

Northwest Commission
on Colleges and Universities

Five Year Interim
Evaluation Report

Spokane Community College
Spokane, Washington
October 6-7, 2008

Prepared by

Dr. Gerald Beck, President
College of Southern Idaho

and

Ms. Nancy C. Szofran, Director
Research and Planning
Mt. Hood Community College

*A confidential report prepared for
Northwest Commission on Colleges and Universities
that represents the views of the evaluators*

Introduction

Spokane Community College (SCC) was officially established as part of Washington State's community college system in 1963 after having been a vocational training facility since 1916. By the mid 1960s, SCC was offering a full complement of liberal arts courses to support career and technical education students and those who wished to transfer to a baccalaureate degree granting institution.

Washington had 34 community and technical colleges that operate under the direction of the State Board for Community and Technical Colleges (SBCTC). Spokane Community College is one of two comprehensive community colleges and one institute within the Community Colleges of Spokane District.

Spokane Community College was accredited initially in 1967 and has had its accreditation reaffirmed since then. The last full scale visit in 2003 resulted in five recommendations and NWCCU requested a Focused Interim Report be completed in Spring 2005 to address Recommendations 1,3,4, and 5 of the evaluation report and a progress report in Spring 2006 to address Recommendation 2 of the evaluation report.

The Focused Interim Visit conducted in April 2005 was accepted in July with accreditation reaffirmed in December 2005. The progress report was completed in June 2006 with acceptance by NWCCU on August 3, 2006.

The purpose of the regular five-year interim evaluation is to allow the Commission to monitor institutional change, to evaluate the institution's ongoing compliance with NWCCU eligibility requirements, standards and policies, and to evaluate the extent to which the institution has adequately addressed the recommendation in the last full scale evaluation report. In preparing for the regular interim evaluation, the institution prepared reports including responses to these five (5) recommendations and responses to a series of questions about institutional changes. The report was concise, well written and helpful to the evaluators. Several appendices were included containing supplemental information. The evaluation was conducted in conformity with the Commission's suggested outline for the visit, and a series of individual and group meetings were held with Board members, administrators, and faculty members (Exhibit A). The College had prepared a table along with a CD with backup material and support information for each of the recommendations and standards.

The evaluators thank the Board, faculty, and staff of Spokane Community College for its preparation for and hospitality during the visit. All information requests was provided and all those interviewed were forthright and helpful.

Table of Contents

Part A

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

Part B

Standard 1: Institution Mission and Goals, Planning and Effectiveness	4
Standard 2: Educational Program and its Effectiveness	5
Standard 3: Students	6
Standard 4: Faculty	7
Standard 5: Library and Information Resources	7
Standard 6: Leadership and Management	7
Standard 7: Finance	8
Standard 8: Physical Facilities	8
Standard 9: Institutional Integrity	9

Commendations and Recommendations	10
-----------------------------------	----

List of Exhibits

- A. Agenda showing meetings and individuals
- B. Service Agreement Between IEL and SCC

Recommendation 1:

It is recommended that the College continue to develop and implement a systematic institutional planning evaluation system. While the committee found evidence of prior strategic planning and evaluations process, current processes tend to be ad hoc, fragmented (i.e. department level) and not institutionalized (Standards 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 1.B.8)

The full scale accreditation visit in 2003 produced Recommendation 1. The College demonstrated progress in defining a three year planning and evaluation process by the 2005 Focused Interim Visit. The strategic plan, *Strategic Direction for 2005 and Beyond*, provided guidance for 2005-08. The College has updated that plan with the publication of the 2008-2011 strategic plan. The College has made commendable progress on developing planning processes, assessment and institutional effectiveness, and tying resource allocation to goals and objectives. Many faculty, staff and students have been involved in this process though there is a need for additional communication as to the total strategic plan implementation.

Recommendation 2:

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

Program review is at the heart of the SCC comprehensive institutional effectiveness plan. These reviews produced the program “report card” that is still quite new in this third year. The report card triggered a standard or in depth review based on data analysis. If an in depth review is required, a review team is established. The outcomes of these review teams is to lead to changes in curriculum, enrollment, program equipment needs, etc. which is provided to faculty and administration for inclusion in the effectiveness plan, strategic planning and budget development as well as used to foster program improvement.

Due to the relative newness of this “report card” and the limited programs required to do in-depth review, it was not clear as to the overall consistency in improvement that is expected from program planning and effectiveness (2.B.3) as part of the *Institutional Effectiveness Plan*.

Recommendation 3:

It is recommended that the College demonstrate the linkages between the institution’s goals and objectives and its resource allocation to achieve these goals and objectives. Although the College has formed budget, program review, campus planning, and strategic planning committees, it is not clear that a linkage exists among these processes, nor that these

processes are understood or inclusive of appropriate constituencies. This linkage and the processes should be clearly defined, documented, and participatory with appropriate constituencies. Furthermore the strategic plan should address the needs of the College regarding technology and equipment across all units, and resources for upgrades acquisitions and replacements need to be developed and implemented (Standards 5.A.1, 5.D.6, 7.A.3, 8.B.1, 8.B.2).

Institutional budgeting is now within the strategic planning process. Budget and planning worksheets that include personnel, operating expenses and equipment are developed and distributed to departments with instructions that clearly define the process to include revisions and schedule for budget development. Documentation of this process is a clearly identified linkage between goals and objectives and resource allocation. This is evidenced by the library/learning resources and laboratories that have been maintained to keep pace with the growth of instruction and program changes. Electronic resources represent the greatest growth in the library's resources. Significant reallocation of funds within the collection development budget and use of external grants provides access to several databases that support instructional programs. The print collection's holdings are relatively constant due to an aggressive weeding project. The collection development guidelines are currently under review. Planning and assessment activities guide the library's actions. The library made a number of facilities related changes, responding to safety concerns (carpeting) and students' expectations of changes and services they would like to see. In the area of staffing through planning, Media Technician Senior and Web Developer/Programmer (IT Specialist 2) positions were added to accommodate the increased demand for electronic services.

Recommendation 4:

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

The evaluator found that current Board of Trustees policy states:

3.4 Faculty will participate in formal evaluation and professional development planning using the processes, intervals and forms identified in the terms of the collective bargaining agreement.

The evaluator found in questioning faculty evaluation policies that the faculty master contract is what most administrators and faculty state is the current practice, and it was stated by the administration that ratification of the master contract made it Board policy.

The current master contract reads:

New adjunct academic employees will be evaluated in each of their first two quarters of employment, the evaluation information will be forwarded to the appropriate dean for certification of demonstrated and/or student service proficiency.

Adjunct academic employees shall receive student evaluation annually in each academic year in which the adjunct academic employee is contracted for two quarters or more. This evaluation information will be forwarded to the appropriate dean for review. The appropriate dean shall formally evaluate adjunct academic employees once every three combined years of contracted service, OR as determined necessary, by the dean. The formal evaluation will be completed on the appropriate format and an evaluation meeting, including the appropriate administrator, department chair and adjunct will be scheduled to discuss performance.

Article XIV Academic Employee Assessment shall not be applicable to adjunct academic employees except that they shall be evaluated on an informal basis as outlined above, which may include student evaluations, peer evaluations, and administrative evaluations as determined by the appropriate administrator. Associate faculty evaluations shall be to maintain quality instruction. These evaluations are one of the considerations for continued employment; however the lack of an assessment or the existence of a satisfactory assessment does not imply the right to continued employment.

In reviewing randomly selected part-time faculty evaluations, the use of multiple indices was not consistent across the campus or evenly utilized by the administration in the continuing evaluation of part time faculty performance (Standard 1.A.5 Policy 4.1)

Recommendation 5:

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

- A. Administrators, faculty, staff and students understand and fulfill their respective roles in the campus governance system.**
- B. The system and processes are documented and widely disseminated.**
- C. The system of campus governance ensures that the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly described in a constitution, charter, bylaws or policy document.**
- D. The system of campus governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest**
(Standards 6.A.1, 6.A.2, 6.A.3, 6.A.4).

The full scale accreditation visit in 2003 resulted in Recommendation 5. The College demonstrated significant progress on clarifying its governance system by the 2005 Focused Interim Visit. The progress under President Hanson was furthered by President Dunlap who determined that a more inclusive model would ensure broader involvement and participation in decision making. The new model was introduced to the College during the 2008 Spring All College Meeting. Implementation of the SCC Governance Structure/Decision Making Model began in Fall 2008. The centerpiece of the model is the College Alliance with representatives from many existing councils and committees. The current councils and committees remain intact as advisory units. The College continues to make progress on clarifying its governance system. District governance systems remain occasionally confusing to administrators, faculty and students. The district's strategic plan identifies goals to communicate effectively and to operate efficiently as a district; progress continues to be made.

Part B

Standard 1: Institutional Mission and Goals, Planning and Effectiveness

Spokane Community College developed *Strategic Direction for 2005 and Beyond* in 2004 under then president, Steve Hanson. This plan introduced a planning process entailing a three year rolling cycle. The plan for the 2005-08 cycle was reviewed and revised resulting in a 2008-2011 plan. The 2008-2011 plan was introduced at the 2008 Spring Quarter All-College Meeting. Additionally, it was promoted by President Joe Dunlap at the all-college welcome Fall 2008.

Planning goals provide direction for activities at the college. Evidence of purposeful actions based upon the 2005-08 plan was demonstrated through resource allocations campus-wide. Deans from several areas confirmed that planning is not "top down" but rather is "mutual participation." There continues to be "some angst or anxiety" on the part of faculty regarding strategic planning in general. This observation by the deans was confirmed through discussion with the faculty at a separate session. Examples of effective planning include collaborative efforts between departments such as Business and Horticulture/Agriculture. Strong evidence of planning and assessment exists, including planning activities transcending earlier timeframes such as the enrollment management plan developed by a task force in 2004-05 continuing through a State Board student achievement initiative. Strategic planning activities with the student services areas and student government resulted in the development of alternative funding for technology. The students support a "tax" or fee which is allocated to departments based upon an allocation process that is directed by the students. Budget requests regardless of funding source need to be tied to the strategic plan. The culture of assessment appears to be embedded not only in instruction but in student services as well. Assessment results

are incorporated into the plans that were reviewed and discussed. There is evidence that resource allocation reflects the goals of the institution.

The college continues to develop a culture of planning. Reorganization of committee and councils resulted in the College Alliance. Membership of the Alliance includes: one dean, selected by the Dean's Council; one member from the Council of Chairs (TBD, may be two members); Classified Staff Council (two members); the Enrollment Management/Instructional Council (elected by respective members); representatives from the former College and Finance Councils (appointed by the President); the College Director of Institutional Research; and CCS Budget Analyst for the College. The Associated Student Government (ASG) representative serves as an ex officio member. And, as needed, advisors from standing committees may be invited. The Alliance expects this reorganization to simplify the pathway of communication. The Alliance is discussing online applications to streamline the tracking and reporting of planning activities (SPOL) is an example of such a tool). Some confusion about the relationship between the mission and goals of the district's plan and the mission and goals of the college plan surfaced in more than one meeting.

