Northwest Commission on Colleges and Universities

A Full-Scale
Evaluation Committee Report

SPOKANE COMMUNITY COLLEGE
Spokane, Washington

October 12-15, 2003

**A Confidential Report Prepared For The Commission On Colleges
That Represents The Views Of The Evaluation Committee.**

**Evaluation Committee Report
Spokane Community College
Spokane, Washington
October 12-15, 2003**

Table of Contents

EVALUATION COMMITTEE

Dr. Carol A. Lucey Chair
President
Western Nevada Community College
Carson City, Nevada 89703

Mr. William D. Baines
Professor, Humanities Department
Truckee Meadows Community College
Reno, NV 89512

Dr. Dale M. Bryson
Dean of Instruction
Umpqua Community College
Roseburg, OR 97470

Dr. L. DeVere Burton
Instructional Dean
College of Southern Idaho
Twin Falls, ID 83303-1238

Dr. Margaret H. Campbell
Vice President for Community Services
Fort Peck Community College
Poplar, MT 59255

Dr. Jacky M. Hagan
Vice President, Student Services
Umpqua Community College
Roseburg, OR 97470

Dr. Terry L. Hetrick
President
Dawson Community College
Glendive, MT 59330

Mr. Ronald A. Jantzi
Director of Trades and Technologies
Chemeketa Community College
Salem, OR 97309-7070

Dr. Maurice M. McKinnon
Dean, Health and Family Studies, Emeritus
Portland Community College
Portland, OR 97219

Dr. Sharon Smith
Library Director
Coquille Public Library
Coquille, OR 97423

Ms. Lynda L. Warren
Dean of College Services
Rogue Community College
Grants Pass, OR 97527

Mrs. Lynda S. Hatfield
Dean of Instructional and Student Services
Southwestern Oregon Community College
Coos Bay, OR 97420

INTRODUCTION

Spokane Community College (SCC) is a public, two-year institution serving the area in and around the community of Spokane, Washington. It is one of two community colleges that are governed by a district board for the "Community Colleges of Spokane (CCS)." SCC started as a vocational training facility in 1916, but has now evolved into a comprehensive community college, serving associate degree graduate, transfer students, as well as continuing a strong tradition of technical and occupational education. The college continues to attract a large number of professional/technical students to its strong degree and certificate programs in these areas (70% of FTES). The college is committed to maintaining a vigorous and diverse curriculum.

SCC, as one of two, two-year colleges in the Spokane area, is authorized by the Washington state community college system and is governed by the five-member, district board for the Community Colleges of Spokane (CCS). The other entities that fall under CCS governance are Spokane Falls Community College (SFCC), the Institute for Extended Learning (IEL), and the central district administration.

The college was authorized as a community college about forty years ago and received its initial regional accreditation in 1965. As a result of a reorganization that occurred in 1970, two branch campuses became operationally distinct institutions (SCC and SFCC) under a common board of governance. By 1973, both institutions were fully accredited as separate colleges. The colleges continue to share some publications, including a common quarter class schedule and a catalog. They also share a community foundation, a common chief financial officer, a chief human resources officer, facilities management, a basic skills program and outreach entity (IEL) and a chancellor. Both college presidents report to the chancellor, not the board of trustees, although this arrangement has varied occasionally in recent years. Presidential evaluations occur annually and the process is detailed, as with all other administrative evaluation processes, in the board's policies and procedures code.

Accreditation was reaffirmed in 1993 following a full-scale visit. The commission requested a focused interim report and visit in Spring 1995 which addressed general recommendations four, seven and ten as they relate to Standards V (Library) and VIII (Administration). Accreditation was reaffirmed following the focused interim visit in 1995. Accreditation was again reaffirmed following a regular interim report and visit in December 1998.

Self-Study

While the material in the self-study was certainly helpful in portraying the campus climate and concerns as of the "snapshot date" of February 10, 2003, the report nevertheless lacks specific data, analyses and appraisal of institutional and program planning. The committee appreciated the honesty and forthrightness within the document with regard to those areas of improvement on which the College needs to focus its energies but the self-study document is vague about critical issues of college planning, organization, facts, policies, and procedures. The self study document would have been stronger had it been more tightly aligned to the specific standards in

the commission handbook, and had it more accurately and consistently reflected the wealth of information made available to the evaluation team in the resource room.

Evidence gathered in faculty and staff interviews by the evaluation team members indicated a high level of knowledge of the overall self-study process of data gathering and a willingness to analyze and apply this data to institutional improvement. Also, documentation provided in the team's resource room exhibits was excellent and thorough, and somewhat compensated for the sketchy self-study treatment. The team also appreciated the willingness of the college staff to openly share information with the team members. The team found better evidence of quality within the institution during their visit than was ascertainable from the self-study document.

Eligibility Requirements

In accordance with NWCCU Policy B-7, the college provided evidence to support its compliance with each commission eligibility requirement in the self-study document. The evaluation team concluded the college was in compliance with all the eligibility requirements.

STANDARD ONE - INSTITUTIONAL MISSION AND GOALS, PLANNING, AND EFFECTIVENESS

Mission and Goals

The district Board of Trustees, appointed by the governor, regularly reviews the district mission and goals statement. Individual campus mission and goals statements are required to be consistent with the board statement. The college mission and goals are approved by the chancellor rather than by the board. The board approves only the district mission and goals statement. As a result of the last year's self-study process, the college now appears to have defined a process for regularly reviewing its campus mission and goals, and for annually reporting progress on goals to the board, via an annual report. Prior to the self-study process, a review of the college mission and goals statement and its application to a strategic planning process appears to have last occurred in 1995-96.

The new strategic planning and review process developed during the self-study process is structured via four college-wide planning committees and involves faculty and staff participation. Some of the committees also involve students. The strategic planning committee, but not the new facilities, budget and program review committees has been formed with objectives that address the college mission and goals statement. No charges or bylaws for the latter three committees could be located at the time of the visit.

The college mission and goals statement appears in many institutional publications, including the catalog. Prior to this year, there was an absence of a participatory governance process for developing and reviewing mission and goals, for regularly reviewing programs or for regularly adapting the strategic plan to a continually changing environment. These absences are widely attributed by institutional constituencies to some recent instability in administrative leadership.

The decision made recently to use a participatory governance model to provide budgetary, planning and evaluation counsel to the president, if it is to continue, ought to be clearly codified in a planning and evaluation manual of campus processes and procedures. Similarly, charges and bylaws for all four of the new planning committees ought to be codified. The recent changes in campus leadership point out the importance of codifying certain institutional processes. Institutional memory is too slender a reed on which to support the entire academic participatory governance, planning and evaluation processes.

There is evidence that the institutional goals were developed to provide direction for the utilization of human, physical, and fiscal resources. The recent organization of college committees for strategic planning, facilities, budget and program review recognizes the need to assure institutional effectiveness by a strategic planning process, as a way of ensuring the mission and goals are most appropriate and that resources are allocated accordingly.

Public service is consistent with the mission and goals of the institution. Public service is addressed by both community colleges through the outreach work of IEL. While some continuing education and workforce development and training activities occur in one of the academic divisions, the institute supports community economic development, cultural enrichment activities and lifelong learning programs.

Planning and Effectiveness

The self-study acknowledges that planning and evaluation processes have not been clearly defined and effective at evaluating the extent to which the institution achieves its goals (1.B.1). There is evidence that academic planning is occurring at the discipline level; however, it is not systematic or institutionalized (1.B.2). Institutional evaluation processes are evolving; the new college wide committees should support strategic planning and an institutional, systematic approach. The new president recognizes these challenges and comes to the position with a strong background in data-based planning. In the immediate past, planning has been weak because of frequent changes in leadership at the college and, less frequently, at the district level.   There is now a hope on the part of the chancellor, the new president, the board and the college community that a change in campus leadership will enable the institution to address this weakness.

While current shortcomings of the evaluation and planning processes are apparent, there is evidence that the college is starting to take steps to address these inadequacies. Shortly before the team visit, the college hired a new, full-time institutional research manager, who will provide data for making resource allocation decisions and improving programs. The connection of the new manager to the college planning and evaluation committees needs to be clearly thought through. Also, the planning and evaluation processes should be comprehensive and systematic. Written, detailed charges to the committees should be made by the new college leadership.

Resources necessary to support institutional research are being committed. The new manager of institutional research will report directly to the new president. A new office of institutional effectiveness was developed during the last year. A necessary condition to develop a more effective comprehensive and systematic planning and evaluation system is to ensure that the

manager of institutional research and the office of institutional effectiveness are integrated with and supportive of the planning committees' work (1.B.7).

Although a college annual report is now being published, this appears to be a document largely designed for use by the chancellor and board. Sufficient evidence was not found to substantiate that the institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public on a regular basis (1.B.9).   While the institution has recently established a research office, it appears that data is not yet analyzed, synthesized, and reported to inform institution-wide planning decisions by the four new planning committees or to communicate evidence of institutional effectiveness to the public. While the individual departments have done a good job of gathering research data, more effort needs to be made to ensure the data is effectively used in college-wide program planning and evaluation.

Concerns:

- The college has not completely developed and implemented a systematic institutional planning and evaluation system. The college should clearly codify the planning and evaluation processes of the four new college planning committees as well as other parts of planning processes and the campus participatory governance system.   These documents should also assure that the planning and evaluation processes are ongoing, independent of occasional institutional changes in leadership.

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

General Requirements

Spokane Community College offers collegiate level programs that lead to degrees and certificates in recognized fields of studies appropriate to the college's mission and goals. The college is organized into four divisions and provides the opportunity of achieving degrees in Associate of Arts, Associate in Science Transfer, Associate of Applied Science, and a variety of certificates.

Human, physical, and financial resources are sufficient to deliver a high quality education at Spokane Community College. However, funds for instructional supplies, equipment, and staff development are limited.

Educational program goals are compatible with the college mission and goals. Programs have established degree requirements and outcomes. There is an established process for curriculum approval and implementation. Spokane Community College recently established a program review and assessment plan. The process needs to be conducted on a regular basis and integrated into the overall college wide planning and evaluation plan.

Undergraduate Programs, Educational Program Planning and Assessment

Technical, Industrial, and Service Occupations Part I

This section of the report covers programs in Administration of Justice, Architectural Technology, Carpentry and Cabinetry, Commercial Baking, Cosmetology, Culinary Arts, and Hotel and Restaurant Management. Each of these programs provides a comprehensive curriculum, which directly supports the overall college mission. The high level of job placement evidences the success of these programs after graduation. Additional strong evidence indicated the utilization of advisory committees in assessing and making program revisions. A sense of pride and commitment to quality instruction consistent with the college mission is reflected in these program areas.

Financial resources in direct support of instruction appear to be adequate for the size and scope of these programs. Funds are limited for supplies, equipment, and staff development. Some departments are able to generate their own funds. For example, the Culinary and Baking program has been able to keep its equipment updated with funds generated by the sale of bakery items, espresso bar, and dining facility. The Carpentry and Cabinetry program receives funds from the sale of a home built by the students.

There are outstanding facilities available to meet the needs of these programs. The classrooms are well equipped and clean. There are plans and funds available to remodel the dining facility this spring.

The technical core courses appear to be sequential and cover the necessary skills for job entry. All course outlines are current and clearly outline the objectives for each course in the curriculum. All certificate and associate degree programs include the required related instruction. The college catalog clearly indicates which courses satisfy the related instruction for human relations, composition and computation.

Follow-up data of graduates is collected by some departments. This data is used for program evaluation and improvement. Assessment is occurring at the course level and program level and is not part of an overall college assessment plan. The faculty evaluation process is well outlined and is being used for both pre and post tenure faculty.

Technical, Industrial, and Service Occupations Part II

This section of the report includes programs in Automotive, Aviation, Diesel/Heavy Equipment, Hydraulics and Pneumatics, and Metal Trades.

A review of the college's Catalog, other published materials, and interviews with college administrators, faculty, and staff, indicate that these college programs are consistent with its mission statement and general objectives. The specific goals of the Technical, Industrial, and Service Occupations programs are also consistent with and supportive of the college's mission statement.

The Technical, Industrial, and Service Occupations programs appear to be geared to the needs of the business and industries they are designed to serve. They provide the appropriate combination of theory and application necessary to present viable job training.

To ensure a consistent linkage with the local employers, each program within the department utilizes advisory committees. It appears that the committees meet on a regular basis. A sampling of advisory committee minutes verified committee members' understanding of their role and the importance of their participation. Faculty members indicate a strong desire to utilize advisory committees for the continuous updating of their programs. The advisory committees appear to have very active members who are willing to give of their time to assist the programs in the teaching and learning process. Many advisory committee members also donate equipment and supplies to the programs. This is just one example of the active participation of the college's advisory committees. The appropriate advisory committee evaluates each program within the department at least every other year. This is accomplished during a regularly scheduled committee meeting.

Program review appears to be based on enrollment, placement rates, and faculty, administrative and advisory committee opinion, and results in changes, additions, and deletion of program courses. There is extensive use of advisory committees in the program review process.

A review of course materials show that all programs have implemented outcome-based instruction. The faculty members interviewed appear to understand the nature of outcome-based instruction and its purpose in assessing student performance and program effectiveness at the program level. Faculty interpretation of the four abilities varies widely and is assessed differently among faculty.

