1/13-Inactive 9/1/16-Will Be Deleted	10/10/02
Cosmetology Instructor Trainee, Cert	Inactive	11/17/2011-Inactive 11/14-Will Be Deleted	11/15/83
Health Records Clerk	Inactive	10/12/2010-Inactive 10/12/2012-Deleted	

SCC DEGREES AND CERTIFICATES	STATUS	AS OF	ORIGINALLY APPROVED
Health Unit Coordinator, AAS/Cert	Inactive	09/1/2012-Inactive 9/15-Will be Deleted	7/21/95
Manicurist, Certificate	Inactive	11/17/2012-Inactive 11/14-Will Be Deleted	7/30/96
Massage Therapy, AAS/Cert (New F2007)	Inactive	10/28/2011-Inactive 1/28/15-Will Be Deleted	2/28/07
Vision Care: Technology and Specialist, AAS/Cert	Inactive	10/28/2011-Inactive 1/15- Will Be Deleted	4/7/94

SCC Core Theme Teams 2012-13 Membership

Workforce Development Core Theme Team

Dave Cox, Team Chair	Dean of Instruction, Technical Education
Deby Hanson	Faculty, Business Technology
Matt Miller	Faculty, Hydraulic & Pneumatic
Helen Murphy	Faculty, Radiology Technology
Erika Naccarato	Admissions & Registration
Mark Mattke	CCS Chief Workforce Development Officer, Executive Director Spokane Area Workforce Development
Ben Wolfe	Director of Planning and Research
Fia Eliasson-Creek	Accreditation Project Manager

Academic Transfer Core Theme Team

Virginia Tomlinson, Team Chair	Dean of Instruction, Arts & Sciences
Angela Jahns	Faculty, Mathematics
Gwen James	Faculty, English
Jason Eggerman	Faculty, Psychology
Bill Rambo	University Transfer Counselor
Linda Keys	Access Services Librarian
Heidi Campbell	Credentials Evaluator, Registration/Transcripts
Tammy Ebright	Credentials Evaluator, Registration/Transcripts
<i>Vacant</i>	EWU Representative
Ben Wolfe	Director of Planning and Research
Fia Eliasson-Creek	Accreditation Project Manager

Student Success Core Theme Team

Mike Lenker, Team Chair	Dean of Student Services for Enrollment Services
Angela Rasmussen	Faculty, English
Nicole Duvernay	Faculty, Mathematics (replacement)
Cathy Shaffer	Department Chair, University Transfer Counselor
Tim Aman	Reference Librarian
Sally Hildebrandt	Disability Support Services
Amy MaCoy	Vice President of Student Services
Mark Mattke	CCS Chief Workforce Development Officer, Executive Director Spokane Area Workforce Development
Ben Wolfe	Director of Planning and Research
Fia Eliasson-Creek	Accreditation Project Manager

Community Responsiveness Core Theme Team

Ken Burrus, Team Chair	CCS Athletics Director
Scott Morgan	SCC President
Eric Bouvier	Faculty, Machine Shop/CNC
Lori Hunt	Director of Multicultural Student Services
Brenda Martinson	Hagen Center
Debi Alley	President’s Speakers Series
Mark Mattke	CCS Chief Workforce Development Officer, Executive Director Spokane Area Workforce Development
Ben Wolfe	Director of Planning and Research
Fia Eliasson-Creek	Accreditation Project Manager

Spokane Community College

Office of Planning and Institutional Research

Mission Scoring

Step 1: Indicators

The result of each indicator is scored against the target and the color of the dot is based on this score. Two exceptions exist: 1) if the results are higher than the target, the score is capped at 1, and 2) if the result is less than the baseline, it is automatically given a score of 0.8. The score is weighted according to the importance rating (3 for 'critical', 2 for 'very important', and 1 for 'important') for aggregating up to the objective.

Corresponding "dots" are based off of the "Dot Score," "Objective Score," "Core Theme Score," and "Mission Fulfillment" score.