The model for institutional effectiveness includes a comprehensive planning and effectiveness schedule. Key indicators are reported with varying regularity. The indicators are presented in two levels: cabinet level and institution level. The cabinet level indicators, at the time of the Fall 2008 five year interim visit, are still under development. Program review for professional/technical programs has been a component of the model for three years. A similar process is under development for the Arts and Sciences division and is scheduled to be reviewed by administrators and faculty 2008-09. The committee expects the College to continue implementing the Institutional Effectiveness Plan.

Standard 2: Educational Program and its Effectiveness

No college wide changes in graduation requirements have been made since the 2003 full scale evaluation. The Arts and Sciences Division continues to develop Direct Transfer Agreements. The College completed a review of career and technical programs and reduced the number of credit hours required for a degree by eliminating redundancies in course content. In response to industry demands, the college added five new programs in the health services industry cluster (Radiology Technology, Vascular Technology, Diagnostic Medical Sonography, Massage Therapy, and Expanded Practice Dental Auxiliary).

The College developed an A-6 agreement with the Institute for Extended Learning (Exhibit B). Although used sparingly to date (Welding classes, Business Technology classes, and two Medical Secretary classes), the College expanded the offerings to include Office Assistant and Front Office Professional at Pine Lodge, a women's

correctional institution in 2007-08. Discussions for HVACR and Criminal Justice classes are under way. The committee is concerned that delivery of credit instruction leads to substantive change and suggests the college discuss the interpretation of the NWCCU Operational Policy A-2.

The college has adopted four college wide abilities that students in all disciplines are expected to achieve: responsibility, communications (oral and written), problem solving and global awareness. Faculty in different programs and departments assess these learning outcomes in various ways including focus groups and a graduate survey.

A variety of mid program assessments and end of program assessments are employed by faculty. Methodologies cover admission, graduation and employment or transfer data; rubrics, portfolios and common final exams (Math 99). Program review, especially in the professional/technical areas is an assessment method. It is not clear if the mid program assessment is consistent in all departments.

The Continuing Education programs are non-credit courses or programs and receive state-supported funding unless identified as "self supporting." The majority of courses at the college are self support courses. The programs offered are consistent with the College's mission to offer accessible and affordable educational opportunities to the constituents and community it serves.

The college offers six online degrees and five online certificate programs of 45 or more quarter credit hours. Participation in the online offerings continues to grow. The distance learning department incorporates assessments into planning activities and allocates resources to provide higher levels of services. The demand for e-learning opportunities is increasing.

Standard 3: Students

Student enrollment has increased this past year after a few years of slight decline. Highlights of the past five years include a comprehensive enrollment management plan (EMP), multicultural student center, office of campus security and a separate office for admission and recruitment that will enhance services through the use of web services for admission, registration, and student support services. Additionally, Student Services has recently completed a year long review and evaluation. Recommendations from this review are in part focused on the strategic plan to reconfigure offices to include a one stop shop. Document imaging is fully implemented in Records and Financial Aid is moving toward imaging student records as well.

Standard 4: Faculty

No significant changes have been made in policies regarding faculty. Retirement has had a significant effect on the level of experience in the Washington Association of Community Colleges as well as SCC. Salary level and benefits remain competitive with enhanced VEBA accounts, however, some voiced concern with the time it takes to go through the process of hiring new faculty. Faculty evaluation for tenure track and tenured faculty is in place. Adjunct/part-time faculty is not consistent across the campus as it relates to the use of multiple indices as reported in Section A Recommendation 4.

Standard 5: Library and Information Resources

The library/learning resources and laboratories have been maintained to keep pace with the growth of instruction and program changes. Electronic resources represent the greatest growth in the library's resources. Significant reallocation of funds within the collection development budget and use of external grants provides access to several databases that support instructional programs. The print collection's holdings are relatively constant due to an aggressive weeding project. The collection development guidelines are currently under review. Planning and assessment activities guide the library's actions. The library made a number of facilities related changes responding to safety concerns (carpeting) and students expressions of changes and services they would like to see.

The library houses the Hagan Center for the Humanities. The purposeful planning for a series of speakers and events related to the humanities in a college where 70 percent of the students are in career and technical programs demonstrates a dedication to the values and mission of both the district and Spokane Community College. The College is commended for the Hagan Foundation Center for the Humanities. The Center is a place "where people and ideas connect", where a community of minds gather to explore various perspectives and ideas. The Center for the Humanities contributes to the community's cultural life.

Standard 6: Leadership and Management

The 2005 Focused Interim Report noted that, "The College has made extensive progress clarifying its governance system in the last year and a half..." Then president Hanson continued to restructure the institution throughout the 2005-06 academic year. According to the staff revision to the 2003 governance model served the College well, but could still be improved upon.

Under the guidance of President Joe Dunlap, the college implemented a vision for an improved shared governance model developed through the collaborative efforts of current governance council members, the Council of Chairs and other constituent groups. Drafts of the model were presented and evaluated in various campus venues throughout 2007-08. President Dunlap and faculty member Bill Rambo communicated the model at the All College Meeting on April 29, 2008. The new model was being implemented Fall 2008. Some of the councils and committees had not yet had meetings during the accreditation visit. At the core of the new model is the College Alliance with the primary roles:

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

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

Deliberation of issues will take into consideration the college's vision and goals, current research and data, available human fiscal resources, and overall impact to the institution. At least one meeting a month will be held jointly with the College Cabinet. At the time of the visit, the Alliance had met once.

Standard 7: Finance

In recent years, the District made changes to the SCC budget that reflect the unique role and mission of the college. The disparity pointed out in the 2003 accreditation report was addressed by two structural changes. First, the state recognized that professional technical education cost more to deliver and awarded the District additional funding. Second, the District, in turn, recognized SCC served a much larger portion of professional technical students compared with academic and increased funding to the college based on the higher cost to deliver theses program. The increase in student fees and additional funding for equipment has positioned the college for the future.

The Board of Trustees directed SCC to develop an unrestricted operation reserve of 5 percent which was achieved in the 2007-08 budget year.

Standard 8: Physical Facilities

The newly formed (2004) Facilities Council replaced the Campus Planning Committee. Responsibilities of the Facilities Council include developing the master plan and capital

project requests. The college has received state funding and approval for two new instructional building renovations and minor capital improvements. The Facilities Council has involved students, staff, faculty, and community members in their planning process. A town hall meeting was held to gain input. The Facilities Council made a significant contribution to the SCC strategic planning process.

Standard 9: Institutional Integrity

The District and the college have expressed clearly and publicly the values and guidelines that define the relationships with faculty students, staff and constituencies. For example, the District Board of Trustees expresses “The best interest of students guides all decisions”; “Value diverse life experiences and cultures; and “Promote collegiality based on a belief in human rights and the dignity of each individual.” The College promotes its values which include mutual respect and student success. The College abides by state and federal regulations and guidelines that ensure high ethical standards in the treatment of students, faculty and staff. More importantly, the College demonstrates its integrity and commitment to shared governance through a model that provides a centralized structure (College Alliance) that provides an avenue for students, faculty or staff to bring suggestions and issues with the expectation of resolution. The district office facilitates communication within the system by the chancellor meeting periodically with the campus presidents and district councils with representatives from each campus participating in decision-making. The district facilitates planning by performing surveys and other data collection and reporting the benefit of the district as a whole. Examples of the research are: The Weight of Change, Robinson Research Report, and community impact studies.

Commendations:

1. The college is commended for the college's long-range facilities' master plan to include Hagan Foundation Center for the Humanities and the library. The Center is a place "where people and ideas connect", where a community of minds gather to explore various perspectives and ideas. The Center for Humanities contributes to the community's cultural life.
2. The college is commended for their commitment to the development of positive and effective working relationships with the business and industry communities.
3. The college is commended for establishing their financial stewardship that has resulted in reserves that are consistent with the Board of Trustees directions.

Recommendations:

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



8060 165th Avenue N.E., Suite 100

Redmond, WA 98052-3981

425 558 4224

Fax: 425 376 0596

www.nwccu.org

February 10, 2009

Dr. John Dunlap
Interim President
Spokane Community College
1810 North Greene Street
MS 2150
Spokane, WA 99217-5399

Dear President Dunlap:

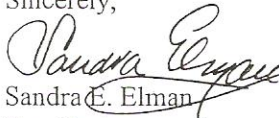
I write to inform you that the Northwest Commission on Colleges and Universities reaffirmed the accreditation of Spokane Community College on the basis of the Fall 2008 Regular Interim Evaluation. However, in reaffirming the accreditation of the College, the Commission issued a *Warning on Recommendation 2* (Faculty Evaluation) of the Fall 2008 Regular Interim Evaluation Report. The Commission requests that the College prepare a focused interim report and host one or more Commission representatives in spring 2010 to address Recommendations 1, 2, and 3 of the Fall 2008 Regular Interim Evaluation Report. A copy of the Recommendations is enclosed for your reference.

In reaffirming accreditation, the Commission determined that Recommendations 1 and 3 of the Fall 2008 Regular Interim Evaluation Report are areas where Spokane Community College substantially meets the Commission's criteria for accreditation, but needs improvement. The Commission also determined that Recommendation 2 of the Fall 2008 Regular Interim Evaluation Report is an area where the College does not meet the Commission's criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy A-18, *Commission Action Regarding Institutional Compliance Within Specified Period* (enclosed), the Commission requires that Spokane Community College take appropriate action to ensure that this Recommendation is addressed and resolved within the prescribed two-year period.

We will write in fall 2009 regarding the Spring 2010 Focused Interim Report and visit.

If you have questions, please do not hesitate to contact me.

Sincerely,


Sandra E. Elman
President

SEE:mf

Enclosures: Recommendations
Policy A-18

cc: Dr. Carol Riesenbergh, Vice President of Instruction
Mr. Charles N. Earl, Director, Washington State Board for Community and Technical Colleges

Regular Interim Evaluation Report
Fall 2008
Spokane Community College
Recommendations

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

Commission on Colleges and Universities
Northwest Association of Schools and of Colleges and Universities

Policy A-18 Commission Action Regarding Institutional Compliance Within Specified Period

If the Commission determines that an institution it accredits is not in compliance with a Commission standard for accreditation, the Commission will immediately initiate adverse action against the institution or require the institution to take appropriate action to bring itself into compliance within a time period that shall not exceed: 1) twelve months, if the longest program offered by the institution, is less than one year in length; 2) eighteen months, if the longest program offered by the institution, is at least one year, but less than two years, in length; or 3) two years, if the longest program offered by the institution, is at least two years in length.