A review of curriculum offerings shows that all degree and certificate programs include appropriate levels of related instruction in areas of 1) communication, 2) computation, and 3) human relations. All AAS degrees have sufficient and appropriate amounts of general education. All programs in this department have a strong student centered curriculum that focuses on industry expectations. The inclusion of the identified college-wide abilities in every programs curriculum is an indication of faculty willingness to provide a broad based quality education to its entire constituency.

While programs within the division are involved in student follow-up to ascertain placement rates, and some additional assessment measures, the overall assessment program is in the beginning stage of development and implementation.

Students interviewed speak highly of the college, its programs, services, and faculty. Throughout the college, one senses a faculty, staff, and administrative commitment to students. People seem to genuinely like students and work hard to meet their needs.

The faculty members appear to be well qualified for their assignments. Many carry certification from professional organizations and all appear to be committed to the mission of the college. The entire faculty is dedicated to the process of teaching and learning, quality curriculum, and the

placement of students in the workforce. The faculty should be commended for the work they have done in developing course and program outcomes.

Tenured faculty members are evaluated on a three-year cycle. During their first three years of employment, non-tenured faculty members are evaluated by a tenure committee. Interviews with representative faculty members show a high level of morale, understanding of the operation of the college, and a strong commitment to teaching excellence.

The division dean and program chairpersons have input in the budgeting process. Funding appears to be on par with other departments within the institution. The use of student course fees to purchase supplies for the programs has been helpful as college budgets have been reduced over the past few years. Materials and supplies budgets are not adequate where these funds are not available.

The facilities are functional, generally attractive to students, and appear to be adequate to accomplish the division's goals and each program's objectives. While some laboratories are older, the college has maintained the physical condition of these laboratories. Equipment is generally adequate, although technological advances and business requirements are creating challenges for the division. Equipment funding has been limited and there is no apparent plan for the routine replacement of equipment. While most equipment is purchased with college funds, there are donations by local industry, which enhance the quality of the equipment for student use.

Spokane Community College's Technical, Industrial, and Service Occupations programs are well organized and student-centered. The programs are geared to job markets and the needs of area business and industry. Facilities and equipment, while always a challenge for institutions, are adequate, and allow the college to meet its mission and goals. The college has an outstanding faculty who are student-centered, committed to excellence, and who are enthusiastic in mutual support for one another. Faculty also, has a willingness to develop and maintain relationships with area business and industry through its advisory committee structure and has an overall sensitivity and responsiveness to industry requirements in areas of job preparation and job upgrading.

Health Sciences, Physical Education, and Recreation and Athletics

The Health and Environmental Sciences Division and Health Physical Education, and Recreation department and the Athletics program provide students with educational opportunities to pursue careers in various areas. These include nursing, dental assisting, health information technology, health records clerk and unit coordinator, outpatient medical coder, medical assisting, surgical technology, invasive and non-invasive cardiovascular technology, respiratory care, vision care, pharmacy technician, emergency medical technician and paramedic. Upon program completion, students earn an associate of applied science degree, a certificate, or both. Students matriculating in the certificated programs have the option of earning an associate of applied science degree in their respective fields of study. As reported in the self-study, the Physical Education and Recreation department and Athletics program serve the district and physical education courses are offered to support various degree requirements for college programs. It

also has 15 athletic teams competing in the Northwest Athletic Association of Community Colleges in the region.

Although the self-study failed to provide a holistic appraisal and analysis of these programs, interviews with faculty, staff, division administrator, counselors and students, written documentation found in course syllabi, student handbooks, student evaluation forms, personnel files, and catalog provided a more comprehensive understanding.

Responding to the ever changing needs of the community and region for qualified health care providers, the Health Sciences program are staffed by 27 qualified full-time and 52 part-time educators, one administrator, and two full-time and two part-time support staff. These personnel are highly committed to providing students with quality learning opportunities and support services to ensure successful educational goal achievement. The Physical Education and Recreation department and Athletics program are staffed with seven full-time and 30 part-time faculty members. Health Sciences programs are housed in a newly remodeled building with state of the art labs and equipment, and impressive electronically prepared classrooms. The Physical Education faculty is also located in a beautiful new building with excellent equipment.

Mission and goals for programs are consistent with the college and district as evidenced in printed literature and interviews with faculty and staff. All faculty and department chairs were able to articulate how their programs implement the mission of the college. This was also evident in course syllabi. Sequencing of courses provides a road map of how students are prepared for the workforce. However, faculties are in the initial stage of developing appropriate strategies needed to assess benchmarks related to the four critical abilities and skills: problem-solving, communication, global awareness and responsibility. Some faculty reported that their programs have always taught these skills and only made word changes to accomplish goals related to the four critical skills. This visitor is concerned about this kind of thinking and would encourage faculty to challenge "old curriculum frameworks" at this critical juncture since there is so much more to be done with assessment related to assessing institutional core learning outcomes.

Faculties are engaged in on-going curriculum development and revision as evidenced in new courses in nursing, dental assisting, respiratory care, surgical technician, EMS and the physical education and recreation programs. The health information programs are anticipating a major curriculum revision over the next year. In addition, several programs are preparing for internal program reviews and self studies for specialized accrediting bodies over the next two years; this will provide ample opportunity to develop strategic plans for revising curricula that are reflective of the current goals related to the critical abilities and the assessment of learning outcomes for the college. Advisory committees are actively involved in curriculum development and revision, which is one of their major roles at this institution. All program committees meet two to three times per year to ensure faculty awareness of the constantly changing needs of industry and service. Advisory committees are also helpful in assisting faculty with finding appropriate clinical placements for students and equipment donations. The majority of the faculty members in the Health Sciences area work in the field to maintain their skills as well as to keep abreast of current needs.

Student feedback is used to improve curriculum and delivery of instruction in these programs. Student evaluations are done every term in most programs with the exception of nursing students as evidenced in interviews with senior students. Although there is a process in place that allows for input, students reported that faculty have not been responsive to addressing some of their needs believed to be critical to success in program completion. A good example was faculty making changes in clinical schedules and notifying them at the last minute after many had negotiated work schedules with their employers. Students also serve on some advisory committees and class representatives regularly meet with the faculty to discuss their concerns.

While related general education courses can be identified in the majority of programs in this section, as programs prepare for reviews and accreditation self study, faculties may want to examine current curriculum to ensure all programs are in compliance with Commission Standards. Programs may also take this opportunity to reexamine total number of credit hours currently required for earned certificates and degrees as some programs have far more than 90 credits at the time of this accreditation visit as evidenced in nursing. Faculty members are also encouraged to review the degree option currently offered for fields that will not be of financial benefit to students. Finally, faculty members have an excellent opportunity to review admissions criteria and other factors affecting student success rates as some programs have attrition rates at or exceeding 30%. The process for adding courses was clearly articulated by all faculties interviewed; however, there was a lack of clarity regarding program elimination.

There has been little turnover in this area as faculty members are overall satisfied with their teaching assignments and commitment to student success. They are highly qualified with appropriate credentials. Programs have had no difficulty replacing retirees. Most have been at the college for more than 10 years and are highly committed and serve as mentors for newly appointed faculty. They are actively involved in the life of the institution as evidenced by their participation and involvement in the self-study process, and other division and campus wide committees. Others are active in community and professional organizations. The respiratory care and dental faculty have published textbooks in recent years and serve as national speakers and officers in respective professional organizations. Part-time faculty members are also active participants in weekly meetings held in some programs. Faculty workloads are appropriate and in compliance with the faculty contract. Those who exceed their workloads are paid overtime. Department chairs and program directors are given release time or paid a stipend for carrying out non-teaching duties and responsibilities. Although many expressed discontent during the writing of the self-study, they reported feeling optimistic with the changes in current upper administration. Morale is good in this area, although faculty expressed worry related to lack of funding to support mileage, professional development and equipment maintenance. All reported feeling supported by the department chair and dean for the division, but were not sure about the upper level administration. They believe the breakdown in communication occurs at the upper level. All faculty interviewed were evaluated within the past three years. Second year nursing students reported having little input in the evaluation of faculty. Part-time faculty members are also evaluated, but not with the use of multiple indices. Program directors and department chairs are primarily responsible for conducting these assessments, a process that is not practiced throughout the institution.

While faculty believe that current funding is adequate to meet the learning needs of students enrolled in programs, they expressed worry about equipment maintenance and repair and are happy about their priority one status for computer replacement. There is no master plan for the replacement of expensive equipment. In addition nursing faculty members expressed some anxiety regarding future clinical placements in specialty areas such as pediatrics, obstetrics, and psychiatric nursing; however placements are adequate at the time of this visit.

Most faculty have an understanding of the budget process here at the college but they are not as clear about how priorities for allocations are determined at the upper level of the college administration. They expressed concerns related to cuts in materials and supplies and professional development. Since many are involved in state and national organizations, their concern is understandable. Some reported receiving dollars from Perkins and other grant funding to attend professional development activities. The nursing faculty members are receiving grant funding that allows for staffing the on-campus lab, and are not sure how they will continue meeting current staffing needs once the grant-funding period ends. Nevertheless the chair and division dean are optimistic that the college will find a way to resolve this issue as they are currently discussing this matter. They are actively exploring alternative means of securing funding and have been successful in grant writing and entrepreneurial activities. An example of their success is the $192,000 nursing grant that allowed the program to admit 20 additional students who will complete their program this year. Ten additional first year students were admitted fall quarter 2003 with grant funding from the State Board. Surgical technology faculty members are delivering a course that brings in revenue for the division.

Worth noting is the fact that second year nursing students reported their class is too large for the room where lectures and discussions are held. Room seating capacity was also not posted in any classrooms in the building; support staff in charge of room scheduling is aware of this situation.

Although funding is limited, programs have attempted to respond to shortages of health care professionals as evidenced in the additional students admitted into the nursing program. As noted in the self-study, most of these programs have more applicants than can be admitted because of limited resources including lack of clinical placements and faculty.

The support staff of the Health Sciences division reported increased workloads after experiencing the loss of one staff FTE. In response to the staff reduction, they have shifted duties and responsibilities to accommodate the situation.

Library and learning resources are adequate according to faculty. Faculties are in the process of integrating the use of technology in curricula. An example of this is the newly purchased software that allows students to learn how to perform venipunctures.

Clinical sites are excellent. All faculty assigning students to Sacred Heart Hospital expressed thanks to the staff at the hospital for allowing their students excellent learning opportunities in conditions with state-of-the art equipment. The invasive cardiovascular students reported having problems with "unfriendly" hospital staff and would like to see a change in how clinical is taught and supervised. They believe having a college faculty member on site would be more helpful in facilitating their clinical learning experience. They also reported having discussed this situation

with program faculty but no action has been taken to improve learning conditions. The cardiovascular and paramedic programs have excellent clinical preceptor sites for senior capstone experiences located in several states including Washington, Nevada, Texas, California, Idaho, Colorado, and North Carolina. Many of their students are hired prior to program completion. Faculty and support staff praised the computer help desk staff for being responsive to their needs.

Some faculties have actively engaged in assessing student learning outcomes using a variety of strategies such as journaling, and others continue to use traditional assessment tools such as written tests. Overall students pass national board and credential examinations. As stated previously many of the faculty were involved in the self-study; however it should be noted that some departments have not collected data such as graduate and employer input. They only have anecdotal information regarding job placement and student transfer to four-year universities. Although there is a core leadership group for college assessment, it has not become a part of the cultural fabric of this organization.

The administrator, counselors and support staff are highly respected by all faculties in the division. This is also true of Physical Education and Athletic program faculty members. All stated their administrators go out of their way to assist with funding acquisition which is a major concern for all faculty interviewed. They also reported having good relationships and communication with respective administrators.

In general students are pleased with the advising, instruction and support provided to them as they work to achieve their educational goals. They are aware of their rights and other procedures and processes required by the nursing and invasive vascular program. Their major concerns have already been stated and will not be repeated. The visitor was impressed with the leadership potential of these students as evidenced in their willingness to problem-solve issues related to equipment; a fundraising event is currently planned to improve equipment in the invasive vascular laboratory located on campus.

Faculty, students, administrators and staff have many accomplishments as identified in the self-study and interviews with the accreditation visitor.

Commendations:

- Faculties, counselors, administrators and office support staff are commended for their dedication and commitment to providing students quality educational experiences and support services needed for successful program completion. They are doing an excellent job in preparing students to become competent health care professionals and workers.

- Faculties and administrators are commended for developing excellent collaborative partnerships with Sacred Heart Hospital and other organizations that have donated resources such as expensive equipment.

- Nursing faculty members and the division administrator are commended for addressing the critical shortage of nurses.

- Advisory committee members are commended for actively participating in the life of the institution.

Concerns:

- Faculty members are encouraged to examine total program credit hours and degree options for certificated programs, and to develop strategic plans. Program review and assessment of learning outcomes should include the four critical abilities identified in the self study.

The Administrative Office Systems Department:

The Administrative Office Systems Department provides students with educational opportunities to pursue careers in Administrative Assistant, Administrative Office Management, Customer Service Representative, Office Information Systems, Office Software Specialist, Front Office Professional, Office Assistant, Office Clerk, Legal Administrative Assistant, Legal Information Processing, Legal Receptionist, Legal Administrative Assistant, Medical Office Specialist, Chiropractic Technician, Medical Transcription, Chiropractic Assistant, and Medical Office Reception/Insurance Clerk.   Upon completion students will receive a Certificate in an Occupational Program, or an Associate of Applied Science degree.