Result was lower than the baseline, so the Dot Score is automatically 0.80

Result was higher than the target, so the Dot Score is capped at 1.00

Core Theme, Objective, Indicator	Baseline	Target	Result	Result Score	Dot Score	Indicator Importance Score	Indicator Weighted Score	Aggregated	
								Score	Possible
1	1	57%	60%	54%	.90	.80	× 3 =	2.40	
	2	80%	80%	89%	1.11	1.00	2	2.00	8.40
	3	53%	53%	56%	1.06	1.00	2	2.00	
	4	100%	100%	100%	1.00	1.00	2	2.00	
	2	70%	75%	87%	1.16	1.00	3	3.00	5.00
		70%	80%	92%	1.15	1.00	2	2.00	
	3	70%	70%	82%	1.17	1.00	1	1.00	2.00
		70%	70%	88%	1.26	1.00	1	1.00	

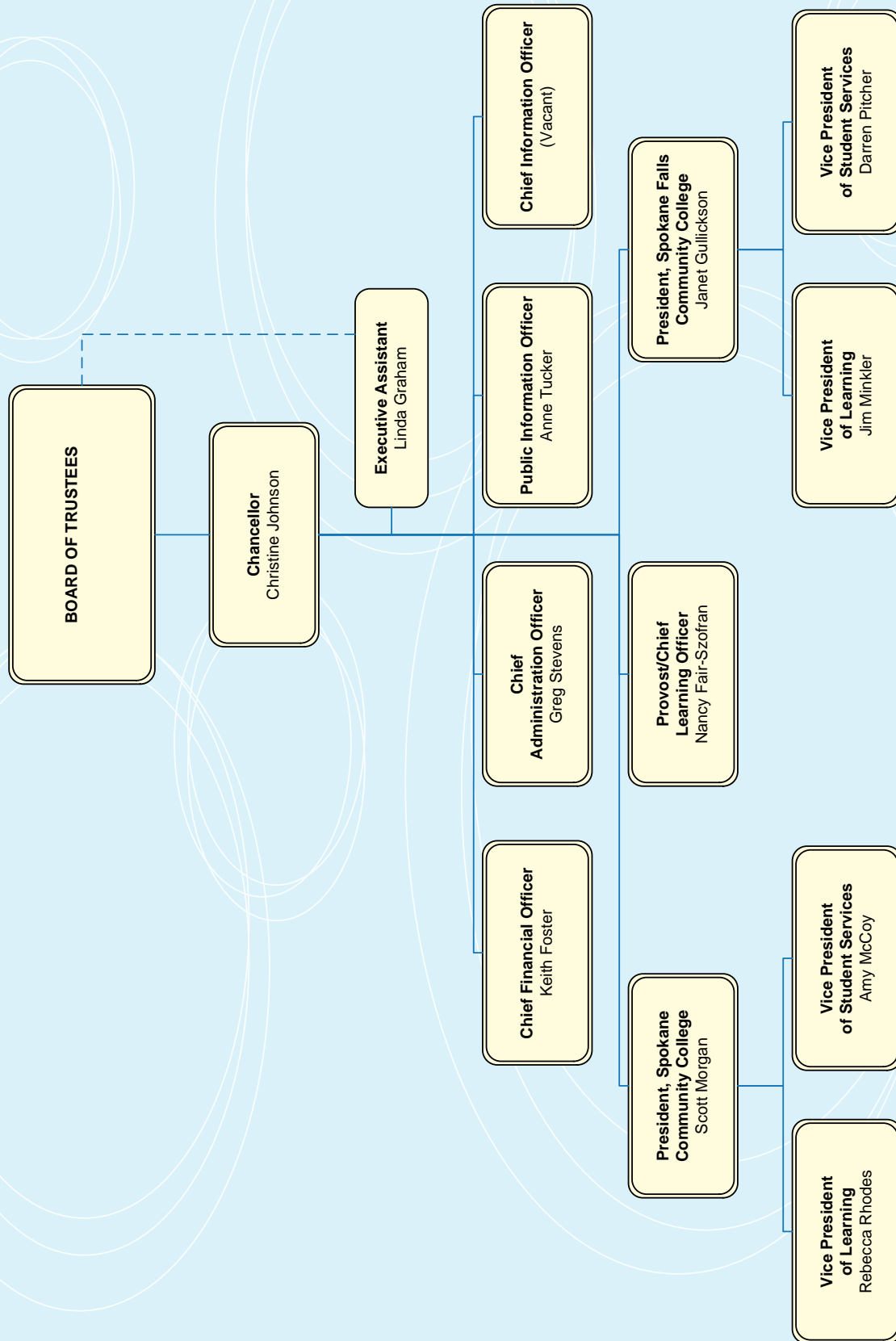
Step 2: Objectives

Core Theme	Objective	Aggregated Score	Possible Score	Objective Score	Objective Importance Weight	Objective Weighted Score	Aggregated Score	Possible
1	1	8.40	÷	9.00	=	.93	× 3 =	2.79
	2	5.00		5.00		1.00	2	2.00
	3	2.00		2.00		1.00	2	2.00

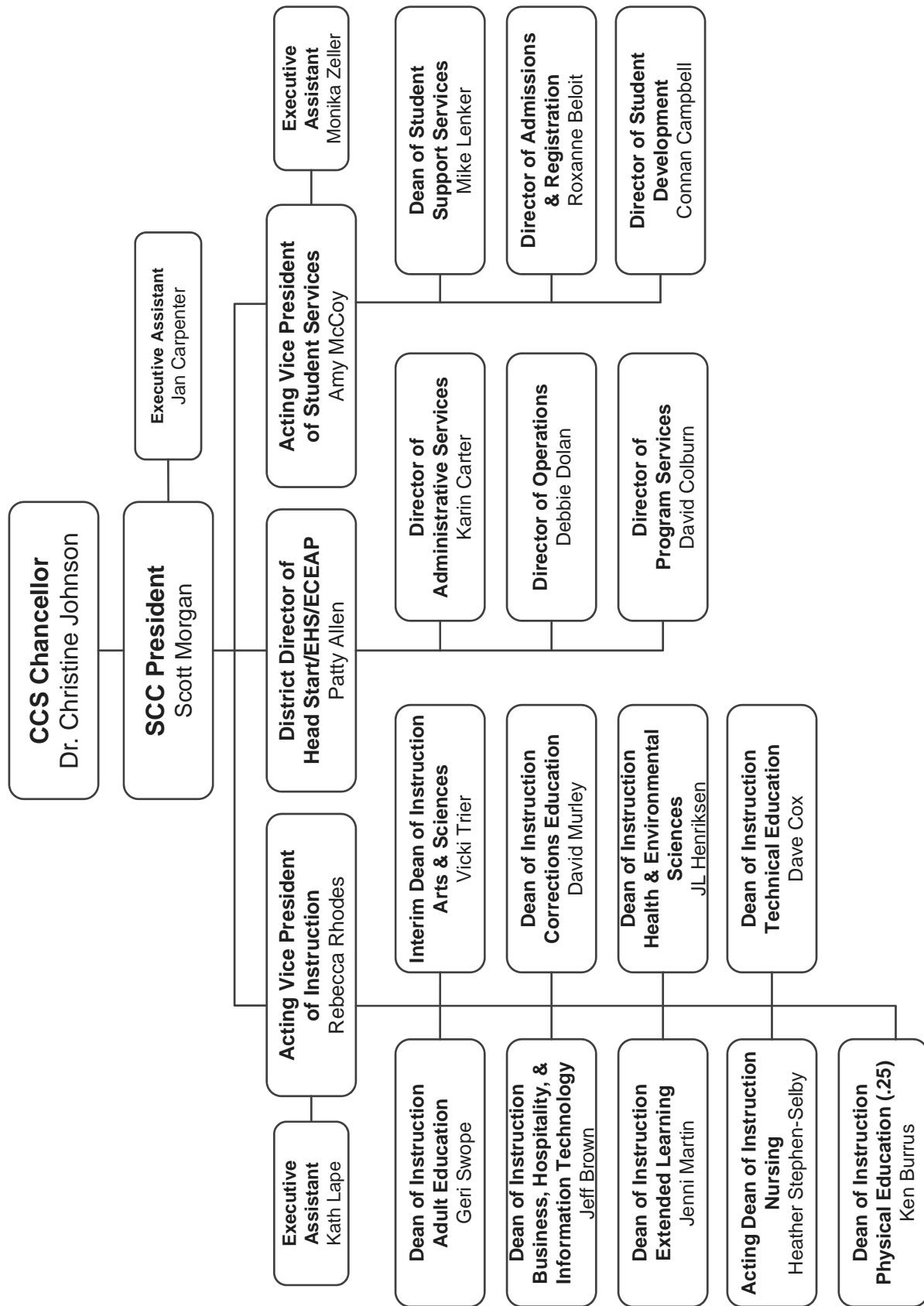
Step 3: Core Themes & Mission Fulfillment