The Commission may extend the period for compliance noted above should it reasonably expect that, based upon the institution's progress toward meeting the Commission's standard for accreditation, the institution will come into full compliance within a reasonable timeframe. Should an institution deem that as a result of mitigating circumstances it is not able to comply with the standard for accreditation within the specified period of time, the institution may submit a written request to the Commission for additional time to come into compliance with the standard for accreditation. The request is be submitted prior to the time limit for corrective action set forth by the Commission, provide a detailed explanation of the reasons why the institution cannot comply with the standard for accreditation within the designated time period, and demonstrate that the institution is making good progress in meeting the standard for accreditation. Following a review of the request, the Commission will make a determination as to whether the institution has based its request on valid reasons. If the Commission determines that the institution has substantiated good cause for not complying within the specified time period and is making good progress to come into compliance, the Commission will extend the period for achieving compliance and stipulate requirements for continuing oversight of the institution's accreditation during the extension.

Adopted 1997/Revised 2002



MISSION

Community Colleges of Spokane, collaborating as a district, is committed to providing quality, relevant and affordable learning opportunities for students in support of the social and economic well-being of our six-county region.

VALUES FOR SUCCESS

Be Student Centered

- The best interest of students guides all decisions.
- Create an environment where learners of all backgrounds flourish in achieving their personal, academic and professional goals by seamlessly linking programs and services with business, community, government and educational organizations.

Pursue Excellence

- Anticipate and plan for continuous change by regularly reviewing the design and delivery of programs and student services consistent with the district and institutional strategic plans.
- Measure institutional quality and effectiveness on an ongoing basis and be responsive to the changing needs of our region and world.

Operate as a District

- Work cooperatively, collaboratively and efficiently on behalf of students throughout the district recognizing that our educational institutions, while comprehensive in nature, each emphasize specific areas of instruction:
 - Spokane Community College—comprehensive with an emphasis on career and technical education;
 - Spokane Falls Community College—comprehensive with an emphasis on liberal arts/academic transfer, and
 - Institute for Extended Learning—comprehensive with an emphasis on adult literacy and regional community outreach.
- Support our educational institutions with services centrally managed by District Administration and the CCS Foundation.
- Maintain systemic decision-making processes that reinforce continuity among institutions and programs.

Be a Recognized Leader

- Ensure CCS is a leader and partner in education and community workforce development through collaboration and promotion of exemplary programs and services.

Increase Educational Access

- Provide accessible, timely, responsive and affordable lifelong educational opportunities and support services for all learners in our six counties.

Optimize the Use of Technology

- Develop and maintain current technology and identify resources to meet emerging needs for delivery of quality instructional programs.
- Ensure efficient and integrated districtwide operations through the use of effective student management and administrative information systems.

Recruit and Retain High-Quality Faculty and Staff

- Provide ongoing professional development to enhance organizational performance and address emerging needs, trends and opportunities.
- Be aware of the need and respond proactively for succession planning.

Pursue Fiscal Development

- Secure and manage state and alternative resources to achieve the mission and goals of Community Colleges of Spokane.

Improve the Quality of Life for Our Constituents

- Establish and maintain broad-based partnerships that support student learning, increase educational opportunities, contribute to economic development and provide avenues for personal and social growth, enrichment and lifelong learning.

Demonstrate Respect for All People

- Value diverse life experiences and cultures.
- Promote collegiality based on a belief in human rights and the dignity of each individual.

GOALS 2008-11

Within the next three years, Community Colleges of Spokane will:

PROVIDE ACCESS

Provide residents of our region access to a variety of learning opportunities.

- Advocate for affordable tuition and fees and sufficient student financial aid.
- Carefully manage enrollment and resources.
- Provide outstanding student support services.
- Use emerging and nontraditional instructional delivery methods.
- Offer courses at times and locations convenient for working adults.
- Ensure seamless transitions for students from high school to our institutions, within our programs, to four-year institutions and to work.

ENSURE PROGRAM QUALITY AND RELEVANCE

Ensure the quality and relevance of programs provided by Spokane Community College, Spokane Falls Community College and the Institute for Extended Learning.

- Analyze future trends and best practices.
- Periodically and systematically assess regional educational and workforce needs.
- Develop educational programs to serve identified needs and gaps.
- Critically assess the effectiveness of programs.
- Make decisions based on relevant data and information.

FOSTER STUDENT ACHIEVEMENT

Provide instructional programs and student support services that help students succeed in their programs of study and transition to the next phase of their education or career.

Measures of student achievement include:

- Students in basic skills programs transition to higher skill levels and to college or work.
- Students in developmental education successfully move up to and through college-level courses.
- Academic transfer students successfully transition to four-year colleges and universities.
- Students in career and technical programs attain employment and promotion.
- SCC, SFCC and the IEL achieve positive gains in “momentum points” established by the State Board for Community and Technical Colleges.

ADVANCE DIVERSITY

- Cultivate a culturally diverse environment to enrich the learning experiences of students of all ages and backgrounds.
- Work purposefully to increase the diversity of the student body, faculty and staff.
- Be a district recognized as a model of respectful behavior among students, faculty and staff.

PROVIDE A SAFE, SUPPORTIVE WORKPLACE

Provide a safe and supportive workplace.

- Cultivate diversity among faculty and staff.
- Recruit and retain highly qualified faculty and staff.
- Practice shared governance.
- Support faculty and staff through professional development.
- Celebrate outstanding job performance.
- Regularly assess and address campus safety.
- Keep emergency preparedness plans up to date.

COMMUNICATE EFFECTIVELY

Communicate with internal and external audiences in an effective and timely manner.

- Inform our regional community and promote our public image, underscoring the relevance of the wide range of educational programs and community resources available through SCC, SFCC and the IEL.
- Encourage students and employers to take advantage of the programs and services provided.
- Provide timely and effective exchange of information among faculty, staff and students to increase awareness, appreciation and understanding across the district.

OPERATE EFFICIENTLY AS A DISTRICT

Enhance the efficiency of instructional programs, student support services and administrative services by emphasizing collaborative, student-centered strategies and avoiding unnecessary duplication.

Evidence of success includes:

- Continued improvement in customer service provided for students and employees.
- Seamless student services and business processes, such as registration, dual enrollment, transcribing and student tracking.
- Coordinated districtwide safety and emergency management plans.

USE FINANCIAL RESOURCES EFFECTIVELY

Be a good steward of public financial resources.

- Prioritize the use of financial resources consistent with strategic plans and board goals.
- Ensure financial stability through the maintenance of adequate reserves.
- Support the CCS Foundation's efforts to assist students and programs at SCC, SFCC and the IEL.
- Seek additional alternative and sustainable funding in support of student success and strategic plans.
- Work effectively with external agencies to ensure adequate funding for CCS.

PLAN FOR THE FUTURE

- Identify, document, prioritize and address current and future needs for staffing, facilities, infrastructure and technology.
- Strive to keep pace with industry-standard technological advances.

RESPOND TO REGIONAL AND LOCAL COMMUNITY NEEDS

Be responsive to changing educational, training, social and employment needs by building strong collaborative relationships and partnerships with business, community, government, education and human service organizations throughout our region.

*Adopted by the Board of Trustees February 19, 2008
Revised and approved by the Board of Trustees March 18, 2008*

Spokane Community College
Strategic Plan
2008-2011

Spokane Community College Strategic Plan

Table of Contents

Preface	2
Section A: CCS Mission, Values, and Goals	3
Section B: SCC Vision, Core Values, and Mission	8
Section C: SCC Strategic Planning Values	9
Section D: SCC Strategic Plan 2008-2011	10
Part D I: SCC Strategic Initiatives and Goals	10
Part D II: SCC Planning Units	12
Part D III: Implementation and Assessment Strategies	14
Part D IV: Step By Step Guide for Unit Goals	20
Part D V: Implementation Activities by Employee Group	22
Section E: Unit Goal Template	25

Preface

2008-2011 Spokane Community College Strategic Planning

The 2008-2011 Strategic Plan for Spokane Community College [SCC] emerges from a complex, fluid environment. The intent of the plan is to honor the tradition of planning at the college, respect the current planning efforts of the district, and to anticipate the opportunities the future will present. Thus, the factors that have shaped the plan include:

- The Community Colleges of Spokane's [CCS] Board of Trustees created their 2008-2011 goals and values statements, and SCC planning efforts are supportive of those documents.
- The previous SCC plan was evaluated; that which was useful was retained, and that which was not was deleted or modified.
- The recent environmental scan, "The Weight of Change," [2007] informs the new strategic plan and will influence the process as the college begins the implementation of the 2008-2011 plan.
- In AY 2007-2008, SCC developed a new shared governance model. Under the leadership of Joe Dunlap and Bill Rambo, council members from existing councils discussed and shaped this model; secondarily, this *ad hoc* body served as the major planning group for the 2008-2011 Strategic Plan.
- One of the critical contributions of this *ad hoc* group was to delineate the values that underscore the plan. As a college, we hope these values will not only guide the process and are instrumental in helping us achieve our goals.
- A second important contribution of this *ad hoc* group was to differentiate our plan into Major Initiatives and Strategic Goals, the former being college-wide issues which will develop under the guidance of the College Alliance and the latter being issues which will arise from the individual units of the college.

Section A

The Mission, Values for Success, and Goals 2008-2011 of Community Colleges of Spokane The CCS Board of Trustees

MISSION

Community Colleges of Spokane, collaborating as a district, is committed to providing quality, relevant and affordable learning opportunities for students in support of the social and economic well-being of our six-county region.

VALUES FOR SUCCESS

Be Student Centered

- The best interest of students guides all decisions.
- Create an environment where learners of all backgrounds flourish in achieving their personal, academic and professional goals by seamlessly linking programs and services with business, community, government and educational organizations.

Pursue Excellence

- Anticipate and plan for continuous change by regularly reviewing the design and delivery of programs and student services consistent with the district and institutional strategic plans.
- Measure institutional quality and effectiveness on an ongoing basis and be responsive to the changing needs of our region and world.

Operate as a District

- Work cooperatively, collaboratively and efficiently on behalf of students throughout the district recognizing that our educational institutions, while comprehensive in nature, each emphasize specific areas of instruction:
 - Spokane Community College—comprehensive with an emphasis on career and technical education;
 - Spokane Falls Community College—comprehensive with an emphasis on liberal arts/academic transfer, and
 - Institute for Extended Learning—comprehensive with an emphasis on adult literacy and regional community outreach.
- Support our educational institutions with services centrally managed by District Administration and the CCS Foundation.
- Maintain systemic decision-making processes that reinforce continuity among institutions and programs.

Be a Recognized Leader

- Ensure CCS is a leader and partner in education and community workforce development through collaboration and promotion of exemplary programs and services.