Instructional facilities and equipment are participatory between the degree and certificate programs within the Administrative Office Systems Department.   The department has 5.5 computer labs facilities and classrooms that are well equipped and maintained, in addition to these computer labs, students are able to go to the Learning Resource Center and Liberal Arts Center where there are more computers for student use. It appears that each instructional department of the college has its own computer labs in other locations on campus.   The instructors within the departments can exchange teaching assignments within their respective areas. Some programs also offer courses to meet requirements for other degrees and certificates at the college.

All full-time faculty (12) and one adjunct faculty in the Administrative Office Systems program were interviewed. They have expressed high satisfaction with their lab facilities and classrooms. Faculty members have a major role in the design, presentation, integrity and implementation of their curriculum.

The faculty has developed course outlines and syllabi to reflect a student-centered approach that focuses on student learning. These outlines and syllabi reflect the use of library materials, and in particular, the use of the Internet for research.

To build linkages with local employers, each program within the department uses advisory committees for continuous curricular updating. These committees help faculty determine where programs should be heading.   The advisory committees appear to have active members participating in curriculum decisions and sharing their insight about where business and industry are heading. The advisory committees have been active (meeting up to seven times a year). This

year members have not been attending as often because of the weak economy and staff shortages.

The faculty of the Administrative Office Systems department is commended for being one of the first departments to develop distance learning (DL) courses. This department has been developing DL classes for over eight years and continues to develop more each year. They are enthusiastic about reaching students who may not be able to come to campus.

The division dean evaluates faculty at least once every three years. The evaluation process is described in the faculty contract.

Eleven full-time faculty members carry full workloads and teach overloads regularly. Faculty may advise students in their program areas but it is not a requirement within their contract. However, the faculty members within this department choose to do so and advise all students within their department.

It should be noted that the faculty members within the programs of this department take time to develop relationships with their local high schools. These relationships assist in helping them to develop articulation agreements between the high schools and SCC.

Chiropractic Technician and the Chiropractic Assistant programs have had low enrollments since their inception. Currently, these programs are being reevaluated to determine the need for the degree or certificate. Students who are enrolled in these programs are now being served. If a decision is made to close the programs those students who are enrolled will fall under SCC teach-out procedure.

Over twenty-five students were interviewed. Students were very positive about the programs they were enrolled in and the college as a whole. They appreciate that the faculty advise them in their programs. There seems to be an excellent rapport between students and faculty.

Business and Management Department:

The Business and Management Department provides students with educational opportunities to pursue careers in Accounting, Accounting Clerk, Business Occupations, Business Transfer, Financial Services/Teller, General Business, Legal Administration, Legal Nurse, Management, Marketing, and Paralegal. Upon completion students will receive a certificate in an occupational program, an associates of applied science degree and/or an associate of arts degree.

Instructional facilities and equipment are participatory between the degree and certificate programs within the Business and Management Department. This department has several labs facilities and classrooms that are well equipped and maintained. In addition, to these labs students are able to go to the Learning Resource Center and Liberal Arts Center where there are more computers for student use.

The instructors within the departments can exchange teaching assignments within their respective areas. Some programs also offer courses to meet requirements for other degrees and certificates at the college. Some of the faculty within this department have developed relationships with local high schools. These relationships help support articulation agreements between the high schools and SCC.

Business faculty members have a major role and responsibility in the design, integrity, and implementation of their curriculum. The department faculty members work closely with advisory committees, and in some instances work closely with industry to offer training for special industry certifications such as ABA approval for the legal programs.

The faculty members have developed course outlines and syllabi to reflect a student centered approach that focuses on student learning. These outlines and syllabi reflect the use of library materials, in particular, the use of the Internet for research.

To build linkages with local employers, programs within the department use advisory committees for continuous curricular updating. These committees help faculty to determine where programs should be heading. The advisory committees appear to have active members participating in curriculum decisions and sharing their insight about where business and industry are heading. The advisory committees have active members and meet at least twice per year and more when specific advice is needed.

All faculty of the Business Management Department were interviewed. They have expressed satisfaction with their facilities and classrooms. They are commended for their efforts to develop a variety of online courses to better serve their students. Students expressed that the college/ Business Department had excellent distance courses and hope more will be developed.

Thirty students from the Business and Management programs were interviewed. They consistently felt that the faculty were very supportive and well qualified. They also felt that the adjunct faculty brought industry experience to their classes that helps students to integrate application and theory.

The Accounting program has recently been switched to the Business and Management Department (2003-04). This program should be reevaluated for curricular content and changed if necessary. There should be a special effort to develop an active advisory committee to help determine community needs for this program.

The students prefer to have the faculty in this department advise them because they say the faculty care about them as students and individuals and provide better advising because of their expertise in the field. Faculty are to be commended on the positive manner in which they work with their students.

The students I interview were very happy with the college overall. At least five students were from other states and had to pay out-of-state tuition. They still believed that the cost was reasonable, more career choices were available to them, and the value of their education at SCC

was exceptional. They stated that SCC has a reputation in the community for the integrity of its programs and that the faculty and staff are student-centered.

<u>Communication Studies, English, and Social Sciences/Humanities and Developmental Education</u>

Among the faculty and administrators in SCC's Humanities, Social Science, Developmental Education, and Communications instructional areas, most discussion at some point turns to difficulties associated with budget. Two recurrent themes are of importance to Standards 2 and 4. The first concerns insufficient funding for teaching technology, the second, insufficient funding for professional development.

A number of documents mention that pre-computer technology (overhead projectors, VCRs, monitors—even, in one case, whiteboards) have aged or are in disrepair; these also indicate that there is no institutional funding to repair or replace these. More significant, though, is the scarcity of modern classroom technology: in the entire Liberal Arts Division, for instance, there are only two "smart" classrooms, supplemented by two "COWs." Purchase of these came about through student tech fees, the only apparent source of funding for instructional technology. That they are reported to be "new to the division this year" speaks to the duration of this problem. Likewise, film and filmmaking classes, centered around outdated equipment, are also dependent on the same source for replacement. As one instructor said, "We are hugely dependent on student tech fees." The fact that students have voted to support funding of equipment for the college is to be applauded, but that they could as easily vote to no longer do so, speaks to the tenuousness of this source of monies.

The second issue, that of professional development funding for college faculty, is particularly troubling. SCC's collective bargaining contract ties salary scale advancement to professional development, making the lack of funding a significant issue in itself; of importance beyond this is the issue of a "graying" faculty mentioned in some of the documents. Many, if not most, expenses encountered in an effort to remain vital and current within the Liberal Arts disciplines fall to the individual faculty to pay.

Though the first is directly related to instruction, the second to faculty, both of these are ultimately issues affecting quality of instruction at the institution. As such, in the absence of adequate and ongoing state or district budgetary support, alternate sources of funding as mentioned in some of the supplementary documents would appear to be the only alternative. That money for both teaching technology and professional development should be part of any college budget remains, in spite of any funding outside that budget, a matter to be underscored. A very real danger is that its lack will over time, in the words of one faculty member, "becomes institutionalized."

Another quality-of-instruction concern related to budget is that of hiring full-time faculty. In Liberal Arts, for example, many disciplines have only one full-time faculty member, while three major disciplines are staffed with only adjunct faculty. Some interviewed felt that there was no equitable process for replacing or hiring faculty.

In addition, part-time faculty can currently teach 80% of a full-time teaching load. This both helps and exacerbates the problem. While allowing the college to meet growing student demands for instruction, it has caused some tensions (referred to in the self-study) among full-time and part-time faculty, apparently due to a strong sense of being exploited on the part of the latter. As one part-timer put it, adjunct faculty felt "economically and socially disadvantaged." Another voiced the belief that adjunct status is "the kiss of death" when a position opens and a national search is conducted. Though SCC adjuncts appear comparatively well-off (benefits, "associate status," better pay) compared to other, similar institutions, many feel that, though integrated into the college, they do not feel integral to it.

Assessment, though exceptionally well done in English and other Liberal Arts areas, is not uniform across the division, nor is it uniform across the college. It would seem as if the effort lacks a *locus* within the institution. One person interviewed commented that the college assessment team had been largely integrated into the accreditation steering committee and had subsequently become "sidetracked" from its original mission. Another group felt that, though monies have been set aside for assessment, no apparent allocation process exists, that Liberal Arts has no voice in distribution of these monies, and that "the impetus for assessment thus falls to individuals."

In any case, assessment appears as a series of patches in search of a quilt. While most syllabi clearly indicate objectives or outcomes, some do not; of those which do, there is often no mention of measures nor of methods of measuring those objectives. It appears, too, that in the cases where outcomes are measured, the resulting data are not in all cases collected, evaluated, and used to improve instruction.

This lack of college-wide process seems to go hand-in-hand with what one department chair sensed: "[There are no] processes in place to handle significant change if we continue to grow at a significant rate…no campus-wide process to assure equitable space usage, a 'whole-campus' issue." In the same meeting, another chair added that there is a new committee "trying to pull together strategic planning efforts," that they "haven't had one since 1996," and that there was need for a "bottom-up process" for planning.

Along with that, some faculty expressed the view that there is no satisfactory process in place to deal with academic issues. Though most seem satisfied with the union's handle of processes involving workplace issues, terms and conditions of employment, and so on, there is a sense among many that the college lacks a process or mechanism to deal with the academic side of life at the college. *[The following information was provided to the visiting team chair after the visit. The last strategic plan was adopted in 1997. A new strategic plan aligned with SCC's most recently revised mission statement is in the final stages of completion waiting for review and approval by SCC's new president. The Liberal Arts Division submitted its finalized strategic plan report to the committee in August of 2002.]*

A very positive tenor prevails among the faculty interviewed: they are student-centered; they love their work; they love their institution; they like the current chancellor; they like their deans and vice-presidents; they have great hope for their new president; they like one another, something that is often a rarity in the academic ranks. They sense that, having been an integral

part of the recent administrative reshuffle they feel "cleared the air," "We do have some power…to shape our institution."

"Deved," the institution name for developmental education, housed in the English and math departments, has a wide variety of offerings in both disciplines. Students of both subjects receive intense and dedicated help from the Liberal Arts Tutoring Center (soon to be renamed the "Learning Center"), a large and valuable entity which also includes computer training to help students learn to access the banks of computers and computer programs in the Center. Twenty-three disciplines are tutored in the center, making it one of the most active facilities on campus. ESL works hard to meet the influx of a large Slavic immigrant population. Those who develop and run the classes voiced the need for a dedicated facility and for a substantial advisement plan for this special population.

An especially impressive feature of the Liberal Arts division, its interdisciplinary offerings, provides the college's students a unique and challenging learning experience. In one class, for instance, block teaching allows the student to take a cohort of three classes at one sitting, thus satisfying degree requirements, while developing critical thinking linkages between subjects.

The IDS classes also, according to faculty members, link disparate disciplines in a manner that provides teacher access to the intricacies of other disciplines, in effect becoming a form of professional development.

Applied Education

Applied Education is an educational department that provides technical program students with practical communication and math skills needed for entry-level positions in the student's chosen fields of study. This service is provided by a team of dedicated and highly enthusiastic professionals who take great pride in helping technical students understand and appreciate the value of strong communications and computation skills. In addition to these courses, Applied Education also provides coursework in leadership and employment skills.

The mission of this department assists in the achievement of the SCC Mission inasmuch as the department teaches and provides applied skills and techniques necessary for entry-level positions in all technical areas.

In terms of financial support, funding for adequate levels of staff is an apparent deficiency. At the present time, adjunct faculty may teach the same load as full-time members of this department. The value of this department's services is well-documented and is highly prized by the Technical Division. Equity in instructional loads and fairness in how adjunct faculty members are being remunerated should be addressed.

The facilities currently being used by this department appear to be adequate. Such courses can be taught in any general instructional classroom throughout the campus since special equipment is largely unnecessary.

As a support service to the Technical Division, assessment of the four major outcome abilities is course specific; e.g., problem-solving is addressed in Applied Mathematics and communication

is addressed by Applied Written Communication. However, specific documentation on how the students are proving the achievement of these outcomes was absent.

Agricultural Technology/Horticulture

The Agricultural Technology and Horticulture programs share a common core of instruction. They provide several different program options to students, and a choice of a certificate or an A.A.S. degree is available. Two additional certificates are available for a single quarter of completion. While the options available seem appropriate to the needs of the region, the agricultural technology enrollment has declined in recent years. This has been somewhat offset by increased enrollments in horticulture.

An area of concern in the programs is that the number of completers/graduates is quite low in comparison with the cohort of students who enroll initially and throughout the duration of the program. It appears that a good tool to identify and track potential program completers is not currently in place. Employer follow-up data appears to be more readily available than program completion data. It is suggested that a process be developed to improve the program completion/graduation rate.

Industry standards have been incorporated in the curriculum in those disciplines where they exist, and advisory committees have identified additional competencies that have been incorporated in the curriculum. Currently, the programs prepare students for the following three national certifications: Certified Crop Advisor, Certified Landscaping Technician, and Certified Arborist.

New technologies are evident in both horticulture and agricultural technician programs. Global Positioning Systems (GPS) technology and Global Information Systems (GIS) have been incorporated into the programs. Most of the new equipment purchases have been made through the use of student technology funds that are generated by student fees. Among these purchases are earth moving equipment, automated planter (used in the greenhouse, electronic devices, and global sensing equipment.