Core Theme	Aggregated Score	Possible Score	Core Theme Score	Mission Fulfillment
1	6.79	÷ 7.00 =	.970	Average of Core Theme Scores
2	8.64	10.00	.864	
3	8.49	10.00	.849	
4	5.64	6.00	.940	

Community Colleges of Spokane Executive Administration



Spokane Community College



Spokane Community College

Instructional Programs

Adult Education

Adult Basic Education
College Prep
ESL Program
GED Program
High School Completion
PACE SERVICES
SEER Program

Arts & Sciences

Communication
English & Foreign Language
Mathematics
Science
Social Science / Humanities

Corrections Education

ABE / GED
Basic Bookkeeping
Composites
Computer Basics/SAM/Job Search
Interactive Media
Upholstery
Vocational / ESL

Extended Learning

ACT 2
Career Transitions
Parent Education/Coop Preschools
Rural Education

Health & Physical Education

Aquatics
Health
Physical Education

Nursing

Nursing (Pre-Major)
Nursing (RN, LPN)

Business, Hospitality, & Information Technologies

Business and Management

Accounting
Business
Economics
Integrated Business & Entrepreneurship
Management
Marketing
Paralegal

Business Technology

Administrative Office Careers
Health Information Management
Legal Office Careers
Medical Office Careers

Hospitality Careers

Culinary Arts
Hotel/Restaurant Management
Professional Baking

Computer Information Systems

Basic Computer Literacy
Network Design and Administration
Software and Web Development

Health & Environmental Sciences

Allied Health

Dental Assisting
Diagnostic Medical Sonography
Expanded Function Dental Auxiliary
Invasive Cardiovascular Tech
Medical Assistant
Noninvasive Cardiovascular Tech
Pharmacy Technician
Radiology Technology
Respiratory Care
Surgical Technology
Vascular Technology