Increase Educational Access

- Provide accessible, timely, responsive and affordable lifelong educational opportunities and support services for all learners in our six counties.

Optimize the Use of Technology

- Develop and maintain current technology and identify resources to meet emerging needs for delivery of quality instructional programs.
- Ensure efficient and integrated district wide operations through the use of effective student management and administrative information systems.

Recruit and Retain High-Quality Faculty and Staff

- Provide ongoing professional development to enhance organizational performance and address emerging needs, trends and opportunities.
- Be aware of the need and respond proactively for succession planning.

Pursue Fiscal Development

- Secure and manage state and alternative resources to achieve the mission and goals of Community Colleges of Spokane.

Improve the Quality of Life for Our Constituents

- Establish and maintain broad-based partnerships that support student learning, increase educational opportunities, contribute to economic development and provide avenues for personal and social growth, enrichment and lifelong learning.

Demonstrate Respect for All People

- Value diverse life experiences and cultures.
- Promote collegiality based on a belief in human rights and the dignity of each individual.

GOALS 2008-11

Within the next three years, Community Colleges of Spokane will:

PROVIDE ACCESS

Provide residents of our region access to a variety of learning opportunities.

- Advocate for affordable tuition and fees and sufficient student financial aid.
- Carefully manage enrollment and resources.
- Provide outstanding student support services.
- Use emerging and nontraditional instructional delivery methods.
- Offer courses at times and locations convenient for working adults.
- Ensure seamless transitions for students from high school to our institutions, within our programs, to four-year institutions and to work.

ENSURE PROGRAM QUALITY AND RELEVANCE

Ensure the quality and relevance of programs provided by Spokane Community College, Spokane Falls Community College and the Institute for Extended Learning.

- Analyze future trends and best practices.
- Periodically and systematically assess regional educational and workforce needs.
- Develop educational programs to serve identified needs and gaps.
- Critically assess the effectiveness of programs.
- Make decisions based on relevant data and information.

FOSTER STUDENT ACHIEVEMENT

Provide instructional programs and student support services that help students succeed in their programs of study and transition to the next phase of their education or career.

Measures of student achievement include:

- Students in basic skills programs transition to higher skill levels and to college or work.
- Students in developmental education successfully move up to and through college-level courses.
- Academic transfer students successfully transition to four-year colleges and universities.
- Students in career and technical programs attain employment and promotion.
- SCC, SFCC and the IEL achieve positive gains in “momentum points” established by the State Board for Community and Technical Colleges.

ADVANCE DIVERSITY

- Cultivate a culturally diverse environment to enrich the learning experiences of students of all ages and backgrounds.
- Work purposefully to increase the diversity of the student body, faculty and staff.
- Be a district recognized as a model of respectful behavior among students, faculty and staff.

PROVIDE A SAFE, SUPPORTIVE WORKPLACE

Provide a safe and supportive workplace.

- Cultivate diversity among faculty and staff.
- Recruit and retain highly qualified faculty and staff.
- Practice shared governance.
- Support faculty and staff through professional development.
- Celebrate outstanding job performance.
- Regularly assess and address campus safety.
- Keep emergency preparedness plans up to date.

COMMUNICATE EFFECTIVELY

Communicate with internal and external audiences in an effective and timely manner.

- Inform our regional community and promote our public image, underscoring the relevance of the range of educational programs and community resources available through SCC, SFCC and the IEL.
- Encourage students and employers to take advantage of the programs and services provided.
- Provide timely and effective exchange of information among faculty, staff and students to increase awareness, appreciation and understanding across the district.

OPERATE EFFICIENTLY AS A DISTRICT

Enhance the efficiency of instructional programs, student support services and administrative services by emphasizing collaborative, student-centered strategies and avoiding unnecessary duplication.

Evidence of success includes:

- Continued improvement in customer service provided for students and employees.
- Seamless student services and business processes, such as registration, dual enrollment, transcribing and student tracking.
- Coordinated district wide safety and emergency management plans.

USE FINANCIAL RESOURCES EFFECTIVELY

Be a good steward of public financial resources.

- Prioritize the use of financial resources consistent with strategic plans and board goals.
- Ensure financial stability through the maintenance of adequate reserves.
- Support the CCS Foundation's efforts to assist students and programs at SCC, SFCC and the IEL.
- Seek alternative and sustainable funding in support of student success and strategic plans.
- Work effectively with external agencies to ensure adequate funding for CCS.

PLAN FOR THE FUTURE

- Identify, document, prioritize and address current and future needs for staffing, facilities, infrastructure and technology.
- Strive to keep pace with industry-standard technological advances.

RESPOND TO REGIONAL AND LOCAL COMMUNITY NEEDS

Be responsive to changing educational, training, social and employment needs by building strong collaborative relationships and partnerships with business, community, government, education and human service organizations throughout our region.

Section B

The Vision, Core Values, and Mission of Spokane Community College

Vision Statement

Spokane Community College is a place where students transform their lives and attain their dreams in an unsurpassed learning environment that is personalized, engaging and affordable.

[November, 2006]

Core Values

Spokane Community College values

- student success
- collaboration
- mutual respect
- responsive partnering.

[May, 2007]

Mission Statement

At Spokane Community College, we strive to provide our community accessible and affordable educational opportunities responsive to the needs of our diverse population.

We do this through:

- Industry Standard, professional/technical certificate and degree programs,
- Liberal Arts and professional/technical programs transferable to four year institutions,
- Developmental and continuing education, distance learning, and lifelong learning opportunities,
- Educational programs that emphasize four critical learning abilities: responsibility, communication, problem solving, and global awareness.
- Instructional support and student services that enhance and promote student success.

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

[January, 2002]

Branding Tagline

“Your Dream is our Mission”

[May, 2007]

Section C

The Strategic Planning Values of Spokane Community College

The membership of the various SCC governance councils have endorsed the following values that will inform and guide the development and implementation of the 2008-2011 Strategic Plan for the college.

SCC's Strategic Plan will be:

Simple: The goals will be simply stated, and the process of measuring and reporting on the goals will be easy to manage.

Clear: The goals will be easily understood by members of the community, and each reporting unit will have evident and obvious responsibilities.

Visionary: The goals will look forward to where the college wants to be, and the implementation will reflect a simple and clear roadmap to its achievement.

Doable: The goals will be achievable within the context and limitations of the college, and the implementation can be done within the three year time frame.

Measurable: The nine general goals will remain general, but the topics that are listed under the general goals will have clear measurable outcomes and methods of assessment.

Engaging: The goals will have a relevance and importance to all units within college community and will be sufficient to invite and maintain interest in their accomplishment over time.

[May, 2008]

Section D

Strategic Initiatives and Goals Spokane Community College 2008-2011

Section D. I Strategic Initiatives and Goals

Major Initiatives

- A. SCC, and its various units, will develop and implement a college wide communication plan.
- B. SCC, and its various units, will establish a strategic plan for distance learning [most notably online education] that provides for logical oversight and effective development.
- C. SCC, and its various units, will further develop Enrollment Management and Retention Efforts.

I. Goals to Improve Student Success

Goal #1

Student and Instructional Services at Spokane Community College will provide students access to our programs and services in an efficient and accommodating manner.

Goal #2

Instructional Divisions at Spokane Community College will develop and maintain educational programs that are of high quality and relevant to the needs of students and the region.

Goal#3

Each unit within Spokane Community College will provide student-centered instruction and services that foster educational achievement, improve retention, and facilitate career or transfer success.

II. Goal to Enhance the Vitality of Our Partnerships

Goal #4

Spokane Community College will develop and maintain strong working connections between itself and important local and regional enterprises with whom we interact.

III. Goals to Strengthen the Institution

Goal #5

Spokane Community College will develop the talents and professionalism of all employees.

Goal #6

Spokane Community College will create an environment for students and employees that promotes the safety of the person and the security of property and possessions.

Goal #7

Spokane Community College will develop and maintain systems and procedures that ensure effective flow of information, promote prudent decision making, and provide for efficient planning as we respond to emerging issues.

Goal #8

Spokane Community College will use technology, equipment, and physical resources in the optimal way.

Goal #9

Spokane Community College will use financial resources wisely to ensure institutional stability and efficiency as well as to promote creative and worthwhile responses to the changing needs of students and the region.

Section D.II

Spokane Community College Strategic Planning Reporting Units

In an effort to be clear and simple regarding the implementation of the 2008-2011 SCC Strategic Plan, the college has identified all the “reporting units” within the college. A reporting unit is defined as a group of people who work as a unit and have a clear, definable purpose. Each reporting unit will have the opportunity to develop goals specific to the Unit and at the same time contribute to the overall strategic plan of the college.

Reporting Units to the Vice President of Student & Instructional Services

◆Instructional Services, Telecommunications, and College Development◆

Hagan Foundation Center for the Humanities	Library
Media Services	Web Services

◆Student Services◆

Admissions	Counseling	Disability Support Services
Financial Aid	Registration	Student Success Center
Testing and Assessment	Transcripts	Transfer Center
Work Study		

◆Student Development◆

Student Activities	Campus Security	Service Learning
Food Service	Multicultural Student Services	
Workforce Education and Development <ul style="list-style-type: none">• Career Services• Division of Vocational Rehabilitation [Co-Located Rep]• Employer Services• Job Seeker Services• Veterans' Services• Worker Retraining• WorkFirst• WorkSource Spokane [Co-Located Rep]		

◆International Student Development◆

International Student Programs

**Reporting Units to the Vice President of Student Services &
Instructional and the Vice President of Learning**

◆Workforce Education and Development◆

Advisory Committees	Career Services	CTE Faculty Certification
Economic Development	Employer Services	Job Seeker Services
SBCTC Workforce Liaison	Veterans' Affairs	Vocational Rehabilitation
Worker Retraining	WorkFirst	Work Source

Reporting Units to the Vice President of Learning

◆Distance Learning/Continuing Education◆

Information Technology	Distance Learning	Continuing Education
------------------------	-------------------	----------------------

◆Arts and Sciences Division◆

Communications Studies	English/Foreign Languages	Mathematics
Science	Social Science/Humanities	

◆Athletics, Physical Education, and Recreation◆

Athletics	Physical Education
-----------	--------------------

◆Business, Hospitality, and Information Technologies◆

Business and Management	Business Technologies
Culinary Arts	Computer Information Systems

◆Health and Environmental Sciences – Allied Health◆

Dental Assisting	Diagnostic Sonography	Health Information Technology
Health Record Clerk	Health Unit Coordinator	Invasive Cardiology
Massage Therapy	Medical Assistant	Non-Invasive Cardiology
Nursing	Pharmacy Technician	Surgical Technician
Vascular Technology	Vision Care	EMT
Respiratory Therapy	Radiology	

◆Health and Environmental Sciences – Environmental Science◆

Agricultural Technology	Floral	Greenhouse
Landscape/Turf	Natural Resources	Water Resources

◆Technical Education◆

APLED	Carpentry	Heating/Air (HVAC)
Architecture	Civil Engineering (CET)	Heavy Equipment
Auto Collision	Cosmetology	HPAT
Auto Machinist	Criminal Justice	Machine Shop/CNC
Auto Technician	Electrical (ELMT)	Mechanical Engineering (MET)
Aviation	Electronics	Toyota T-Ten
Bio Medical	Fire Science	Welding

Part D. III: General Implementation and Assessment Strategies

Major Initiatives

- I. SCC, and the units that comprise the college, will develop and implement a **college wide communication plan**.