Faculty members are well prepared academically with most having masters degrees or engaged in completing them. Each member of the teaching faculty is vocationally certified in the state of Washington. The files contain faculty evaluations for each faculty member. They include student evaluations, tenure evaluation, and formal review. The Ag Technology and Horticulture programs were reviewed in the past year using the newly implemented college process for program review. The process appears to work well, and faculty expressed satisfaction with it.

The role of faculty members in the advising process does not appear to be uniform across the programs. Faculty members provide information to students, but they do not appear to be accountable for following through with students to assure that they complete graduation requirements. For example, students are not assigned to any particular faculty advisor, nor does any advisor have responsibility to track the students' progress toward completion. It is suggested that a uniform accountability process engaging faculty members in improving student completion of programs would be of great benefit to the students and the college.

A major strength of the Agricultural Technology/Horticulture programs is the collegial environment that has been created. Students and faculty made it a point to express appreciation for one another and to praise the learning environment that is found in this department.

Natural Resources/Water Resources

The Natural Resources and Water Resources programs share a common core of instruction supplemented by courses that are specific to each of these programs. Department goals are clear and support the over-all mission statement for the college. Planning is an on-going activity in this department as evidenced by the orderly changes that have been made in preparation for merging the Natural Resources/Water Resources and Agriculture/Horticulture departments.
Industry standards have been incorporated into the curriculum, and the programs are working toward gaining recognition as industry-certified programs. For example, the Natural Resources program is in the process of finalizing a partnership to become an authorized ESRI (Environmental Systems Research Institute) Training Partner which will allow faculty and students to become nationally certified with ESRI GIS (Global Information System) certificates. The Natural Resources program has gained recognition as meeting the standards of the Society of American Foresters despite the fact that full certification is not available to them, since only 4-year schools are eligible for certification.

The department has been quick to adopt new technologies such as GPS (Global Positioning Systems), GIS, laser, and digital systems. New courses have been developed, approved, and implemented that deal with the use of these technologies. Funding for most of the new equipment has come from the student technology fund that is generated from a self-imposed student fee.

Program evaluation is officially done on a 3-year cycle. The Natural Resource program used the Society of American Foresters certification process as their most recent program review. This was conducted in June, 2001. No documentation was observed with regard to a Water Resource program review. Faculty evaluations are on file for each faculty member. They include student evaluations, tenure evaluation, and formal review. Despite good intentions and the implementation schedule for program review across the campus, a concern related to the natural/water resource programs is that they have not been subject to a rigorous review with regard to the campus role and mission for an extended period of time.

The water/natural resource programs are designed to train individuals for employment with federal or state agencies and/or to go on to bachelor of science degrees at 4-year colleges/universities. The largest employers for water and natural resources graduates are: US Geological Survey, US Natural Resource Conservation Service, US Forest Service, and the Oregon and Idaho state agencies that deal with water quality and allocation. Strong connections have been forged with the agencies and business interests that hire the graduates. Advisory committees have played important roles in developing new courses and prioritizing the content of the curriculum. Placement rates for the most recent year indicate that 60% of the water resources graduates have entered baccalaureate programs while 20% have entered full-time employment. Approximately 30 to 40 percent of natural resources graduates transfer to four-

year schools, while the balance immediately take full-time positions or work at seasonal jobs for a short period of time before moving into year-round positions.

Electrical Department

This department offers two A.A.S. degree programs: Electrical Maintenance and Automation and Poser Systems Maintenance Technical (for Bonneville Power apprentices only). An Electrical Trainee certificate program is also available, but is only offered when a student, as required by federal or state support programs, must complete a program of one year in length. The number of students engaging in this latter program is very few in number, according to the faculty.

The mission of this department was found to be in compliance with and in support of the Institutional Mission.

Instructional facilities have been expanded recently to house an Integrated Technical Lab. This latter component of the programs is housed in facilities formerly occupied by a discontinued program in an adjacent building. The equipment for these programs appear to be adequate even though the means by which they are acquired are diverse (e.g., industry-donated, instructor-created). This led the evaluator to surmise that financial support appears to be less than adequate. As a result, the faculty's innovative and creative means of creating and maintaining a high quality program merits commendation.

The technical courses comprising these curricula are sequential (taught in modules; each spanning five and one-half weeks) and cover the skills needed for job entry. All programs include the required related instruction. The curricula and course descriptions in the catalog and course syllabi correspond to specified program requirements. In addition, the courses satisfying the related instruction for human relations, communication and computation are concisely identified in the catalog.

Assessment is largely conducted at the course and program level. The four institutional outcome abilities (responsibility, communication, problem solving, and global awareness) are integrated into particular courses. Responsibility, communication, and problem solving are components of the entire electrical curricula, but global awareness is another matter. This latter outcome was less obvious and may not be as critical to these programs as are the others. Specific program outcomes (skill acquisition and job acquisition reports) were also identified and documented.

Electronics Department

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

The programs offered by this department align with the college's Mission. In fact, the department's specific mission is to provide qualified and technically trained technicians to meet the needs of today's economy locally, nationally, and internationally.

Instructional facilities appear to be adequate, but equipment for these five programs was a stated, on-going concern. Equipment donations from area industries are evident and are greatly appreciated by the faculty. However, computers for faculty members have been and continue to be an issue. Computers for the Computer Systems A.A.S. degree program do not appear to be a problem. It appears that computing technology for student use in many programs are addressed first (level A priority), but faculty computing is at a lower level of priority.

The technical courses comprising these curricula are sequential and cover the skills identified for job entry. All programs identify the required related instruction. The curricula and course descriptions in the catalog and the course syllabi correspond to specific program requirements. In addition, the courses satisfying the related instruction for human relations, communication and computation are identified in the catalog.

The faculty members comprising this department are highly motivated, well-educated/trained/experienced for their instructional assignments, and are focused on providing high quality programs. One of the major attributes of this department is the breadth and depth of its industry experience. The faculty has a wealth of industry experience that provides students with not only a strong academic/technical education, but real world of work insights from a highly experienced faculty.

Assessment in largely conducted at the course and program level. The four institutional outcome abilities (responsibility, communication, problem solving, and global awareness) appear to be integrated into particular courses. However, specific documentation that the four abilities are being measured is lacking. Written documentation addressing the achievement of these particular outcomes was not evident in the Department's report, and was gleaned through conversations with the department members. Specific program outcomes (skill acquisition) were identified and documented in written reports.

Fire Science Department

This department offers two A.A.S. degree programs: Fire Officer and Fire Science Technology, as described by the current college catalog. However, the department report for this area states that this department offers three A.A.S. degree programs; the two identified above plus Fire Mechanics. It is important to note that the courses comprising the latter program are identified in the course description section of the college catalog, but the curriculum is not specifically identified in the catalog. This may be a discrepancy in disclosure. The mission of this department was found to be supportive of and in compliance with the institutional mission.

One full-time faculty member with assistance of adjunct faculty members oversees these programs. The lead instructor has been able to handle the current load, but believes additional support is becoming increasingly more important each year.

The full-time faculty member is a highly experienced fire fighter who keeps herself current by engaging in her field in the summers. Close working relationships with the program advisory committee, comprised largely of experienced fire fighters, have helped maintain the quality of this program year-after-year. In addition, this committee has also provided practical employment information conduits for program graduates.

In terms of program graduates, the program director/lead instructor stated that it takes, on the average, two years for students to secure employment in this field. A civil service examination, rigorous physical tests and a series of interviews are generally required to secure employment in this field. Competition for position vacancies in this profession is high.

Civil Engineering Technology

Civil Engineering Technology (CET) is an Associate of Applied Science degree program that prepares students for entry-level positions in the engineering, surveying, and construction industries. The program is not intended to transfer into a B.S. degree in Civil Engineering.

The mission of this program area directly supports the achievement of the institutional mission statement: to provide "industry-standard, professional/technical certificate and degree programs."

Two full-time faculty members, both possessing professional degrees in Civil Engineering and extensive experience in their field, teach in the program.

With the addition of new facilities immediately adjacent to the instructional area utilized by this program, existing facilities were remodeled and are deemed to be excellent by the program instructors. Equipment was also an integral part of the facilities remodeling budget. Instructors contend that the overall quality of their instructional equipment to be very good to excellent.

The technical courses comprising this program are sequential and cover the skills needed for technicians entering the civil engineering, surveying, and construction industries. The program curriculum includes required related instruction courses (two Technical Math courses, Applied Technical Writing, Computer Fundamentals, and Employment Preparation). The curriculum and course descriptions in the catalog and course syllabi correspond to specified program requirements.

Assessment is largely conducted at the course and program level. The program report details the achievement of the four institutional outcome abilities (responsibility, communication, problem solving and global awareness), but this information was lacking in the self-study report. The evaluator did appreciate the candor of the program report in terms of global awareness. The report cited that this outcome ability was the weakest of the four to achieve, but the enrollment of international students in the program has assisted the instructional staff to address this area more effectively. Apart from the program report citing that these abilities are being assessed, specific documentation to substantiate the statement was absent from both the program and the self-study reports. As with many SCC technical programs, assessment of skills pertinent to the technical

nature of the program appears to take precedence over the assessment of other outcomes (i.e., the four institutional outcome abilities).

Mechanical Engineering Technology

Mechanical Engineering Technology (MET) offers two Associate of Applied Science degree programs (Mechanical Engineering Technology and Manufacturing Technology) and a Computer Assisted Drafting (CAD) certificate. The Mechanical Engineering A.A.S. degree program prepares students for mechanical drafting and design using both manual and CAD techniques. The Manufacturing Technology A.A.S. degree program prepares students either to transfer to Eastern Washington University's applied technology program or to work in small and large manufacturing firms. The CAD certificate program is designed to provide students with skills necessary to gain employment as computer assisted drafters. These three programs support the institution's mission to provide "industry-standard, professional/technical certificate and degree programs,"and "…professional/technical programs transferable to four-year institutions."

Two full-time faculty members, both possessing professional degrees (A.A.S. or B.S.) in Mechanical Engineering and extensive experience in their field, teach these programs. The current size of this staff appears to be adequate for the programs offered and the number of enrolling students.

Instructors view their facilities as very good. Currently, equipment meets and in some cases exceeds industry equipment in computers and software. This program's computing equipment is classified by the college as an "A" lab, scheduled to receive new, high-end graphics capable computers at the beginning of each year for the main computer lab and no more than two-year old computers for the second lab. Other funds, such as Perkins, are used to upgrade plotters, printers, and general shop tools and supplies. On-going funding to support this program is a continuous concern for the instructional staff.

The technical courses comprising these programs are sequential and cover the skills needed to meet each program's specified purpose. The program curricula includes the required related instruction courses. The curricula and course descriptions in the catalog and course syllabi correspond to specified program requirements.

As with the majority of SCC technical programs, assessment is largely conducted at the course and program level. The program report provides information about the achievement of the four institutional outcome abilities (responsibility, communication, problem solving and global awareness), but information was lacking in the self-study report. Apart from referring to course syllabi for additional information, specific documentation to substantiate the measurement of the four institutional outcome abilities was absent from both the program and the self-study reports. Assessment of skills pertinent to the technical nature of these three programs appears to take precedence over the assessment of other outcomes (i.e., the four institutional outcome abilities).

Mathematics Department

The Mathematics Department offers course work transferable to four-year institutions of higher education and maintains supportive and effective basic skills and general education courses. The departmental mission is to assist students in developing mathematical problem-solving skills, increasing their appreciation of mathematics, and becoming more aware of the role that mathematics plays in real life. This mission is consistent with the standards in "Crossroads in Mathematics," published by the American Mathematical Association of Two-Year Colleges (AMATYC) and supports the SCC Mission, specifically to provide "liberal arts and professional/technical programs transferable to four-year institutions."

Each of the ten, full-time faculty members comprising this department possesses a Master's degree. Two full-time and three part-time Math techs staff the Math Lab. This staff provides a wide range of courses from Arithmetic through Calculus, Finite Math, and Mathematics for Elementary Teachers. In addition to providing transfer courses, the department supports the professional/technical programs with a wide range of courses, some of which are specifically tailored to the needs of these programs. The department's Math Lab provides a self-paced arithmetic course.

A major concern cited in both the departmental report and the self-study is in the process of being remedied. This concern centered on facilities, particularly the problem of being unable to house faculty offices in one building and the lack of having adequate office space for adjunct instructors. Communication between and among Math faculty has suffered from this arrangement. With the recent approval of funding for the construction of a new Math/Science building, this concern should no longer exist upon completion of this construction project. One item remaining to be addressed in regards to facilities is the small space housing the Math Lab. Even with the construction of the new facility, the needs of the Math Lab remain unresolved.

However, an adequate operational budget and funds for professional development remain concerns. The department's report details the difficulties resulting from a decreasing operational budget, and the evaluator's interview with the Math faculty found that funds for professional renewal activities are inadequate to non-existent.

Even though the evaluator commends this department for its honest comments regarding assessment, the development and implementation of a formal assessment of the four institutional outcome abilities is critical to helping achieve both the department's mission as well as the institution's mission. Apart from specific departmental objectives, the department did state its role in addressing the four institutional outcome abilities (problem solving, responsibility, communication, and global awareness), but failed to provide documentation on the students' achievement of such abilities in its report. In other words, saying that one does something is not the same as proving one does something. The evaluator finds that the Mathematics Department, like many institutional departments and divisions, is still trying to figure out how to document the achievement of the four major institutional outcome abilities.