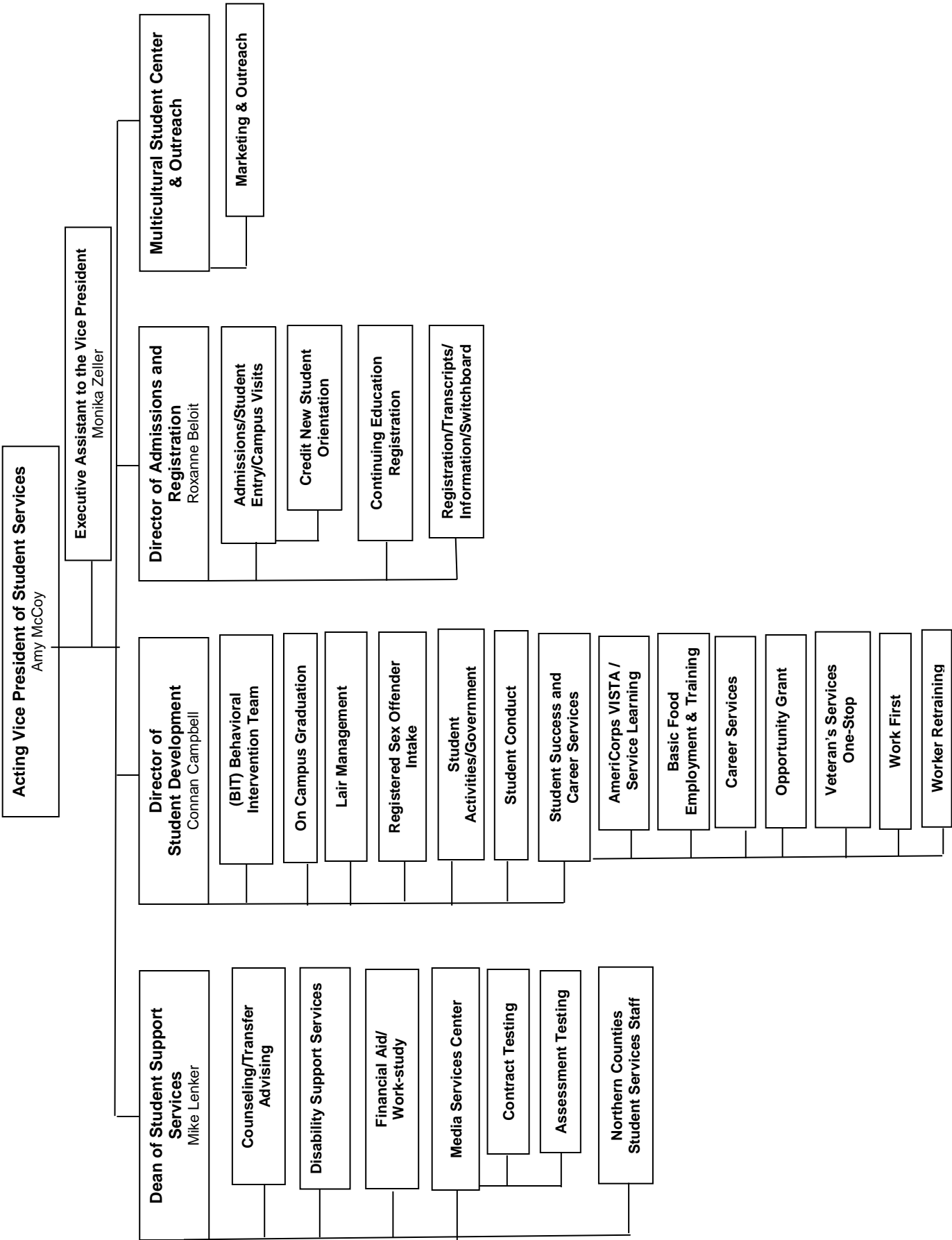
Environmental Sciences

Agriculture Business
Florist/Floral
Greenhouse/ Nursery
Horticulture
Landscape Management
Natural Resources
Water Resources

Technical Education

Applied Education
Apprenticeship
Architecture
Automotive Technology
Automotive Collision
Aviation Maintenance
CAD/Drafting
Civil Engineering Technology
Cosmetology
Criminal Justice
Electrical Maintenance
Electronics / Biomedical
Fire Science
Heavy Equipment
HPAT
HAVC-R
Machining / CNC
Welding / Fabrication

Spokane Community College Student Services Organizational Structure



Spokane Community College
Student Learning Outcomes Assessment Task Force Report
May 2013
Submitted by Student Learning Outcomes Assessment Task Force

The Student Outcomes Assessment Task Force was charged ([Appendix A](#)) with reviewing and identifying best practices in assessment at SCC and in the literature, identifying barriers to progress and resources needed to build an effective assessment system, and recommending to the President of SCC and the Vice President of Instruction a comprehensive system for assessment of student learning outcomes and a structure for ongoing oversight. The Task Force is comprised of faculty representing each instruction division, counseling, and the library, as well as staff from accreditation, institutional research, and curriculum. We have convened weekly beginning on March 19, 2013 with the goal of submitting our report on May 23, 2013.