Implementation Responsibility: College Alliance

Strategy: Communication Task Force of the College Alliance.

Units Involved: All units create one measurable goal and submit to dean and College Alliance.

- II. SCC, and relevant units of the college, will **establish a strategic plan for distance learning/online education** that provides for logical oversight and effective development.

Implementation Responsibility: College Alliance

Strategy: Distance Learning Task Force of the College Alliance

Units Involved: Academic Departments, Distance Learning, and Instructional Services. The task force creates five measurable goals.

- III. SCC, and the units that comprise the college, will **further develop successful Enrollment Management and Retention efforts**.

Implementation Responsibility: College Alliance

Strategy: Enrollment Management Task Force of the College Alliance.

Units Involved: All units create one measurable goal and submit to dean and College Alliance.

Task Forces will be created by the College Alliance and charged to gather information and make recommendations to the College Alliance and Cabinet regarding these three initiatives. Upon approval, the College Alliance will be responsible for distributing the recommendations to the campus community.

I. Student Success

Goal #1

Student and Instructional Services will provide students access to our programs and services to support enrolled student in an efficient and accommodating manner.

Strategy: One strategic, measurable, and assessable goal will be established in each of the following areas:

- Enrollment Services
- Student Development
- Instructional Services

Once these three major goals have been established, they will become the primary goals for Student and Instructional Services.

Implementation Responsibility: Vice President of Student and Instructional Services

Goal #2

Each Instructional Division will develop and maintain educational programs that are of high quality and relevant to the needs of students and the region.

Strategy: One strategic, measurable, and assessable goal will be established in each of the following areas:

- Arts and Sciences
- Health and Environmental Sciences
- Business, Hospitality, and Information Technologies
- Technical Education
- Physical Education and Recreation
- Workforce Education and Development
- Continuing Education and Distance Learning

Once these six goals have been established, they shall become the primary goals for Instruction.

Implementation Responsibility: Vice President of Learning

Goal#3

Each unit within the college will provide student-centered instruction and services that foster educational achievement and facilitate career success.

Strategy for Instruction: Each academic department will choose one of the following areas and develop one strategic, measureable, and assessable goal:

- Increase retention in low completion rate courses identified by Institutional Research Office.
- Increase “Tipping Point” Numbers based on Student Achievement Initiative
- Increase Supplemental Instruction in gateway or ‘critical’ program/degree courses.
- Respond strategically to issues concern raised through Program Review.
- Other significant goal as determined by the department.
- Other significant goal arising from Board of Trustee goal statements.

Implementation Responsibility: Academic Deans and Vice President of Learning

Strategy for Student Services: Each instructional and student service unit will choose one of the following areas of concern and develop on measurable strategic goal.

- Student leadership programs
- Cultural and Inter-cultural program development
- Other significant goal as determined by the units
- Other significant goal arising from BOT goal statements

Implementation Responsibility: Student and Instructional Services Deans and Vice President of Student Services.

II. Vitality of Partnerships

Goal #4

The college will develop and maintain strong working connections between itself and important local or regional enterprises with whom we interact.

Strategy: Each unit within the college will choose an institution outside SCC and develop a measurable strategic goal with that institution. This strategic goal may be to improve an existing relationship or to develop a new relationship. Such institutions may include the following:

- CCS Institutions: SFCC and the IEL
- Regional K-12 connections
- Running Start “Feeder Schools”
- Regional colleges and universities
- Advisory Boards
- Foundations and grant-awarding agencies.
- Business, professional, and health care agencies
- Professional Organizations in your discipline.
- Government agencies
- Community organizations
- Other institution of the unit’s choice

Implementation Responsibility: Academic Deans and Student and Instructional Services Deans

III. Strength of Institution

Goal #5

Spokane Community College will develop the talents and professional abilities of all employees.

Strategy: Each unit within the college will develop one strategic goal from the following areas:

- Professional Development Planning
- Low-Cost Professional Development
- Succession Planning
- Smooth transition to revised PIU/PDU contract language
- Effective use of CPAS
- Other professional development strategies

Implementation Responsibilities: Academic Deans, and Instructional and Student Services Deans

Goal #6

Create an environment for students and employees that promotes the safety and well-being of the person and the security of possessions. Planning areas may include the following:

- Emergency Planning consistent with CCS plan
- Issues of Social Justice
- Classroom Environment and Management
- Equipment and Material Security
- Inventory Control
- Other activities that promote safety, well-being, and security

Strategy: Each unit of the college will create one measurable and appropriate goal.

Implementation Responsibility: Academic Deans, and Instructional and Student Services Deans.

Goal #7

Spokane Community College will develop and maintain systems and procedures that ensure effective flow of information, promote prudent decision making, and provide for efficient planning as we respond to emerging issues.

Strategy: The College Alliance or the College Cabinet, in concert with the larger campus community, will be charged to modify or develop [or cause to be modified or developed] through task forces and study groups the following plans:

- Major Initiative I: Develop a Communications Master Plan
- Major Initiative II: Develop a Distance Learning Master Plan
- Major Initiative III: Develop a Enrollment Management and Retention Master Plan
- Develop Master Plan and information templates regarding next full scale Accreditation Visit
- Master facilities plan
- College Wide Assessment Program
- Institutional Effectiveness Plan

Implementation Responsibility: College Alliance and College Cabinet

Goal #8

Use technology, equipment, and physical resources in the optimal way. Areas of concern include but are not limited to:

- Rotation and replacement schedules for equipment
- Facilities Master Planning
- Integrated Technology Planning
- Inventory Controls
- Online courses
- Classroom technology
- Classroom furniture
- Other areas of the unit's choice

Strategy: Each unit of the college will create one measurable and appropriate goal.

Implementation Responsibility: Vice President of Student and Instructional Services and Vice President of Learning

Goal #9

Use financial resources wisely to ensure institutional stability and efficiency and to promote creative, proactive, and responsible solutions to the changing needs and problems of students and the region.

- Grant Support Team/New Grants
- New Money Committee and Budgeting Process
- State Board Initiatives
- Budget Planning
- Foundation Relationship
- Alternate Revenue Sources

Strategy: Each unit of the college will create one measurable and appropriate goal.

Implementation Responsibility: College Alliance

D. IV: Step by Step Guide for Unit Goal Development

Basic Strategic Question

All units of the college will create goals. In developing these, each unit has the responsibility to think strategically. Strategic thought includes both long term thinking, awareness of the competition, and the changing environments in which the college exists. A good question to ask as we create the unit goals is: "Where do we need to be in 2011 to remain vital and strong."

As you create goals, think big and think long term. You will have three years to work toward the goal.

Timelines

Each unit will create goals and submit them to its dean or supervisor no later than December 1, 2008.

Work toward the goal will be done each year, with a progress report or assessment submitted by June 1 of years 2009, 2010, and 2011.

A Step by Step Guide to creating Unit Goals

Step 1: Read the entire Strategic Plan to become familiar with the process.

Step 2: Gather as unit to begin the planning by deciding who will guide the process and how the unit will work the process.

Step 3: As a unit of the college, draw up an outline of all the goals you have been asked to create. Most units will address the following:

1. Create one measurable goal regarding the improvement of communication within the unit or between the units and others of the college. [Major Initiative #1]

Communication may be broadly defined: oral and written communication, Internet or web presence, reporting mechanisms, recording keeping, and any other strategies to improve communication. It is the intent of the plan for the College Alliance to create a Task Force to gather these various goals and to create a college wide plan of best practices. Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

2. Create one measurable goal regarding how your unit can improve enrollment management or student retention. [Major Initiative #3] Since healthy enrollment and good retention is important to the vitality of the institution, each unit can and must contribute to the common good from its unique relationship to the issues. It is the intent of the plan for the College

Alliance to create a Task Force to gather these various goals and to create a college wide plan of best practices.

Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

3. Create one measurable goal regarding strengthening partnerships. [Goal #4] As outlined in Section D. 1.Goal 4, SCC has numerous partnerships with and connections to the larger community. A unit goal should reflect a need to improve an existing relationship or to create a new connection.

Choose an organization with which the unit would like to improve or develop a partnership. You may choose from the organizations listed under Goal #4 or you may choose one that better fits your unit.

Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

4. Create one measurable goal for improving professional development within the unit. [Goal #5] This goal should reflect the areas where long-term professional development is most needed within the unit and should look at existing or new funding sources as well as those that cost nothing.

Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

5. Create one measurable goal for improving the safety and well being of the employees within and/or students who use the unit. [Goal #6] Each unit has peculiar needs in this area and the goal should reflect the most pressing of these needs. Unit goals may be used as the college develops a master crisis management plan.

Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

6. Create one measureable goal that improves the unit's ability to use equipment, technology, or physical resources in the best possible way. Each unit has particular needs in this area and the goals should reflect those most pressing. A list of possible areas can be found in Part II, Goal 8, above.

Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

7. Create one measureable goal that improves the unit's financial resources, or enhances the ability of the unit to meet changing needs based on reallocation or acquisition of new resources. In that strategic and budget planning are inseparable, units should connect this particular goal to its most pressing needs detailed in other sections.

Brainstorm and decide how you will address the goal during AY 2008-2009.

As you move toward the goal, check the idea against the strategic planning values [p. 9]. For example, is the goal measurable, simple, long-term and the like?

Submit the goal to the dean or supervisor on the form provided.

Step 4a. Additional Goals: Student Services

In addition to the seven goals set forth immediately above, the three Student Services areas [Enrollment Services, Student Development, International Programs, and Instructional Services] will each create one measurable goal designed to improve their services to students. In general, this goal should stand apart from enrollment management and student retention; rather, the goal should be a long-term effort to improve the overall functions of the Student Services.

Step 4b. Additional Goals: Instructional Divisions

In addition to the seven goals set forth immediately above, the five academic divisions and the other units reporting to the Vice President of Learning may create one or more measurable goals particular to the division or unit and designed to foster academic achievement in the broadest sense of the term.

Step 5: Once the unit has completed the goal setting process, the unit should begin work toward the goal. In the first year, gathering information to make intelligent decisions, exploring different avenues to move toward the goal, and perhaps piloting a few ideas would be good progress.