Science Department

The Science department's primary objectives of offering 100- and 200-level courses in the biological and physical sciences for fulfillment of the Liberal Arts AA and AST degree requirements as well as the required courses for various vocational programs and its secondary objectives of providing remedial instruction for students under-prepared for college level science courses assist the institution in fulfilling its mission. These objectives help address the achievement of transfer, professional/technical, and developmental education.

The Science department currently offers six Life Sciences and five Physical Sciences. The diversity of science courses helps fulfill the needs of both academic transfer students and professional/technical students attending the college.

Even though enrollment in science courses has increased nearly twenty-five (25) percent since 1996/1997, the number of full-time faculty has declined resulting in a trend of hiring of increased numbers of part-time faculty. Even though the department's report stated that this is becoming an institution-wide trend, the report also cited the trend as a major concern for the science department. One can only surmise that this is a result of decreasing institutional budgets.

As with the mathematics department's report, a major concern cited in both the science department's report and the self-study is the condition of the Science Building. This concern will be remedied shortly with the construction of a new Math/Science Building. This concern was cited in the self-study as the science department's most serious weakness.

Inadequate funds for professional renewal activities and equipment acquisitions were also cited in the department's report. These concerns persist and continue to be a major concern for the department. The report implies that departmental quality may be affected adversely unless funds are made available for these purposes in the very near future.

The evaluator was informed that a geology lecture series is achieving national acclaim for the college. With assistance from local sponsors (businesses and industries), the department offers a series of lectures on diverse geologic topics delivered by leading geologists from across the country.

In terms of assessment, the department has developed and is currently implementing a student survey as a means to determine the department's overall teaching ability to provide students with the means to comprehend and analyze scientific problems. The first surveys were to be administered at the end of the fall quarter of 2002. The Life Sciences have developed a Microscope Proficiency Test while the Geology 101 classes are participating in a national study conducted by the Harvard-Smithsonian Center for Astrophysics.

Regarding the four major institutional outcome abilities, the department report does discuss the measurement of problem solving and communications skills (particularly report writing), but no mention of responsibility or global awareness is specifically found in either the report or the department's section in the self-study. Again, documentation on the achievement of any of these

outcome abilities was lacking. As a general observation, the measurement of select outcome abilities is more likely to occur at the course-level in this department.

Computer Information Systems

The CIS Department is a key instructional component of the Business, Hospitality, and Information Technology Division. As such, the goals of this department were found to be in compliance of and in support of both the division's mission and goals and the institution's Mission.

This department offers A.A.S. degrees in Business Computer Programmer, Network Engineer, and Web Technologies. In addition, certificates are offered in Network Engineer and Web Technologies. Network Engineering also prepares students for industry certifications including MCSE, CNE, CCNA, and A+. Accounting was recently moved to the Business Management Department and was assessed by another member of the evaluation team.

The faculty members of this department are appropriately educated (Master's, Bachelor's and Associate's degrees) to teach their assigned courses. The area of greatest growth in faculty has occurred in the number of adjunct department members.

The instructional facilities utilized by the department consist of seven 24-station labs and one lecture room. The LRC teleconference room is used to deliver classes to Colville

Instructional hardware and software are currently adequate to meet the needs of the program, but current levels of funding do place restrictions on the frequency with which upgrades can be made. Dependence upon Perkins funds and the SCC Student Technology fee is pronounced.

In terms of assessment, it appears that this department is very similar to other technical departments throughout the college. Assessment is almost singularly at the course- and program-level. The four major institutional outcome abilities are being addressed when and where relevant, but specific documentation or proof of such achievement is lacking. Verbal follow-up with department members on this subject verified that assessment of these outcomes is being done at the course and program levels, but room for improvement and, specifically, documentation regarding the students' achievement is needed.

Continuing Education and Special Learning Activities

Continuing Education programs are meeting the unique needs of community and life-long learners. SCC's Continuing Education office is responsible for educational activities that do not provide academic credit. Continuing education programs and activities that offer academic credit are the responsibility of the appropriate academic department faculty, chair, and dean. These credit-bearing activities, if offered to a specific target student population, may be facilitated through the Continuing Education office for course scheduling into the institution's student management system (SMS). The Continuing Education office coordinates faculty contracts and compensation requests as well as agency contracts.

SCC's Continuing Education programs that do not offer academic credit are specifically referred to as "non-credit." Non-credit programs and courses are further differentiated by their funding structure. The non-credit activities funded by state resources were referred to as "state-support." The non-credit activities supported entirely by an individual or an agency or organization are referred to as "self-support." As of spring 2003 most of the non-credit state supported courses were changed to self-support courses, due to institutional fiscal concerns. Continuing Education topics are wide-ranging from personal interest to customized training for business and industry and quality assurance. SCC provides evidence that all off-campus, continuing education (credit and non-credit) programs and activities are consistent with the college's mission to offer "accessible and affordable educational opportunities" through "developmental, continuing education, distance learning and lifelong learning."

The Continuing Education programs that do offer academic credit are offered as part of the institution's certificate programs. Consistent with all academic programs and activities, the institution's certificate programs are the responsibility of department faculty, department chairs, and division deans.

It is the expectation of SCC that its Continuing Education non-credit programs and activities are to generate revenue additional to the college's state allocated resources and provide an additional revenue stream for respective academic departments and divisions. Currently the revenue generated by continuing education, non-credit courses is split between the CE office and the particular academic or vocational department. The CE office calculates the actual costs of delivering a course, deducts that amount from the total resources generated by that course, through tuition, and divides the balance on a 90/10 split, with 90% going to the academic or vocational department and 10% going to the Continuing Education office. It is questionable that the split is equitable considering that the CE office handles the administration of the courses, including registration, faculty evaluations, assessment, and transcript recording.

The continuing education courses and activities are wide-ranging and appropriate in meeting the needs of the community. Students interviewed were extremely positive about their classes and spoke highly of the competence and caring personalities of the faculty and the staff within the Continuing Education office. Campus interviewees including continuing education students, faculty and classified staff indicated that in previous years continuing education was offered through the "Evening Division," which consisted primarily of continuing education programming, both for credit and non-credit. It may serve SCC well to investigate more continuing education evening programming, using adjunct faculty if the SCC fulltime faculty are unable to teach any additional coursework, in accordance with their master contract.

Recent examples of non-credit self support programming are: Emission Specialist I & II, Microsoft Office 2002-online, Wild Land Firefighter II, Commercial Cake Decorating, Lifeguard Training, Registered Cardiovascular Invasive Professional Exam Review, EMT National Registry Exam, Yoga and Water Safety Instruction. Within the Continuing Education office, another key element is contracting courses to meet the needs of an organization or agency. Examples include: Navy Reserve Electrical Training, Navy Reserve Welding Training and School District 81 Customer Service Training. During the academic year 2001-2002 a total of 3,504 students enrolled in continuing education courses, for a total F.T.E. of 320. The past

academic year 2002-2003 a total of 3,049 students enrolled in continuing education courses, for a total of 456.

The staff within the Continuing Education office would like to be allowed more flexibility in offering non credit continuing education courses and feel that by doing so they would be better positioned to respond to the needs of the communities, thus generating more revenue for the institution. The staff within the Continuing Education office is highly committed and innovative in looking for ways to bring revenue into their program and the rest of the institution. The reoccurring theme of optimism is present in that office with regard to the new president and the future of SCC.

Off Campus and Other Special Programs Providing Academic Credit

Running Start:

Running Start was legislated in the State of Washington in the early 1990's to involve all technical and community colleges and high schools. The philosophy of the Running Start program is to enable high school students to seek expanded educational challenges. The students are able to enroll simultaneously in high school and college classes, or solely in college to earn credit awarded by both the high school and the college. Students must take the institutional placement tests and are limited to college level coursework.

The Running Start enrollment has steadily increased since the program's inception. The 2002-2003 headcount was at least 750. Initially SCC enrolled Running Start students in academic courses such as English, History and Current Affairs. However, more recently the College has enrolled Running Start students in technology programs.

College in High School

The concept and practice of College in High School has not been a factor at SCC. During the early 1990's some endeavors were attempted but nothing significant happened with regard to the initiative. The previous Chancellor, Dr. Brown felt that the Running Start program was meeting the needs of the high schools. The current chancellor, Dr. Livingston has shown a strong interest in revisiting the concept and has requested such. Three planning meetings were held to examine high school guidelines. Late spring 2003 discussions surrounded having high school faculty, many of whom are SCC adjunct faculty, instruct courses. During that same time period the administration of the local high schools requested that the College in a High School initiative be delayed and revisited during the 2003-04 academic year.

Tech Prep

SCC has been actively involved in Tech Prep since 1996 and has developed articulation agreements with Vocational Technical, Community Colleges and four-year institutions to provide seamless programming for vocational technical students. The process is normally initiated by a high school faculty or counselor to develop an articulation agreement with a particular college. A meeting is scheduled between a high school faculty member, college

faculty and the Dean of a college department. A syllabus is exchanged and once the high school and college faculty are agreeable that the course satisfies the college course requirement, the high school liaison, Vee Sutherlin, is contacted to formalize the agreement. The student registers for the course on-line. At the conclusion of the course, the teacher issues a grade and the student pays a $5 per credit fee. A transcript is then generated and issued to the student.

With regard to tech prep and four-year institutions, the processing of articulation agreements is handled at the department level. SCC has been proactive in developing articulation agreements with four-year institutions in the state to provide the 2 +2+2 tech prep opportunities for their students. Tech prep participation has been steadily increasing since 1996.

Advanced Placement

Advanced Placement is driven by the academic and vocational departments. The mathematics department is responsible for making determinations with regard to advanced placement in math, for instance. SCC is planning to consider additional courses, this year, to be made available for advanced placement, on an institution-wide basis.

Distance Learning:

The Distance Learning Office/staff is responsible for supporting academic divisions in their efforts to design and deliver distance courses. It is the ultimate responsibility of department faculty, department chairs and division deans to ensure its quality of content and integrity.

Spokane Community College has three distance learning modalities to offer students. On-line courses are developed by college faculty and offered on Spokane's Website. This system is available 24/7 and uses Blackboard as a course management tool. Currently this modality offers over 53 courses on-line. Telecourses are accessed through rental tapes, televised video broadcasts and videos. Approximately 27+ courses are offered in this manner. Washington On-line (WAOL) is offered through a consortium of community colleges providing a variety of on-line courses. Approximately 20+ courses are offered through WAOL.

Evaluations are made available to students through the web and others are hand mailed to students. While these evaluations are offered to students there is no guarantee that an evaluation will occur. Evaluations are the responsibility of the department who offers the course; and how faculty are evaluated is dictated by the faculty contract which could prevent some faculty evaluations in this area. Student assessment is the responsibility of the faculty member.

All three distance learning modalities charge an additional fee to students to fund both the course management system and to pay for pass through fees for WAOL.

While interviewing student groups it was very clear the students wanted more courses online or by telecourse. They felt the courses were of very high quality and enjoyed the convenience it offered them. These courses offer single parents, parents, and the working student options in taking courses from SCC.

Several groups of faculty, in interviews, indicated that they appreciated the support and expertise of the distance learning specialist, the office of distance learning and their helpful staff.

Distance learning courses are developed and supervised through a number of departments and offices. The college may wish to consider bringing these entities together for coordination and supervision.

Policy 2.1 – General Education/Related Instruction Requirements

The college's transfer degrees are part of a Washington college and university agreement. Courses taken for these degrees satisfy the general education requirements for transfer students at Spokane Community College. Courses and the required distribution areas are listed in the catalog for the Associate of Arts degree. The required distribution areas are not listed in the catalog for the Associate in Science Transfer degree. This information was available in the accreditation resource room and should be included in the college catalog.

Related instruction for the Associate in Applied Science and certificate programs of one year or more are clearly identified in the college catalog.
In summary Spokane Community College is in full compliance with policy statement 2.1.

Policy 2.2 – Educational Assessment

The process for course and program approval is established at the college in the form of the college curriculum committee and a state approval process. Procedures for bringing new courses forward have been implemented and communicated to departments. The process appears to be well understood.

New courses for professional technical programs are recommended by advisory committees and designed by faculty using industry input. Academic courses tend to originate with faculty members who have special interests in a new curricular area. In each instance, the approval process is uniformly applied across the campus.

Evaluation of educational programs has not been conducted uniformly across campus. Some programs have relied upon national certification processes to evaluate programs, however, an institutional program evaluation process has been lacking until this past year. National certification processes are good, but they do not tie program performance to the institutional goals and mission. The new process that was recently implemented appears to have worked well with the few programs that have been evaluated, however, two-thirds of the programs have yet to be reviewed.

The lack of a program evaluation process over a period of years is a concern in view of commission policy 2.2 which states that educational assessment is to evaluate the effectiveness of the individual educational program in terms of the change it brings about in students, and to make improvements in the program dictated by the evaluative process. The lack of a program assessment process makes it impossible to fulfill these requirements for those programs that have not yet been assessed.