Guiding Principles

Throughout our discussions, review of the literature, identification of best practices, and development of recommendations, we were guided by certain principles that we believe to be important in the implementation of a successful assessment structure and process. These principles include the following:

- Assessment will be a faculty-led process. Student learning outcomes, assessment tools, and use of assessment results will be determined by the faculty who are directly involved with students.
- Programs that are accredited by external organizations will be given the flexibility to use their current schema. Outcomes and assessment tools that are currently meeting external accreditation standards will be aligned with internal assessment efforts to avoid duplication of efforts.
- While a systematic approach to assessment will be adopted across the college and college-wide assessment activities captured in a single and easily accessed overview, flexibility allowing individual programs to develop processes and reporting formats that best meet their own needs will be encouraged.
- Successful assessment processes provide results viewed as valuable by the faculty in enhancing learning for their students, are systematic rather than haphazard, concrete rather than amorphous, and adequately resourced by the institution.

Best Practices

In identifying best practices currently being utilized at SCC, particularly informative were efforts in Allied Health ([Appendix E](#)) to align course and program student learning outcomes. One of our recommendations will be based on this model. An examination of the literature and consultations with those involved in assessment at other colleges revealed a number of useful recommendations that we adapted as part of our recommendations. Particularly useful were the characteristics of successful assessment found in *Assessment Primer: Creating a Flow of Learning Evidence* by Stiehl and Lewchuk (p. 124-125), which are listed in [Appendix B](#).

We did find that the volume of information available on the topic of best practices in the assessment of student outcomes at the college level is daunting, and an exhaustive review of the literature would be overwhelming and likely counterproductive. To determine what will work best for our institution, it is important to be selective in the use of the literature, and to be mindful that best practices will vary depending on the needs of various institutions, programs, and the faculty. A brief bibliography of the sources that provided specific guidance in our work can be found at the end of this report. We suggest that future efforts to identify best practices take full advantage of our own Institutional Research and Library personnel, as well as internal and external subject matter experts with experience assessing student outcomes at community colleges similar to SCC.

Challenges

As a college, SCC has been attempting for many years to institute a purposeful, systematic, and faculty-driven assessment process, with sporadic and limited success. Many of the barriers to success that were experienced years ago continue to challenge us. To surmount these challenges successfully, we must recognize and address each of them fully. The Task Force, the members of which bring to the table the views of faculty from many perspectives, has identified the following as needing particular attention:

- Administrative turnover and inconsistency in enthusiastic support from administrators has contributed to a lack of interest on the part of the faculty in the pursuit of assessment efforts as required by accreditation.
- Resources are not available to support assessment efforts, and resources that could be brought to the forefront through the strategic planning process are disconnected from needs identified through the assessment process.
- The diverse nature of our programs across the college requires multiple formats for assessment and reporting. This makes it difficult to recommend one particular “one size fits all” model for every program and level.

- The absence of a reporting structure to provide a repository for assessment results and ensure that assessment is being used to improve teaching and learning contributes to a sense that support is not available and to a lack of accountability.
- SCC has not developed a “culture of assessment.” Many factors contribute to this, all of which are important. In addition to the challenges listed above, such a culture is lacking due to faculty frustrations and negative perceptions of assessment based on past experiences. Faculty very much value and continually engage in assessment in their own classrooms. However, there is a widespread perception that the assessment required by accreditation primarily involves jumping through hoops, contributes little to what they do for their students, requires them to duplicate existing work done for external accreditations, is ambiguous in that even commonly used terms are not well defined, and is not concrete or systematic and thus appears to change in terms of the accepted processes and reporting format with each new accreditation visit.

This is a long list of challenges. Some are based on the realities at SCC, and some are based on the perceptions of faculty. Both reality and perception are important to address to develop assessment processes and results that will serve our students, be valued by faculty, and meet accreditation requirements.

Current SCC Outcomes and Assessment

While there are many challenges to face and a lack of a consistency or a reporting structure, much has been accomplished in assessing student learning outcomes at SCC. The following will briefly outline the outcomes and assessment work currently underway.

- Many programs conduct assessments to meet the requirements of accreditations from external organizations. See [Appendix C](#) for a list of these programs and their accreditation status.
- Many programs have developed student learning outcomes for their courses and/or their programs, while others have developed goals and/or content lists that are in the process of being translated into student learning outcomes.
- Since 2010, students who are petitioning for graduation have been given a survey to measure their perceptions of gains on the four SCC student abilities ([Appendix D](#)). The data are available and can be analyzed by program and degree intent.