Step 6: In AY 2009-2010, each unit should be able to implement, measure success, and assess the worthiness of their chosen activity.

Step 7: In AY 2010, based on the assessment of their efforts and with possible modifications of the original goal, each unit should have made considerable progress toward its goal and should be prepare itself for the next long term goal.

D. V: Implementation Duties by Employee Group

The following is a list of general responsibilities each member of the campus community has, based on the general class of work they do.

Individual staff and faculty members:

Each member of each listed unit will participate in the creation, accomplishment, and annual assessment of each goal the unit has.

Department chairs, Unit Leaders, Mid-Level Supervisors:

In conjunction with his or her unit, each person in this category will be responsible for guiding the unit toward the creation, accomplishment, reporting, and annual assessment of each goal the unit has.

Academic and Student Services Deans:

Each Dean will gather the various unit reports, synthesize the reports for the Vice Presidents, and monitor and encourage progress toward the accomplishment of goals for those units under his or her supervision.

Office of Institutional Research:

This office will provide data to units that is useful to accomplish and measure progress toward unit goals.

Vice-President of Learning and Vice-President of Student Services:

The Vice Presidents shall gather reports from the deans, and monitor and encourage progress toward the accomplishments of goals for those units under his or her supervision.

College Alliance:

The College Alliance will be responsible for the general oversight of the strategic planning process. All questions regarding the goals, the implementation, or the assessment of the plans should be directed to the College Alliance.

The College Alliance will be responsible for the creation of task forces with a charge to develop and implement useful strategies in college wide communication, distance learning, and enrollment management/student retention.

College Cabinet: The College Cabinet has the responsibility to approve or modify any aspect of the strategic plan. The College Cabinet will also encourage and monitor progress toward the overall accomplishment of the goals.

Section E: Unit Strategic Planning and Goal Report

Unit of the College: _____

Strategic Plan Initiative or Goal: _____

Report Goal to: _____

Date Goal submitted: _____ Date of Progress/Assessment:

Unit Goal:

Measurement Strategy:

- How will you measure this?
- What is your system for benchmarking?

Progress and Assessment of Goal:

May 2009:

May 2010:

May 2011:



Spokane Community College
Shared Governance at a Glance
Winter Quarter 2010



Spokane Community College
Shared Governance at a Glance
Winter Quarter 2010

- Goal 1: Student and Instructional Services will provide students access to our programs and services in an efficient and accommodating manner.
- Goal 2: Instructional Divisions will develop and maintain educational programs that are of high quality and relevant to the needs of students and the region.
- Goal 3: Each unit within the college will provide student-centered instruction and services that foster educational achievement, improve retention, and facilitate career or transfer success.
- Goal 4: The college will develop and maintain strong working connections between itself and important local and regional enterprises with whom it interacts.
- Goal 5: The college will develop the talents and professionalism of all employees.

- Goal 1: Student and Instructional Services will provide students access to our programs and services in an efficient and accommodating manner.
- Goal 2: Instructional Divisions will develop and maintain educational programs that are of high quality and relevant to the needs of students and the region.
- Goal 3: Each unit within the college will provide student-centered instruction and services that foster educational achievement, improve retention, and facilitate career or transfer success.
- Goal 4: The college will develop and maintain strong working connections between itself and important local and regional enterprises with whom it interacts.
- Goal 5: The college will develop the talents and professionalism of all employees.

Spokane Community College Strategic Plan
2008-2011
First Five Goals

Spokane Community College Strategic Plan
2008-2011
First Five Goals

Spokane Community College
Winter Quarter 2010 Schedule

January						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

First day of the quarter - January 4

All-College Meeting	Faculty Workday	Classified Staff	Council of Chairs
College Alliance	Holiday (no Work)	AHE/SCC	Instructional Deans
Curriculum Committee	Employee Event	Joint Deans	Enrollment Management
Faculty Forum	SIS Deans	Equity & Diversity	Facilities Council

Spokane Community College
Winter Quarter 2010 Schedule

February						
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Last day of the quarter - March 24

All-College Meeting	Faculty Workday	Classified Staff	Council of Chairs
College Alliance	Holiday (no Work)	AHE/SCC	Instructional Deans
Curriculum Committee	Employee Event	Joint Deans	Enrollment Management
Faculty Forum	SIS Deans	Equity & Diversity	Facilities Council

Meeting times and locations may change throughout this year.
Find updated information on SCC's shared Outlook calendar -"SCC, Meetings and Events"

Spokane Community College
Winter Quarter 2010 Schedule

January						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

First day of the quarter - January 4

All-College Meeting	Faculty Workday	Classified Staff	Council of Chairs
College Alliance	Holiday (no Work)	AHE/SCC	Instructional Deans
Curriculum Committee	Employee Event	Joint Deans	Enrollment Management
Faculty Forum	SIS Deans	Equity & Diversity	Facilities Council

Spokane Community College
Winter Quarter 2010 Schedule

February						
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Last day of the quarter - March 24

All-College Meeting	Faculty Workday	Classified Staff	Council of Chairs
College Alliance	Holiday (no Work)	AHE/SCC	Instructional Deans
Curriculum Committee	Employee Event	Joint Deans	Enrollment Management
Faculty Forum	SIS Deans	Equity & Diversity	Facilities Council

Meeting times and locations may change throughout this year.
Find updated information on SCC's shared Outlook calendar -"SCC, Meetings and Events"



Spokane Community College
Shared Governance at a Glance
Winter Quarter 2010



Spokane Community College
Shared Governance at a Glance
Winter Quarter 2010



Community Colleges of Spokane

Mission and Values for Success of the CCS Board of Trustees

MISSION

Community Colleges of Spokane, collaborating as a district, is committed to providing quality, relevant and affordable learning opportunities for students in support of the social and economic well-being of our six-county region.

- #### VALUES FOR SUCCESS
- Be Student Centered
 - Pursue Excellence
 - Operate as a District
 - Be a Recognized Leader
 - Increase Educational Access
 - Optimize the Use of Technology
 - Recruit and Retain High-Quality Faculty and Staff
 - Pursue Fiscal Development
 - Improve the Quality of Life for Our Constituents
 - Demonstrate Respect for All People



Spokane Community College

Vision, Core Values, and Mission

Vision Statement

Spokane Community College is a place where students transform their lives and attain their dreams in an unsurpassed learning environment that is personalized, engaging, and affordable.

- #### Core Values
- Student Success
 - Collaboration
 - Mutual Respect
 - Responsive Partnering

Mission Statement

At Spokane Community College, we strive to provide our community accessible and affordable educational opportunities responsive to the needs of our diverse population through:

- Industry Standard, Professional/Technical certificate and degree programs.
- Liberal Arts and Professional/Technical programs transferable to four-year institutions.
- Developmental and continuing education, distance learning, and lifelong learning opportunities.
- Educational programs that emphasize four critical learning abilities: responsibility, communication, problem solving, and global awareness.
- Instructional support and student services that enhance and promote student success.

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

"Your Dream is Our Mission"

♦ ♦ ♦
To check out Spokane Community College's Strategic Plan, log on to:

<http://www.scc.spokane.edu/?caplanning>

This publication was developed to address Spokane Community College's Strategic Plan Major Initiative # 1 related to the development and implementation of a college-wide communication plan.





SCC Strategic Planning Reporting Units

To be clear and simple regarding the implementation of the 2008-2011 SCC Strategic Plan, all of the reporting units within the college have been identified. A reporting unit is defined as a group of people who work as a unit and have a clear, definable purpose. Each reporting unit will have the opportunity to develop goals specific to the unit and at the same time, contribute to the overall Strategic Plan of the college.

Reporting Units to the V.P. of Student & Instructional Services		
Instructional Services, Telecommunications, and College Development		
Library	Hagan Foundation Center for the Humanities Media Services	Web Services
International Student Development		
International Student Programs		
Student Development		
Student Activities	Campus Security Multicultural Student Services	Campus Food Service
Student Services		
Admissions Counseling Disability Support Services	Financial Aid & Work Study Registration Student Success Center	Testing & Assessment Transcripts Transfer Center

Reporting Unit to the V.P. of Student & Instructional Services and the V.P. of Learning		
Workforce Education & Development		
Advisory Committees Career Services Economic Development Employer Services Faculty Professional Development	Job Seeker Services SBCTC Workforce Liaison Service Learning Veterans Affairs	Vocational Rehabilitation* Worker Retraining WorkFirst Worksource Spokane* *co-located services

Reporting Units to the V.P. of Learning

Arts & Sciences Division

Communication Studies
English/Foreign Languages

Mathematics
Science

Social Science/Humanities

Athletics, Physical Education, Recreation, and Wellness

Athletics

Physical Education

Business, Hospitality, & Information Technologies (BHIT) Division

Business & Management
Business Technologies

Computer Information Systems
Hospitality Careers

Distance Learning & Continuing Education

Computer Support Services

Continuing Education

Distance Learning

Health & Environmental Sciences Division – Allied Health Programs

Cardiovascular
Dental
Diagnostic Medical Sonography
Emergency Mgmt. Technician

Health Records Mgmt.
Medical Assistant
Nursing
Pharmacy Technician

Radiology Technology
Respiratory Care
Surgical Technology
Vision Care

Health & Environmental Sciences Division – Environmental Science Programs

Agricultural Technology
Floral

Greenhouse
Landscape/Turf

Natural Resources
Water Resources

Technical Education Division

Applied Education (APLED)
Architecture
Automotive
Aviation Maintenance
Carpentry & Cabinetry

Civil Engineering (CET)
Cosmetology, Manicure & Esthetics
Criminal Justice

Diesel/Heavy Equipment (HEQ)
Electrical Maintenance & Automation (ELMT)
Electronics
Fire Science Technology
Heating, Ventilation, Air Conditioning &
Refrigeration (HVAC/R)
Hydraulic Pneumatic Automation Technology
Machinist/CNC (Metal Trades)
Mechanical Engineering (MET/CAD)
Welding & Fabrication

For more information about Spokane Community College's Strategic Plan, log on to:

For more information about Spokane Community College’s Strategic Plan, log on to:

<http://www.scc.spokane.edu/?caplanning>

This publication addresses Spokane Community College’s Strategic Plan Major Initiative #1 related to the development and implementation of a college-wide communication plan.



SCC Strategic Planning Reporting Units

To be clear and simple regarding the implementation of the 2008-2011 SCC Strategic Plan, all of the reporting units within the college have been identified. A reporting unit is defined as a group of people who work as a unit and have a clear, definable purpose. Each reporting unit will have the opportunity to develop goals specific to the unit and at the same time, contribute to the overall Strategic Plan of the college.