Although the above individual program reports indicate evidence of educational assessment being carried out at the course level, there was little evidence of institution-wide assessment activity for college educational programs, or for systematic assessment of general education outcomes. Nor is there evidence that assessment is integrated into the overall institutional effectiveness plan..

2.6 Policy on Distance Delivery of Courses, Certificate and Degree Programs

Currently, Spokane Community College does not offer full degrees or certificates through distance learning. However, courses are offered to supplement transfer, professional technical and community education programs.

Course design, content and course assessment are the responsibility of the department faculty, department chairs and division deans that offer the courses.

All distance learning courses are approved through the same policies and procedures as other courses on campus. Faculty in these programs maintain the responsibility for ensuring access to course resources and provide sufficient time for student interaction.

The credentials of faculty who teach distance learning courses are reviewed and approved by their departments and division chairs.

The college provides faculty support in distance learning through a distance learning specialist. The specialist also develops and delivers training programs to faculty and managers. The specialist assists faculty in converting traditional courses into a distance class.

Library Services are available through the library web page. Students may click on and have full service through their catalog system. Students may pick up requests at the library or students may request for items to be mailed to them.

STANDARD THREE - STUDENTS

Purpose and Organization

The Vice President of Enrollment Services and Student Development provides leadership for a comprehensive student services division. Although several functions have undergone recent leadership staffing changes, the professional staff, including classified staff, have held previous college student service work experience and are qualified with academic preparation and experience appropriate to their assignments. Assignments seem to be clearly defined.   New administrators have very recently been appointed. They are the Dean of Enrollment Services/Counseling, the Assistant Dean of Student Development, and the Director of Financial Aid. These appointments reinstate the division to a former level of support and promote the capacity of the division to perform.

The performance of at least some faculty counselors has not been regularly evaluated, as required by Commission Standards 3.A.2, and Standard 4.A.

Services support the college mission and goals, however function goals and strategic priorities have not been formalized. The objectives of each unit should be formalized and assessed to assure compatibility with the overall division goals (Standard 3.A.3).

Enrollment increases, technology challenges, more recent facility changes, staff turnover, and previously unfilled administrator positions have resulted in terrific demands upon student services. All student service functions demand highly technical computer technology in order to serve students and the college. This concern is becoming more serious in the admissions and records, financial aid, and counseling areas as, especially software systems development is unable to perform current tasks. Management information system changes will need to be considered in the near future to support essential support services for students, including transcript evaluation, among others.

Classified staff work load increases have not gone unnoticed. The evaluator interviewed many classified staff and students regarding core values and support for student services. The student services classified staff are commended for offering high quality student services and understanding the crucial importance of a division-wide team effort.

Although resources are extremely limited, support for the staff has been managed at a minimum level, including access for staff development. The general design of the physical space service areas to promote efficiency and service, even though offered in three separate buildings, seems to be working well.

The self-study report lacked a strong focus in addressing the student service standards. However, materials made available in the work room were valuable in providing perspective related to the commission requirements.

General Responsibilities

Student needs are determined through various institutional data sources as well as ongoing interaction with students. The division recently initiated the use of the American College Testing (ACT) service to gather student opinion data. Characteristics of student populations are also acquired through the new student college application process.

SCC students are provided opportunities to participate in institutional governance through college standing committees, fee and activity committees, and student council and club roles.

All students' policies are clearly stated, well publicized, and readily available. This includes complete student safety and security policies.

The college publishes a bi-annual catalog that is user friendly. College on-line information is very developed and noteworthy. A separate student handbook is also published. A significant number of students rely on the on-line information sources and the college's vision to promote this is recognized.

Resources development is a great challenge for SCC. As a result, it is important that the student services division develop a broader assessment plan that is integrated into an ongoing evaluation and improvement plan for all services (3.B.6). The division has made significant recent progress towards this effort, including implementation in some focused areas such as financial aid.

Academic Credit and Records

SCC provides adequate protection of student records through the computer services and registration offices. Basic student grading and records release policies are published and followed. The implementation of transfer credit policies is consistent with the Commission standard.

Student Services

The SCC college admissions policies are consistent with its open door mission. General admission to the college for all credit courses and programs is through the student services admission office. Admission to the college for all non-credit courses and programs is through the continuing education department. The functions for each office are clearly delineated and carried out and resulted from an institution-wide coordinated effort. Student applications over the Web have had a remarkable impact on the number of applications, almost doubling the number of applicants in the last four years.

SCC has taken actions to give attention to the needs and characteristics of its student body, as evidenced by support programs that recognize ethnic and socio-economic diversity. Four separate units are highly visible: the Multicultural Student Center, the Center for Students with Disabilities, the Single Parent Program, and International Student Services (the latter provided support through instruction).

Degree seeking students complete centralized entrance testing for mathematics and English courses, which meet the Department of Education ability to benefit requirements. College withdrawal, academic probation and suspension policies are included in the catalog. Program graduation requirements are clearly stated in publications as well as on-line; however, assistance for students through degree requirements verification is hampered by a manual process. As the result of the ineffective merger of software, students and advisers lack ready access to a previously available degree-tracking service. This has created a hardship for admissions staff.

All forms of federal and local financial assistance for students is centralized. Effective financial aid services are offered and in the process of significant change as a result of recent review with attention to updating procedures and policies. This effort has followed a significant staff turnover in recent years; staff resources have been very limited, with current staffing levels close to that of several years ago when the number of applicants was remarkably less. Information regarding financial assistance is published and made available to an increasing number of needy students. The most recent federal loan default rate, for 2001, was 12.8%.

New student orientation is accomplished through a combination of group sessions, Web information, and targeted orientations combined with student registrations.

The student advisement program is provided for the majority of new and returning degree seeking students through the faculty counselors with significant assistance from department faculty, especially technical faculty. While the role of department faculty in the delivery of advising is commended and acknowledged by student services staff and students, evaluation team members were made aware of concerns from students and faculty that the system could be improved. Students seem to confuse the roles of counselors and advisers, and some were unclear as to the advising program requirements. A more fully developed systematic program outlining the advising process, and sharing this with students and faculty can address this concern (Commission Standard 3.D.10).

Faculty counselors also perform liaison assignments with academic departments to keep current of program requirements; provide crisis and short-term personal counseling; and lead significant counseling functions. An increasing dependence on advanced technology is readily evident in the counselor to student relationship. Counselors need access to more efficient technology to assess, advise, and matriculate larger numbers of students to graduation.

Career counseling is also provided through the career services center. Comprehensive student career and job placement services are provided. Annual technical graduate follow-ups are performed. Expanded on-line job placement opportunities are being developed.

Food services for SCC students are provided through a contracted provider, with the college receiving an agreed upon revenue. The contractor conducts daily student surveys to solicit comments and learn of student concerns. The food offerings, the facility, and the staff are of good quality. Many students enrolled in the culinary arts program benefit from work-study experience in the cafeteria.

Co-curricular activities and programs are offered for students through a centralized student programs office, an associated student council, an activities council, and active clubs. Excellent highly visible facilities ensure that services are accessible. Many students interviewed felt very positive about their involvement in student life. Students are given primary responsibility for the allocation of self-imposed student fees, which process includes the recommendations from faculty to provide support to athletics (S & A. fees) and learning technology, and instructional equipment (technology fees), among others. The program places a high priority on club development. Participation in co-curricular activities was definitely voiced by students as enhancing their academic programs. The students and the staff who contribute to these efforts face challenges in the delivery of activities due to primarily noon class scheduling conflicts. In addition, many students expressed concerns about increasing significant fees for individual classes, in addition to the self-imposed technology fees.

The SCC bookstore supports educational programs and contributes to the intellectual climate on the campus. The development of on-line sales has paved the way for another option for purchasing books.

Intercollegiate Athletics

SCC enjoys the benefits of a well-managed intercollegiate athletic program which is well recognized by the community and the region. The program is closely aligned with the college mission and goals, reviewed by the district board, and evaluated regularly. The admission requirements, academic standards, and financial aid awards are centralized through the appropriate college function.

The athletic budget is developed, approved through the associated student council, and monitored by the administration. SCC is committed to fair and equitable sports and supports for both male and female athletes. Commission requirements for athletics are respected, including disclosure and publishing of various required materials for students.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Advertising, publications, promotional literature and recruitment activities appear to accurately reflect the services and costs for students. Admissions staff and others interviewed by evaluation team members understood the importance of this requirement. Representation of accredited status is in compliance with commission policy 3.1.

STANDARD FOUR – FACULTY

4. A - Faculty Selection, Evaluation, Roles, Welfare, and Development

The members of the faculty at Spokane Community College, both full-time and part-time/adjunct, are committed to the mission and goals of the College. Faculty are very competent; with experience, education, and expertise in the development of quality curriculum and in the delivery of quality teaching/advising. Faculty, including part-time adjunct, are participating in planning, development, review, revision, and updating curriculum based on ever- changing technologies and developments in their fields. Involvement in governance, participation with advisory committees, and membership on faculty evaluation/peer reviews are roles faculty take seriously in conjunction with their teaching loads. In terms of general observation regarding faculty qualifications and dedication to their programs, the faculty is highly dedicated to providing their students with the highest quality of education possible. The evaluator found the faculty to be very enthusiastic, loyal to their institution and program, and, in many cases, very creative and innovative, in spite of or due to budget constraints. Throughout the evaluator's time on campus, the general demeanor of the institution was positive and upbeat.

Inherent in the collective bargaining agreement and mutually fostered by the college are protections for academic freedom and salary/benefit equity. In terms of the diverse programs reviewed by this evaluator, all program faculty are closely observing the instructional contract parameters cited by the master contract. Depending entirely on the subject taught and the lecture to laboratory ratio, instructional loads varied from a low of 15 contact hours per week to a high of 25 hours per week. Most faculty questioned on this subject stated that they were also responsible for approximately 2 hours per day of office work. The master contract does specify

a 35 hour work week for full-time faculty. Faculty evaluations are conducted in the spirit of continuous improvement in teaching and curriculum review as well as recognition of "best practices and procedures" in teaching effectiveness, student interaction, classroom management, professional development, and service. To this end, the college should continue to pursue multiple indices to evaluate faculty and particularly adjunct faculty in the spirit of their mission and vision and in fostering faculty welfare and development. Evidence was found that adjunct faculty are evaluated within a five year interval; however, multiple indices are not used as part of the evaluation methodologies.

4.B - Scholarship, Research, and Artistic Creation

Faculty are engaged in scholarship activities as evidenced by their participation in numerous and varied activities. Consistent with the institutional mission and goals, the college should continue to explore both internal and external dollars to provide appropriate financial, physical, administrative, and informational resources for scholarship, research, and artistic creation. Brainstorming and creative thinking to maximize the professional development stipend allotments per faculty should be pursued, i.e., optional three-year carryover "agreements' creating a savings account of sorts to fund participation in major or national conferences in faculty fields of interest and expertise, or identifying funds within department budgets for travel expenses, etc.

4.1 - Policy on Faculty Evaluation

Policies on faculty evaluation are in place and practiced. Procedures for Non-Tenured Contracted Faculty, Post-Tenured Faculty are clear, concise, measurable and manageable. It is the policy of the college to evaluate adjunct faculty in each of the first two quarters of employment and once a year after that whenever they are contracted for two or more quarters. Evaluation data is distributed to the faculty member, the appropriate coordinator and dean, and the VP for Learning. As a result, improvement plans appear to be a joint effort of the administration and the faculty member. Evaluation data is also an integral part of the tenure review for probationary faculty.

Part time faculty evaluation appears to rely almost exclusively upon student ratings. Some departments or divisions use student evaluations and observations while others utilized only student evaluations. This disparity in methodology (one versus two or three indices) leads the evaluator to conclude that the usage of multiple indices in adjunct faculty evaluation is not a standard practice at SCC. It is not clear that there is any procedure for administrative review or feedback to the part time faculty. Some supervisors do consider other factors, such as syllabi, assignments, examinations, etc., but there appears to be no formal mechanism for requiring that multiple indices be used in evaluating part-time faculty performance across the institution. Even though department chairs effectively staff the classes by making recommendations to division deans, department chairs are not privy to the student evaluations of the part time faculty, except on a special permission basis. It is suggested that the college consider adding as a formal part of part time faculty evaluation additional criteria, such as review of syllabi, examinations, sample assignments, etc.

- The faculty is thoroughly committed to their students and enjoys the interaction, mentoring, and personal progress towards program completion of each of their students. Students interviewed invariably praised the faculty for the commitment they showed to their success in the programs and for the quality and integrity of the program curriculum developed by the faculty.

STANDARD FIVE - LIBRARY AND INFORMATION RESOURCES

Purpose and Scope

The Instructional Services and Telecommunications Division is charged with providing library and information resources for the college. The division, with a staff of 14.9 FTE, is responsible for an array of support services ranging from traditional library collections and services to electronic resources, graphics design services, video production, student testing and computer labs, and web site development and support. A mission statement for the division identifies "leadership and support for outcome-based teaching and learning" as central to their efforts "to encourage information literacy and life-long learning."
Staffing changes and redistribution of effort within the division reflect a concerted effort to maintain support for teaching and learning in a rapidly changing and increasingly electronic environment. Although staff levels have remained relatively stable in recent years, it is important to recognize that the scope of responsibilities has increased and the technical sophistication and skill levels required to meet these responsibilities have also increased. These changes have required considerable flexibility on the part of staff and administration as positions have been reconfigured to adjust to new demands.