Recommendations

Leadership

Consistent and proactive administrative action in leading and encouraging assessment is essential. To that end, the Task Force recommends the following:

- Job descriptions and screening committees emphasize assessment as part of the hiring process for deans.
- Performance reviews for deans include evaluation of their leadership in assessment within their divisions, and top level administration takes the initiative to work with deans to ensure that they are actively performing assessment in their divisions.
- Deans (or their designees) encourage faculty to include outcomes assessment and use of results as part of their professional development plans.

Organization

An organizational structure is needed to ensure systematic and comprehensive assessment. To provide for this, the Task Force recommends the following:

- The formation of a new standing committee that will coordinate and guide assessment efforts, and will serve as a repository of assessment materials and results. A key responsibility would be to create and maintain a single and easily accessed overview of assessment of student learning outcomes across the college. This overview would document the status of program assessments for all divisions. The composition of the committee could be modeled after the Curriculum Committee, with faculty representation from each division and administrative representation. The Assessment Coordinator (see below) would be a standing member.
- The formation of program assessment committees within divisions. For the Arts and Sciences division, the AA degree distribution areas will be defined as programs. The number and composition of program assessment committees will be determined by their respective divisions. These committees would be responsible for coordinating their program assessments, compiling assessment results, and encouraging the use of results in improving student learning. They would also maintain grids formatted to clarify, track and connect course and program student learning outcomes and assessments. A sample grid for the Radiology program can be found in [Appendix E](#).
- Assessment will be integrated with other college processes. In particular, we recommend that faculty/departments initiating new courses or revising the student learning outcomes for existing courses gain approval for the outcomes from the Assessment Committee. The packet of

materials required by the Curriculum Committee could include documentation of this approval. The document currently used by the district Diversity Requirement Committee to inform the Curriculum Committee of approval (located in [Appendix J](#)) provides an example that could be useful.

- The organizational and reporting structure will be defined and clarified through the use of a schematic that will be made available by the Assessment Committee. A suggested flow chart can be found in [Appendix F](#).

Resources

Both human and financial resources are necessary to pursue a successful assessment effort. Given that fact, the Task Force recommends the following:

- The new position of Assessment Coordinator is created, with the goal of filling this position as soon as possible. Sample job descriptions can be found in [Appendix G](#).
- Job descriptions and screening committees include assessment in the hiring of new faculty.
- Funds are made available to faculty for professional development, both onsite and offsite, as well as for conference/training attendance related to assessment.
- Accessible teaching and learning/outcomes assessment resources are made available by the Assessment Committee through the provision of a Teaching and Learning Center, either physical or virtual.
- Stipends are offered to faculty chairing the Assessment Committee and the program assessment committees.
- When assessment results indicate a need for resources to address issues, this will be included in strategic planning.
- The college will designate one faculty workday per year to be used to examine program outcomes and review assessment results with the goal of strategizing to incorporate instructional improvements, known as “closing the loop”.

Assessment of the SCC Abilities

SCC has identified four abilities that every student who completes a degree or certificate should have when they graduate. These are responsibility, communication (written and oral), problem solving, and global awareness, which were chosen with the goal that students in any program would improve in each area while attending SCC. To ensure that we are assessing this goal, the Task Force recommends the following:

- Posters will be hung at various locations around the campus to remind both students and faculty about the four abilities. The poster is available for viewing in [Appendix H](#).
- Analyses of the data provided through the Graduation Petition survey will be made available to the Assessment Coordinator, the Assessment Committee, and other interested parties. It is suggested that particular attention be given to changes over time in responses to the questions to track how student perceptions of their progress on the abilities are improving or diminishing.
- The Assessment Committee will be charged with developing and implementing a direct measure of the student abilities. The Graduation Petition survey is indirect, in that it measures student perceptions of themselves. To evaluate performance on the abilities directly, the following approach is suggested:
 1. Rubrics that have already been developed to evaluate the abilities will be reviewed and modified if needed. (Example rubrics from Columbia Basin College for assessing specific student outcomes are on the Assessment Wiki [here](#).)
 2. A bank of questions designed to assess students on the abilities will be developed.
 3. At the time of initial enrollment, students will be randomly selected to respond to approximately two questions randomly selected from the bank .
 4. When students apply for graduation, they will again be randomly selected to respond to two questions.
 5. After establishing a baseline, the difference between scores of graduates and those of incoming students can then be analyzed to determine the extent to which the goal of enhancing student abilities is being achieved.