Reporting Units to the V.P. of Student & Instructional Services		
Instructional Services, Telecommunications, and College Development		
Library	Hagan Foundation Center for the Humanities Media Services	Web Services
International Student Development		
International Student Programs		
Student Development		
Student Activities	Campus Security Multicultural Student Services	Campus Food Service
Student Services		
Admissions Counseling Disability Support Services	Financial Aid & Work Study Registration Student Success Center	Testing & Assessment Transcripts Transfer Center

Reporting Unit to the V.P. of Student & Instructional Services and the V.P. of Learning		
Workforce Education & Development		
Advisory Committees Career Services Economic Development Employer Services Faculty Professional Development	Job Seeker Services SBCTC Workforce Liaison Service Learning Veterans Affairs	Vocational Rehabilitation* Worker Retraining WorkFirst Worksource Spokane* *co-located services

Reporting Units to the V.P. of Learning		
Arts & Sciences Division		
Communication Studies English/Foreign Languages	Mathematics Science	Social Science/Humanities
Athletics, Physical Education, Recreation, and Wellness		
Athletics	Physical Education	
Business, Hospitality, & Information Technologies (BHIT) Division		
Business & Management Business Technologies	Computer Information Systems Hospitality Careers	
Distance Learning & Continuing Education		
Computer Support Services	Continuing Education	Distance Learning
Health & Environmental Sciences Division – Allied Health Programs		
Cardiovascular Dental Diagnostic Medical Sonography Emergency Mgmt. Technician	Health Records Mgmt. Medical Assistant Nursing Pharmacy Technician	Radiology Technology Respiratory Care Surgical Technology Vision Care
Health & Environmental Sciences Division – Environmental Science Program		
Agricultural Technology Floral	Greenhouse Landscape/Turf	Natural Resources Water Resources
Technical Education Division		
Applied Education (APLED) Architecture Automotive Aviation Maintenance Carpentry & Cabinetry	Diesel/Heavy Equipment (HEQ) Electrical Maintenance & Automation (ELMT) Electronics Fire Science Technology Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R)	
Civil Engineering (CET) Cosmetology, Manicure & Esthetics Criminal Justice	Hydraulic Pneumatic Automation Technology Machinist/CNC (Metal Trades) Mechanical Engineering (MET/CAD) Welding & Fabrication	
For more information about Spokane Community College's Strategic Plan, log on to:		

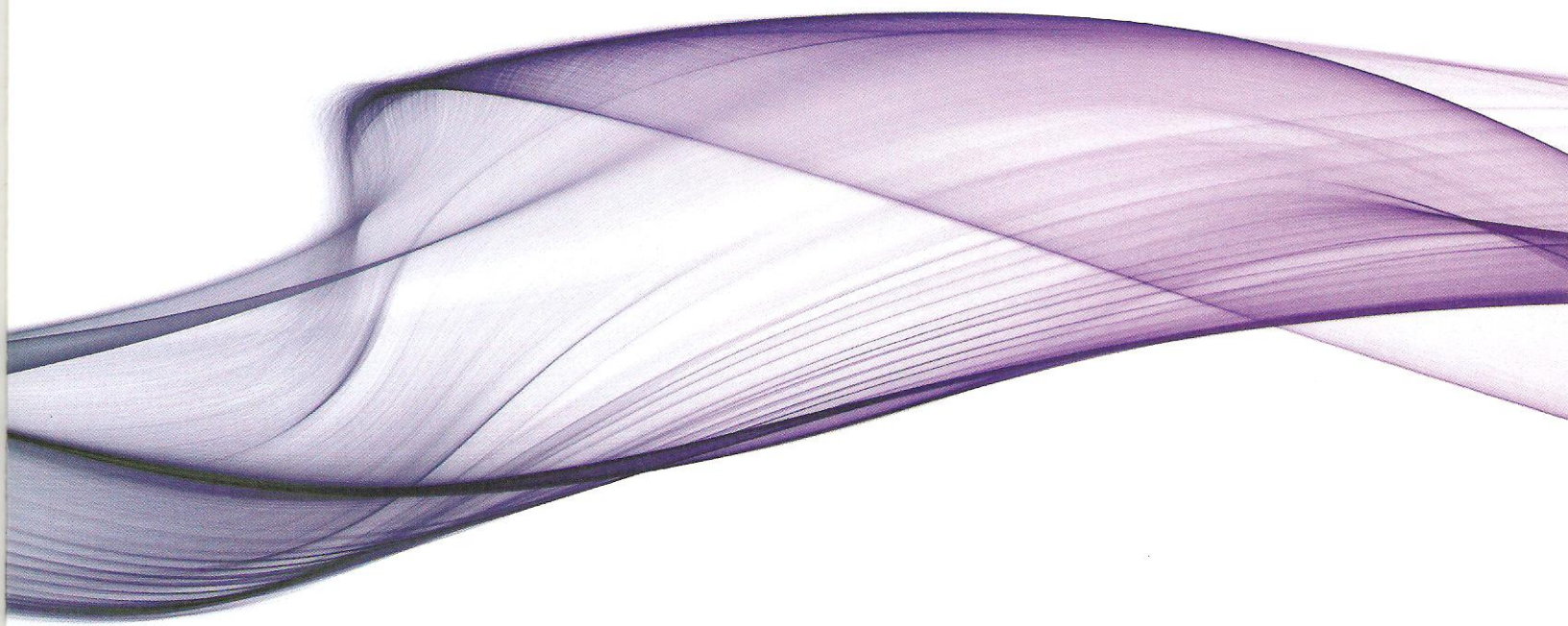
For more information about Spokane Community College’s Strategic Plan, log on to:

<http://www.scc.spokane.edu/?caplanning>

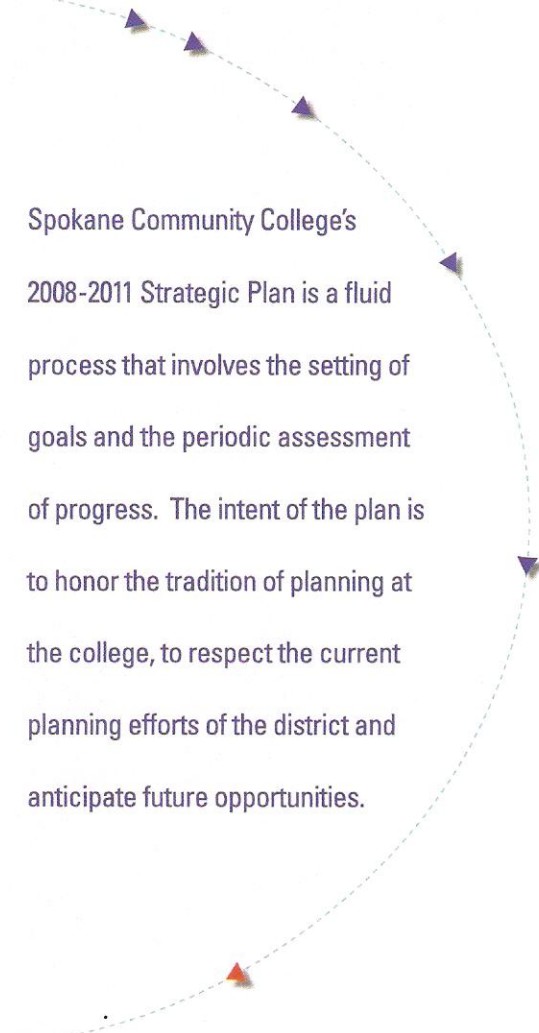
This publication addresses Spokane Community College’s Strategic Plan Major Initiative #1 related to the development and implementation of a college-wide communication plan.



Spokane Community College



Strategic Planning **2008 - 2011**



Spokane Community College's
2008-2011 Strategic Plan is a fluid
process that involves the setting of
goals and the periodic assessment
of progress. The intent of the plan is
to honor the tradition of planning at
the college, to respect the current
planning efforts of the district and
anticipate future opportunities.

Mission Statement

At SCC, we strive to provide our community accessible and affordable educational opportunities responsive to the needs of our diverse population.

We do this through:

- ▼ Industry standard, professional/technical certificate and degree programs.
- ▼ Liberal arts and professional/technical programs transferable to four-year institutions.
- ▼ Developmental and continuing education, distance learning, and lifelong learning opportunities.
- ▼ Educational programs that emphasize four critical learning abilities; responsibility, communication, problem solving, and global awareness.
- ▼ Instructional support and student services that enhance and promote student success.

Vision Statement

SCC is a place where students transform their lives and attain their dreams in an unsurpassed learning environment that is personalized, engaging and affordable.

SCC Core Values

- ▼ Student success
- ▼ Mutual respect
- ▼ Collaboration
- ▼ Responsive partnering

SCC Planning Values

The following values are being used to inform and guide the development and implementation of the 2008-2011 Strategic Plan:

- ▼ Simple ▼ Doable ▼ Measurable
- ▼ Clear ▼ Visionary ▼ Engaging

Major Initiatives

- A. Develop and implement a college-wide communication plan.
- B. Establish a strategic plan for distance learning – most notably online education – that provides logical oversight and effective development.
- C. Further develop enrollment management and retention efforts.

Goals to Improve Student Success

1. Student and instructional services will provide students access to its programs and services in an efficient and accommodating manner.
2. Instructional divisions will develop and maintain educational high quality programs and relevant to the needs of students and the region.
3. Each unit will provide student-centered instruction and services that foster educational achievement, improve retention, and facilitate career or transfer success.

Goal to Enhance the Vitality of Our Partnerships

4. Develop and maintain strong working connections between the college and important local and regional enterprises with whom it interacts.

Goals to Strengthen the Institution

5. Develop the talents and professionalism of all employees.
6. Create an environment for students and employees promoting the safety of the person and the security of property and possessions.
7. Develop and maintain systems and procedures that ensure the effective flow of information, promote prudent decision making, and provide for efficient planning as we respond to emerging issues.
8. Use technology, equipment, and physical resources in an optimal way.
9. Use financial resources wisely to ensure institutional stability and efficiency, as well as to promote creative and worthwhile responses to the changing needs.

This brochure was prepared by the SCC College Alliance which has responsibility for coordinating the strategic planning process. For additional information, visit www.scc.spokane.edu/?collegealliance.

Spokane Community College

MS 2150 ▪ 2000 N Greene St ▪ Spokane WA 99217-5399
(509) 533-7042 ▪ FAX (509) 533-7321 ▪ TDD (509) 533-7482 ▪ jdunlap@scc.spokane.edu



Joe Dunlap, Ed.D.
President

March 25, 2010

Jack Evans, President & CEO
Central Washington Hospital
P.O.Box 1887
Wenatchee, WA 98807

Dear Jack:

Spokane Community College is actively engaged in an ongoing strategic planning process that addresses the present and future needs of its students and the community-at-large. This is a fluid process which involves continual evaluation and goal-setting. Throughout the process, the college seeks out ideas and opinions of many diverse constituencies - including faculty, staff, students, and community partners.