Policies are in place to guide the acquisition and organization of equipment and materials. Budget constraints have been so severe in recent years that the maintenance of support for library and media services related to the educational programs of the college is at risk.

Information Resources and Services

Within the division, the library has used several benchmarks to assess the adequacy of information resources. Core collections of print resources continue to be a concern (as noted in 1983, 1993 and 1998 accreditation visits). The quality of the book collection (size, depth and breadth) remains a focal issue for staff, administration and at least some of the faculty. Both the book and video collections show no net growth over the past ten years. The number of print periodical subscriptions has declined. This lack of growth is not entirely mitigated by the availability of electronic resources. The budget for new materials has declined ($125,950 in FY 98-99 to $87,000 in 00-01). A considerable portion of this budget is allocated to subscription databases.

There are pockets of strength in the collection. The law collection and the resources to support the nursing program are subject to review by other professional standards and so receive attention and dollars. Horticulture and literature are also relatively strong. The average age for

the collection as a whole, however, is 1998. Other data (derived from OCLC reports) are indicative of problems with quality of resources to support the educational programs of the college. Climate surveys indicate that liberal arts and business faculty were less satisfied than other faculty groups with the quality of the collection. During the team visit, faculty in the liberal arts again expressed a need for additional books, DVDs and videos. Faculty appear to be more satisfied with web resources than with the book collection.

Services are provided for distance learning via the web page maintained by the division. The instructional services librarian is responsible for library support for off-campus users. Remote users are accessing periodicals, databases and other electronic information resources, as documented in administrative reports. Librarians have also documented increasing use of library instruction in the past several years, both in terms of the number of scheduled sessions and the numbers of students reached through these sessions.

Access to additional resources is facilitated through formal documented agreements with other libraries and information providers. In addition to collaborative collection development with SFCC, SCC has reciprocal borrowing agreements with other Washington community and technical colleges, as well as other colleges (public and private) in eastern Washington and northern Idaho. Although these arrangements expand access and available resources, they are adjunct to the core collection. They do not fulfill the requirement for an adequate and accessible core collection of books. The total number of interlibrary loan requests has dropped for three consecutive years. Database subscriptions for periodicals are effectively meeting the needs of the college community. Use of these resources has increased year to year and shows a pattern of increasing access by off-campus users.

Media services uses revenue generated from the testing lab to augment the budget for equipment replacement. Student technology fees are also used to upgrade computer equipment. Although the dean of instructional services and telecommunications is proactive in developing additional resources to fund the needs of the department, the institutional budget should be increased to support equipment and collection development.

The collection development policy clearly articulates the criteria used for collection management decisions (selection, acquisitions, and weeding). It was updated at the beginning of this academic year. The policy is available to the college community on the intranet.

The division uses a variety of strategies to encourage suggestions from faculty, staff and students and provides opportunities for participation in the planning and development of the library and information resources and services. Librarians have liaison relationships with faculty in many departments. In addition to the liaison program, surveys, phone calls, and open houses, a library advisory committee is being revived (fall term 2003) to engage faculty in the planning process.

Networked resources accessible via the web expand access to information and data from other sources. In addition to the resource-sharing agreements supported by formal agreement with other libraries, electronic resources to databases and library catalogs are made available and facilitated via links from LRC web pages.

Facilities and Access

The library facility is attractive and well maintained. The library is barrier free for wheel chair accessibility and equipment is available for accommodating students with visual impairment. Study carrels, tables, and chairs are available throughout the library. Seating appears to be adequate. There is sufficient shelving to accommodate growth in the collection. Staff work areas and office spaces are proportionate to the functional needs they are intended to serve. The library instruction classroom includes a wired podium and projection equipment but is not equipped with workstations to allow students to have hands-on practice in database searching. Providing such equipment would be a significant enhancement in support of student learning.

Media services facilities are also spacious and well maintained. This area houses the computer testing facilities, student computer lab, the video collection, ITV classrooms, web development, graphics production and workspace for staff.

Personnel and Management

The members of the administrative and professional staff of this department have appropriate professional qualifications and experience as documented in the exhibits provided for review. Money for staff development and professional growth opportunities has largely disappeared from the division budget. Staff members credit the dean of instructional services and telecommunications with being supportive and creative in seeking funds for this purpose. The fact remains that the budget constraints are dampening division and individual efforts in this area. Classified and professional staff members have been flexible, willing and able to grow into new responsibilities.

Organizational linkages exist to facilitate communication with other campus committees and constituencies. These include representation on key college committees (curriculum, council of chairs, strategic planning), and the newly revived library advisory committee. Participation in program review would help to ensure communication between library faculty and teaching faculty about the student outcomes and competency in information literacy.

Financial support for library and information resources and services, and for their maintenance has steadily declined. Lack of support for equipment purchase and replacement is especially critical for media services which provides interactive classrooms, student computer labs, graphics and video production. Funds to support library collection development have also declined over the past several years. The division also lacks funds for staff and professional development, especially for media services and tech support, including web development, graphics production. The ability of staff in this area to serve the campus community (students, faculty and staff) depends on maintaining technical expertise.

Commendations:

- The division is to be commended for the application of new technologies to improving media services in support of instructional programs and student computing resources.

- The division is to be commended for its flexibility and creativity in resource development and realignment of staff that reflects their commitment to maintaining support for teaching and learning in a rapidly changing and increasingly technology-intensive environment.

Areas of concern:

- The library's book collection is inadequate as cited in previous accreditation visits (1983, 1993, 1998). The collection has not grown and the average age of the collection as a whole is 1998. The quantity, depth and breadth of the collection is insufficient to support educational programs of the college.

- There is inadequate funding for equipment, which also affects timely replacement of computer technology.

STANDARD SIX - GOVERNANCE AND ADMINISTRATION

Governance System

SCC is one of two community colleges that are governed by an appointed district board of trustees for the Community Colleges of Spokane. Exclusive control and administration of the CCS are vested in the five-member board. The governor of the state of Washington appoints all five board members to five-year, staggered terms. A chancellor, hired by the district board, is the chief executive officer for the district. The chief financial officer, the foundation executive director, a public information office, the chief human resources officer, a chief operations officer and the two community college presidents all report to the chancellor and are accountable through the chancellor to the board of the district. The responsibilities of the campus presidents are restricted to academic affairs, and the day-to-day interaction with students on their campuses. Policy is defined and implemented by the board and the chancellor at the district level. A bi-weekly meeting of the chancellor's direct reports serves as the principal method of liaison among the institutions and provides district support to the Chancellor. The appropriate policy governing accreditation of this multi-unit entity is clearly the NWCCU policy B.7.

All college staff is afforded the opportunity to make recommendations concerning board policy via professional and classified union representation at board meetings. Board meetings are held monthly, alternating between college campuses, and are open to the public. The evaluator did not find evidence that authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly defined by policy documents describing college internal governance. However, a variety of policy documents provide job descriptions and evaluation processes for administrators, and spell out district governance.

There is a very elaborate master contract describing interaction between faculty and administration. However, there is no codified process for a participatory governance structure at the college level, and the entity in the past which may have played this role, the college council referenced in the self-study and described in several interviews, is not clearly described by any codified formal college governance structure. The college council has not met in two years and

indeed appears now to be defunct. Various representative groups such as the student council, the council of chairs and the classified staff council continue to meet, but do not appear to have any outlet for recommendations to senior administration, save via union representatives at district board meetings.

District board minutes reflect the participation of the SCC President, faculty, classified and student representatives at district board meetings. The district system of governance makes provision for the consideration of faculty, student, and staff views and judgments in which these constituencies have a direct and reasonable interest. The CCS governance system is very centralized as evidenced by the common catalog, foundation and chief financial officer for all CCS entities.

The visiting evaluator did not find a clear written division of authority and responsibility between the District board, the chancellor, and the college president at SCC. The chancellor did inform the visiting evaluator that the president has total authority over campus academic matters and day-to-day functioning. The absence of any formal campus route providing faculty, staff and student access to the college president, regarding his primary area of responsibility, academic affairs, appears to seriously undermine institutional effectiveness in the academic sphere and ability of the institution to optimize its response to the needs of its students. A group of students expressed strong support for and appreciation of their individual academic programs and faculty, but frustration regarding their inability to be heard about institutional matters such as block scheduling, student services hours during registration periods and other college-wide "customer service" matters. A codified internal governance system might provide better access.

Governing Board

The district board is an appointed five-member board. Members serve a five-year term and represent different geographic regions in the service area. The board membership also demonstrates demographic diversity. Policies provide for continuity and change**.** The board acts only as a committee of the whole. Duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are clearly defined in board policy.

The board has responsibility to select, appoint, and evaluate the chancellor. The board does not select, appoint or evaluate the president of SCC. This responsibility is now delegated to the chancellor, with input from the college community, as described in board policy. The SCC president is evaluated annually, consistent with written guidelines maintained in board policy documents. During brief periods in the past, the president has reported directly to the board. The decision to move back to a process delegated to the chancellor appears to reflect the board's level of confidence in their current chancellor.

The board approves the SSC mission and goals statement, which is consistent with the board mission and goals statement. The board delegates to the chancellor approval of all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. The board approves the academic and administrative structure and the annual budget of SCC. In the past, SFCC had a largely liberal arts mission and SCC had a mission that was largely

technical/occupational. These missions are becoming slightly less differentiated with the development of new programs at both colleges in complementary areas. These new programs currently require the approval of the chancellor only. The visiting team did not find evidence that the governing board formally approves new college programs. (6.B.5)

The board evaluates its performance at its annual retreat each year. The board is knowledgeable of the institution's accreditation process and status.

Leadership and Management

The SCC president's full-time responsibility is to the institution. The president reports to the chancellor regarding the administration of the college and is accountable through the chancellor to the board. The college has a new president who was appointed in early October, and who will assume responsibility for the college on November 1, 2003. The president referenced at length in Chapter Six of the self-study resigned effective August 31, 2003. She left campus in June. The chancellor has been responsible for the college since that date. Both the chancellor and the new president were available to the visitation team during the accreditation visit.

In addition to the president, the current SCC administration is composed of two vice presidents (academic affairs and student and instructional services) and a number of deans as well as assistant deans and coordinators of programs. In the past, an entity called administrative council provided access for administration to college governance. It was not apparent that this council continues to meet, since college council had ceased to function. The individual duties and responsibilities of administrators, as well as the process by which they are evaluated, are outlined in job descriptions within board policy.

The ethical conduct responsibilities of administrators are implied in job descriptions but are not clearly defined there. Ethical codes are described as part of state statute in Chapter Nine of the self-study.

While very little information about matters related to collegial governance and policy and procedure for administrators' responsibilities can be found in the self-study, nevertheless, in conversations with college personnel, it is apparent that there is a clear consensus of what administrators' roles are. There is less of a consensus about how participatory governance at the college works.

An administrative evaluation process is in place. This process requires all management personnel to list their major responsibilities and duties and to establish annual goals and objectives. The process is described in board policy documents.

SCC lacks a code to mandate participatory governance. In the past, institutional decision-making has worked as follows: Any member of the College could suggest an action, policy or change in policy through the appropriate representative body—Administrative Council, Council of Chairs, Classified Staff Council, Students Association, or Association for Higher Education (AHE). District policy changes were brought to district board's attention and college process and procedure changes were brought to the College Council, chaired by the college president.

Currently, the College Council is no longer functioning. Hence, there appears to be no working, codified process for affecting institutional change.

Administrators are expected to facilitate cooperative working relationships, promote coordination with and among organizational units, and encourage open communication and goal attainment according to standard 6.C.6. From Chapter Six of the self-study it is difficult to determine an administrators' role or authority in administering the college as called for in Standard 6.C.6. The document lacks analysis and specificity in this area. However, conversations with broadly defined constituencies on campus support that during the administrative transition, the chancellor has been able to hold administrators accountable for facilitating cooperative working relationships, promoting coordination with and among organizational units, and encouraging open communication and goal attainment.

The role of the new college budget, facilities, program review and strategic planning committees and the role and responsibility of administrators regarding budgeting and budget management needs to be clarified so administrators can be held responsible for requesting adequate resources and financial management of the programs under their supervision.

Faculty Role in Governance

The council of chairs is charged to serve as the official voice of the academic faculty on campus. The Association for Higher Education functions as the bargaining unit for academic faculty. An AHE representative attends district board meetings. The council of chairs does not any longer appear to be represented in campus participatory governance, since the college council no longer meets. Various college committees carry out college business. Some are charged and have bylaws. Some of the committees have been functioning successfully and some have not. The relationship among the various committees is also not clear.

Student Role in Governance

Students are represented by a student government organization. Students represent academic divisions by the appointment of the student senate executive committee. The executive committee is elected. When asked to discuss their role in institutional governance, planning, budgeting, and policy development, students, including several members of the student government, commented that they believe they currently do not have equal representation with other constituents in the decisions that affect the college. There are student appointments to some, but not all, of the new planning committees.

Concerns:

- While governance processes are clearly understood and codified in board policy at the district level, outside of the collective bargaining agreement, there is a lack of clarity about planning, evaluation and governance processes at the college level. This seriously affects the college's ability to achieve institutional effectiveness in academic matters and to respond to student needs at the campus level.