Conclusion

To conclude this report, the Task Force would like to focus on the true purpose and value of student outcome assessment. While faculty grapple with the tasks of properly phrasing their program outcomes, working with other faculty to create a valid assessment tool, deciding how and when the tool will be used, and writing reports, they can become frustrated with the process and lose track of how

these time-consuming and difficult tasks may be of benefit to their students and themselves. All too often, this effort is futile except in attempting to meet the requirements of accreditation, in that the results of assessment are not put to use in any meaningful way. That is why “closing the loop” is not just an assessment-speak catchphrase, but an essential part of bringing intrinsic value to the work. It is our hope that the recommendations contained in this report will lead to the involvement of all faculty and administrators in achieving our most basic goal – students who are well-equipped to pursue a desired career and a fulfilling life.

Bibliography and Recommended Readings

In order to review the current literature on assessment of student learning outcomes, the Task Force drew upon resources in the SCC Library research guide, [Outcomes & Assessment/Teaching & Learning: Resources](http://libguides.scc.spokane.edu/assessment) (<http://libguides.scc.spokane.edu/assessment>). Among the many excellent resources available, three books, one article, and two websites were particularly useful, and appear in this bibliography. In addition to our bibliography, the Task force created a repository wiki (<https://sites.google.com/site/outcomesassessmenttaskforce/>) that includes further supplementary materials which we recommend the Assessment Committee review as they continue to identify examples of best practices.

Article

Banta, Trudy, and Charles Blaich. “[Closing the Assessment Loop](#).” *Change* 43.1 (2011): 22-27. Print.

This concise, practical article, and anything written by Trudy Banta (UIPUI), will be greatly appreciated by faculty and administrators.

Books

Stiehl, Ruth, and Les Lewchuk. ***Assessment Primer: Creating a Flow of Learning Evidence***. Corvallis: Learning Organization, 2008. Print. (*Located in the SCC and SFCC libraries; call #: 378.199 STIEHL 2008.*)

Portions of this work, like a list of characteristics of successful assessment, were particularly useful. The Task Force summarized [characteristics of successful assessment from this book](#).

Suskie, Linda A. ***Assessing Student Learning: A Common Sense Guide***. San Francisco: Jossey-Bass, 2009. Print. (*Located in the SCC and SFCC libraries; call #: 378.166 SUSKIE 2009.*)

This book elaborates on concepts outlined more briefly in Walvoord’s *Assessment Clear and Simple*.

Walvoord, Barbara E. ***Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and Education***. San Francisco: Jossey-Bass, 2010. Print. (*Located in the SCC/SFCC libraries; call #: 379.158 WALVOOR 2010.*)

Presents a clear, practical approach to assessment issues including addressing questions of primary interest to faculty like: “OK, So What Should We Do?; Classroom Assessment and Program Assessment; Aren’t Grades Assessment?; Does Assessment Violate Academic Freedom?,” etc.

Websites

NILOA: National Institute for Learning and Outcomes Assessment – Resources and Resource Library
<http://www.learningoutcomeassessment.org/>

NILOA reports and articles are concise, relevant, and timely. Monthly e-newsletters will keep committee members informed of current issues and opportunities. This is an essential research source for community college assessment planners and implementers.

SBCTC: ATL (Assessment, Teaching, and Learning) http://www.sbctc.ctc.edu/college/e_assessment.aspx

Though much of the information is outdated, the committee should endeavor to liaise with the State Board and utilize shared state resources when available.