- Recent frequent changes in administrative leadership have undermined the institutional memory that had maintained college participatory governance processes in the past. Because of this weakness, the college has also failed to develop robust systems of planning and evaluation at the institutional level.

STANDARD SEVEN - FINANCE

Financial Planning

Spokane Community College (SCC) is part of the Community Colleges of Spokane (CCS), District 17, which is one of 30 community and technical college districts in Washington. As a state agency, Spokane receives approximately 40% of its funding from the state through the State Board for Community and Technical Colleges (SBCTC). Tuition and fees account for approximately 20% of the budget. Tuition rates are established by the state.

The state, and in turn, the governing board, has delegated the college administration the authority to allocate resources as it sees fit. The annual budget process involves the SBCTC allocating the adopted budget to each community college district annually. This information is combined with tuition resources and the CCS Board of Trustees approves the district's budget. This budget is then allocated to each major budgetary unit which includes SCC. A baseline budget was established a number of years ago and only increases or decreases to the total budget are allocated. New enrollment dollars are distributed through the district's internal allocation process and follows enrollment patterns. SCC's portion of the total CCS operating budget is approximately 40%. The college has full discretion on how these dollars are allocated to the departments.

There are two committees that have recently been formed to address budget issues for the institution. At SCC, there is a budget and fiscal health advisory committee consisting of representatives from administration, faculty and staff. At the district level, there is a district finance committee comprised of faculty, staff, administrators and each unit's financial analysis manager. At least one person on the SCC's budget committee is also on the district committee. While both of these committees are advisory in nature, they provide input into the budget, as well as provide a mechanism to share information and increase knowledge of how budgets are allocated, how potential reductions would be handled by each unit, and other financial information in general.

While SCC has the ability to allocate its budget resources as it sees fit, the tie to strategic planning has yet to be made. The linkage between strategic planning, program review and budgeting needs to be clearly established and clearly communicated to appropriate constituents.

Currently, the college has two sources of long-term debt. One is for completion of the Lair (Building 6) which is being repaid by local revenue sources, including student building funds and bookstore and vending revenue. This debt will mature in 2006. The other is for a district-wide Energy Savings Conservation Project (ESCO) which is a longer term commitment and will be paid by energy savings.

Adequacy of Financial Resources

For fiscal year 2003/04, the college has projected an operating budget in excess of $25.4 million to serve an FTE of approximately 5700. This decrease over the 2002/03 budget is a reflection of the decrease in state funding and was proportionally allocated to each unit of the district. In addition, since 9/11/01, there has been a significant decrease in the number of international students SCC has been serving which has also decreased revenue. Although there have been some recent indications that there may be growth in the international student numbers, it will take a considerable amount to make up for a 67% loss. Alternative funding sources and partnerships are being pursued to alleviate some of the revenue losses. These include: student fees, self-support contracted training and grants such as Perkins and Worker Retraining funds. Equipment replacement is being done with the Student Technology fee. A more strategic plan for technology and equipment replacement needs to be developed and implemented.

Another area of concern is the lack of significant reserves at the college or district level. The Board of Trustees, and in turn, the college's Budget and Fiscal Health Committee have recommended the establishment of a 5% contingency. New initiatives are being funded with a 5% set-aside in order for the college to begin to build this reserve.

Financial Management

The chief financial officer of the college district is well qualified and has over 15 years of experience in Washington community colleges. Other staff in financial services bring a combination of private and college experience that contribute a breadth of knowledge to the financial management of the college.

As a community college in Washington, the college uses the state's Financial Management System (FMS) to track its financial transactions. Most of the processes and procedures in the finance area are prescribed by the State of Washington and are subjected to a single-audit conducted by the State of Washington at the end of each fiscal year. Cash management and investment policies are in place. Financial aid is awarded by SCC and distributed through the district.

Having a multi-college district is somewhat unique and the approach that is taken from a financial management standpoint in the CCS district fits this uniqueness. Each major financial unit (Spokane CC, Spokane Falls CC, Institute of Extended Learning, Central Administration and Facilities) has its own financial manager. These financial managers report to the Chief Financial Officer (CFO) of the district but have dotted line responsibility to the President or other Chief Executive Officer of the unit. The financial manager for SCC spends 2-3 days at the college in order to attend meetings and connect with college constituents. The other days are spent at the district office. In addition to providing the connectivity to the campus, this allows the five financial managers to share ideas, promote consistency and create back-up opportunities. The CFO has also begun to attend meetings at the college and has already seen an improvement in the communication and information participatory between the district office and the college.

Fundraising and Development

As a result of the self-study process, the Foundation Executive Director (also the District Development Officer) and the Foundation President visited the college many times during 2002-03 to attend meetings and hear concerns and comments. As a result, guidelines were developed for faculty and staff to submit funding proposals to the Foundatio, and the college is more aware of the activities of the Foundation.

Commendation:

- The Community Colleges of Spokane should be commended for their financial structure that provides the connection between the College and the district that promotes consistency while allowing the College to determine its own allocation of resources.

Concerns:

- While the inadequacy of reserves is being addressed, it is too early to tell if it will be sufficient to meet the 5% guideline.

- The link between strategic planning, program review and budgeting has yet to be fully established. This should be done and clearly communicated to the campus community. In addition, this plan should include the replacement, acquisition and upgrade of library resources, technology and equipment.

STANDARD EIGHT – PHYSICAL RESOURCES

Instructional and Support Facilities

Spokane Community College facilities consist of 30 buildings on a 112-acre campus plus four off-campus buildings and one partially-leased building. In the last ten years, buildings have been added or remodeled to increase space, accessibility, technology and functionality to the college's instructional and support services. The buildings are very well-maintained and meet the needs of students, faculty and staff. However, between 8:30 a.m. and 12:30 p.m., the peak time of the instructional day, there is a shortage of classrooms.

An area of commendation is the college's regard for health and safety and access by the physically disabled. The College addresses the needs of the physically disabled and has established the goal of having a barrier-free campus environment. Through the Center for Students with Disabilities and ADA Awareness Team, great progress in this goal has been made, including, but not limited to: automatic door operators, accessible ramps, handrails, priority snow removal, realignment of accessible parking spaces and special classroom furniture. In addition, individual accommodations are made when possible. The Center for Students with Disabilities counselor received the Governor's Trophy Award in 2000 "for empowering leadership, removing barriers to employment, and for improving access to programs and services."

One area of facility support that needs further investigation is parking. Although the College has 22 parking areas with a total of 3,355 parking spaces, students and staff have expressed dissatisfaction with parking, particularly in regards to distance from buildings in inclement weather and after dark. Students, who pay a per term parking fee, voiced their concern that the concentrated schedule of classes between 8:30 a.m. and 12:30 p.m. and the reductions of the class schedule outside this time had contributed significantly to the parking dilemma.

Equipment and Materials

As with other institutions during these challenging financial times, Spokane Community College lacks sufficient resources to upgrade, replace or acquire the technology and/or equipment needed to provide cutting-edge instruction and services. Students did assess themselves a technology fee to help with this issue. However, this fee is only used for student computers and there is a much greater need than available resources. Currently, for non-student computers, there is a discussion of a seven-year replacement schedule. In addition, additional needs exist for other types of classroom equipment. Strategic planning for the institution must address this dependency on technology and implement a mechanism to fund the replacement, upgrade and acquisition of technology and equipment.

Physical Resource Planning

The State of Washington provides two types of capital funding for its community colleges. One is for major projects and the other is for what is considered minor projects under $1,000,000. For the current biennium, Spokane Community College has received funding for replacement of its science building. In addition, they have been allocated $900,000 for minor projects. This amount is determined by a formula that incorporates the size of the institution, the age of buildings, etc.

The college has developed and the Board of Trustees has approved a facilities master plan. The master plan was developed by the campus planning committee, and is one of the four new planning committees referenced in the self-study. This is a cross-divisional, cross-functional team that solicits input from their constituents. In addition to long-term planning, this team has also been charged with assisting in the determination of how the minor project money should be spent. The result is that there is a definitive facility plan that will allow the institution flexibility as it grows.

Commendations:

- The college is to be commended for its well-maintained facilities and remodels that have provided additional space, technology and functionality.

- The college strives to provide accessibility to those with physical disabilities and is to be commended for the great strides it has made in this area.

- Parking appears to be an area of concern with staff and students, especially the distance from buildings to parking in inclement weather and after dark. It is also felt that the concentrated morning class schedule contributes to this problem.

- The college needs to address planning for and funding of the replacement, upgrading and acquisition of technology and equipment.

STANDARD NINE - INSTITUTIONAL INTEGRITY

The self-study chapter on Institutional Integrity is very detailed and useful. The self-study team chose to address the institutional integrity standard by interviewing and surveying various personnel. These interviews and surveys included faculty, staff, the interim and current district chancellors, a member of the district board of trustees, the district managing director of budget and finance, the SCC president, both vice presidents and two representatives of AHE, the bargaining unit.

Additionally, the team reviewed college, district and state policies and laws. The chapter enumerates a number of policies and ethics codes, the goals of which are to protect a climate of institutional integrity. For example, these policies include statements on conflict of interest, harassment, non-discrimination, electronic communications and messaging, anti-nepotism, and honoraria.

SCC represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements. Furthermore, information is continually updated on the college's web site. Accuracy is promoted by the following procedures.

- The college reviews its catalog quarterly and revises it every two years
- Quarterly class schedules are reviewed and edited by the Internet.
- Accuracy of program brochures is the responsibility of program directors.
- The Internet is used to update all college communications with its public.

The Revised Code for the Washington state ethics law addresses conflict of interest guidelines and the use of state resources and facilities. All employees are required to take a class on ethics in public service. The college demonstrates through its policies and practices its commitment to the free pursuit and dissemination of knowledge consistent with its mission and goals. The self-study team concluded that the governing board, faculty, and staff subscribe to, exemplify, and advocate high ethical standards. This conclusion is further supported by a very low rate of student complaints and grievances.

The self-study team, however, did receive reports of concern about fairness in college employee search and screen processes. Some responses to the survey of college employees questioned whether candidates for positions are treated with fairness and whether job descriptions may be customized on occasion for preferred candidates. The college needs to put policy and procedures

in place to ensure that such perceived violations of integrity are investigated in a timely manner (9.A.1, 9.A.2). Also, deviations from standard open search practices undermine the college's self-professed goal to create a diverse community of faculty and staff as well as students. The college human resources office may wish to put into place required search and screen committee training, on appropriate best practices and ethical conduct regarding employee recruitment.

In the process of reviewing policies and procedures, the self-study team determined that there is a need for a codification of all college procedures, such as search and screening processes, in a centralized document. In conversation with the chancellor and the president, this evaluator learned that search processes are indeed codified in board policy. Hence, the need at the campus level is for better communications about search processes. Better communications between administration and between district and campus can create clearer expectations of what is appropriate in participatory governance and what is not.

GENERAL COMMENDATIONS AND RECOMMENDATIONS

Commendations:

1. Spokane Community College students enthusiastically and consistently share their recognition and appreciation of faculty and staff excellence with the evaluation team. The evaluation team commends the faculty and staff for their pride and dedication for the college and its students.

2. The college is commended for its well-maintained physical plant, and its ability to keep the campus accessible, modern and attractive even during difficult financial times.

3. At a time when budgets have forced other institutions to reduce and/or eliminate high-cost, career and technical programs, SCC is commended for sustaining these much-needed programs for the residents of Eastern Washington, in particular, and the State, in general.

4. The college is commended for its entrepreneurial spirit in establishing and maintaining external partnerships with business and industry and for fostering interdisciplinary studies.

Recommendations

1. While the committee found evidence of prior strategic planning and evaluation processes, current processes tend to be ad hoc, fragmented (i.e. at the department level) and not institutionalized. To assure institutional effectiveness, the committee recommends that the college continue to develop and implement a systematic institutional planning and evaluation system. Essential conditions, elements, and uses of this system are:

   - Clearly define the planning and evaluation processes.
   - The planning and evaluation processes should be documented and widely disseminated.
   - The planning and evaluation processes are ongoing.
   - The planning process is participatory involving appropriate constituencies, such as faculty, administrators, staff, students, and other interested parties.
   - Results of the planning and evaluation processes influence resource allocation decisions and are used to improve programs and services.
   - Necessary resources are provided for an effective planning and evaluation system to function.
   - Institutional research is integrated with and supportive of institutional evaluation and planning.
   - The college uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to the public.

(Standard 1: 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 1.B.9)

2. Although the committee found evidence of assessment at the course and program level, it did not find institution-wide evidence that assessment of college educational programs is integrated into the overall institutional effectiveness plan. The committee recommends that such integration be carried out.
(Standard 2.B.1)

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

4. Though evidence was found that part-time faculty are evaluated within a 5-year period, evidence was not found that multiple indices are used to evaluate all part-time faculty. Therefore it is recommended that a process for all part-time instructor evaluation using multiple indices be implemented.
(Policy 4.1.C)

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

- Administrators, faculty, staff, and students understand and fulfill their respective roles in the campus governance system.
- The system and processes are documented and widely disseminated.
- The system of campus governance ensures that the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly described in a constitution, charter, bylaws, or policy documents.
- The system of campus governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.
- As a multi-unit governance system (district), the division of authority and responsibility between the central district office and the institution is clearly delineated, documented and disseminated.

(Standard Six: 6.A.1, 6.A.2, 6.A.3, 6.A.4)