I am pleased to enclose a brochure that outlines this process for you. This document contains Spokane Community College's mission and vision statements and core values, as well as the key components to its strategic planning process through 2011.

As always, I welcome your feedback and ideas as Spokane Community College continues to evolve and respond to local and regional workforce education needs. Your support is deeply appreciated.

Sincerely,

Joe Dunlap, Ed.D.
President
Spokane Community College

Enclosure: 1

Spokane Community College Strategic Plan Flyer Mailing List - Winter 2010

CLINICAL SITES - ALLIED HEALTH

Rockwood Clinic	910 W. 5th Avenue, Suite 700	Spokane
SRC	104 W. 5th Avenue, #400W	Spokane
Spokane Cardiology	318 E. Rowan, Suite 240	Spokane
Arthritis NW	105 W. 8th Avenue, #6080	Spokane
Northside Internal Medicine	6120 N. Mayfair	Spokane
Millwood Urgent Care (First Care)	2713 N. Argonne	Spokane
NW OB/GYN	105 W. 8th Avenue, Suite 6020	Spokane
Spokane Surgical Group	12 N. Vercler Road, #202	Spokane Valley
Orthopaedic Specialty Clinic	785 E. Holland	Spokane
The Doctor's Clinic	220 E. Rowan, Suite 300	Spokane
Family & Internal Medicine	104 W. 5th Avenue, #200W	Spokane
Rockwood Clinic/Medical Lake	725 N. Stanley Street, Suite B	Medical Lake
ZLB Plasma Center	9621 E. Sprague Avenue	Spokane Valley
Heart Clinics NW	122 W. 7th Avenue, Suite 310	Spokane
Dr. Husky	104 W. 5th Avenue, #390E	Spokane
First Care Northside	6208 N. Colton Street	Spokane
Valley OB/GYN	1415 N. Houk Street	Spokane Valley
North Spokane Surgeons	235 E. Rowan, #204	Spokane

CLINICAL SUPERVISORS - ALLIED HEALTH

Jack Evans, President & CEO	Central Washington Hospital	Wenatchee, WA 98807
Marilyn Brincat	Central Washington Hospital	Wenatchee, WA 98807
William L. Gilbert, CEO	Deaconess Medical Center	Spokane, WA 99204
Shelley Peterson, Chief Nurse	Deaconess Medical Center	Spokane, WA 99204
Shirley Maiké, Information Coordinator	Eastern State Hospital	Medical Lake, WA 99022-0800
Stella Raulston, Education Services Coordinator	Eastern State Hospital	Medical Lake, WA 99022-0800
Steve Duvoisin, CEO	Inland Imaging at Holy Family Hospital	Spokane, WA 99208
Mark Ingalls, Chief Technologist	Inland Imaging at Holy Family Hospital	Spokane, WA 99208
Andrew Agwunobi, MD, Chief Executive	Providence Holy Family Hospital	Spokane, WA 99208

Peg Currie, RN, Chief Nurse
 Andrew Agwunobi, MD, Chief Executive
 Peg Currie, RN, Chief Nurse
 Kevin Sweeney, MD, Chief Executive Officer
 Michelle Harster, Chief Technologist
 Hal Blair, Acting Director
 Dennis Barts, CEO
 Lisa Noland, Chief Nurse
 Terry Stott
 Kristi Shahaya, Public Health Educator

Providence Holy Family Hospital
 Providence Sacred Heart Medical Center & Children's Hospital
 Providence Sacred Heart Medical Center & Children's Hospital
 Rockwood Clinic
 Rockwood Clinic
 Spokane VA Medical Center
 Valley Hospital & Medical Center
 Valley Hospital & Medical Center
 Hospice of Spokane
 Spokane Regional Health District

Spokane, WA 99208
 Spokane, WA 99204
 Spokane, WA 99204
 Spokane, WA 99220-3649
 Spokane, WA 99220-3649
 Spokane, WA 99205
 Spokane Valley, WA 99216
 Spokane Valley, WA 99216
 Spokane, WA 99202
 Spokane, WA 99201-2095

COMMUNITY PARTNERS

Rich Hadley	Greater Spokane, Inc.	Spokane, WA 99201-0908
Mark Mattke	Spokane Area Workforce Development Council	Spokane, WA 99201-3333
Tom Towey	City of Spokane Valley	Spokane Valley, WA 99206
Mary Verner	City of Spokane	Spokane, WA 99201
Tom Trulove	City of Cheney	Cheney, WA 99004
Todd Mielke	Spokane County Courthouse	Spokane, WA 99260
Mark Richard	Spokane County Courthouse	Spokane, WA 99260
Bonnie Mager	Spokane County Courthouse	Spokane, WA 99260
Dr. Bill Robinson	Whitworth University	Spokane, WA 99217
Dr. Rodolfo Arévalo	Eastern Washington University	Cheney, WA 99004
Dr. Elson S. Floyd	EWU Riverpoint Campus	Spokane, WA 99202
Brian Pitcher	Washington State University	Pullman, WA 99164-1048
Dr. Thayne M. McCulloh	WSU Riverpoint Campus	Spokane, WA 99210-1495
Neal Sealock	Gonzaga University	Spokane, WA 99258-0102
Todd Woodard	Spokane International Airport	Spokane, WA 99224
Dr. Nancy Stowell	Spokane International Airport	Spokane, WA 99224
Dennis Conger	Spokane Public Schools	Spokane, WA 99201
Mike Hanson	Spokane Skills Center	Spokane, WA 99207
Don McKenzie	Avista Utilities	Spokane, WA 99220-3727
Kathy Anson	Associated General Contractors	Spokane, WA 99212
Dave Bosch	Charles Schwab & Company, Inc.	Spokane, WA 99201
	Northwest Farmer-Stockman, Inc.	Spokane, WA 99201

Colette Bottinelli	Avista Corporation	Spokane, WA 99218
Catherine Brazil	Cowles Foundation	Spokane, WA 99210
Gini Burns	Little Red Schoolhouse	Spokane, WA 99201
Eric Cremers	Potlatch Corporation	Spokane, WA 99201
Ronald P. Douglas	Douglas, Eden, Phillips, DeRuyter & Stanver, PS	Spokane, WA 99210-0390
J. Todd Edmonds	Davidson Trust Company	Spokane, WA 99201
Scott Ewing	Moss Adams, LLP	Spokane, WA 99201
Stan Fong	Vehrs, Inc.	Spokane Valley, WA 99216
Lionel Greenwood	CCS Foundation member	Spokane, WA 99218-3000
Diane Gunning	Valley Suites, Inc. dba T&D Investments	Spokane, WA 99201
Bill Haley	Trans-System, Inc.	Spokane, WA 99220
Steve Helmbrecht	Itron, Inc.	Liberty Lake, WA 99019
Tony Higley	Certified Appraisal, Inc.	Spokane, WA 99206
Jeff Kavadias	Jeff Kavadias CPA, PC	Spokane, WA 99201
Kathleen Kozlowski	Spokane Teachers Credit Union	Liberty Lake, WA 99019
Pamela Lake	Group Health	Spokane, WA 99201
Jody McCormick	Witherspoon, Kelley, Davenport & Toole, PS	Spokane, WA 99201
Cajer Neely	Banner Bank	Spokane, WA 99201
Ryan Petrik	Intermountain Community Bank	Spokane, WA 99201
George Schillinger	Millwood Manufacturing, LLC	Spokane, WA 99211
Craig Soehren	Kiemle & Hagood	Spokane, WA 99201
Larry Swartz	Lydig Construction	Spokane, WA 99206
Marilyn Thordarson	CCS Foundation member	Spokane, WA 99203-2109
Marc Torre	Sunshine Disposal & Recycling	Spokane, WA 99223
Bruce Williams	Geo Engineers	Spokane, WA 99202
Michael D. Wilson	Providence Sacred Heart Medical Center	Spokane, WA 99220-2555
Jeff Bryant	Inland Northwest Blood Center	Spokane, WA 99201
Eldonna Shaw	Spokane Valley Chamber of Commerce	Spokane Valley, WA 99206
Kim Waseca	Spokane Homebuilders Association	Spokane, WA 99212
Dave Castle	Laborers Apprenticeship	Spokane, WA 99217
Dave Frangione	Bricklayers/Tilesetters	Spokane, WA 99202
Tom Webb	Carpenters Apprenticeship	Spokane, WA 99207
Jim Geren	Cement Masons	Spokane, WA 99212
Todd Turner	Electrical Workers	Spokane, WA 99202

Andy Philllison	Ironworkers Apprenticeship	Spokane, WA 99216
Pat Perez	Painters Apprenticeship	Spokane, WA 99212
Scott	Plumbers/Steamfitters	Spokane, WA 99202
Steve Smith	Roofers Apprenticeship	Spokane, WA 99201
Brian Adams	Sheet Metal Workers	Spokane, WA 99212
Jolie Estes	Western States	Spangle, WA 99031
Scott	IEC	Everett, WA 98204
Carol Landa-McVicker	Elevator Construction	Seattle, WA 98199
Don Cox	CCS Board of Trustees	Spokane, WA 99223
Patty Shea	CCS Board of Trustees	Colfax, WA 99111
Ben Cabildo	CCS Board of Trustees	Spokane, WA 99217-9246
Greg Bever	CCS Board of Trustees	Spokane, WA 99205
	Publisher, The Journal of Business, CCS Board of Trustees	Spokane, WA 99202

1 quarter of the academic year following attainment of this status, unless declined by the adjunct
2 employee. This status shall be ongoing unless the appropriate dean determines that the academic
3 employee is not meeting his/her professional responsibilities. Such decision is appealable to the
4 appropriate vice president, whose decision shall be final and binding. All other terms and rights
5 conferred by Associate status shall also apply to Associate Plus status, except as modified by
6 this section.
7

8 **c. Evaluation of Associate Faculty:** (see Section 9d)
9

10 **Section 9. Evaluation Process**

11 The purpose of evaluations shall be to maintain quality instruction. These evaluations are one of the
12 considerations for continued employment; however, the lack of an assessment or the existence of a
13 satisfactory assessment does not imply the right to continued employment. All evaluation information
14 shall be treated as confidential to the extent allowed by law.
15

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

17 **1. Dean:**

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

37 **2. Department Chair:**

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

29 **3. Classroom or Student Service Observer:**

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

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

- 38 **1.** A student evaluation in one course of the adjunct's choice, and
 - 39 **2.** A dean and/or peer observation (see Appendix L1).
- 40

41 Upon completion of the evaluation process, either a meeting will be scheduled to discuss performance
42 or evaluation information will be shared with the adjunct academic employee. Meeting attendees will
43 include the appropriate administrator and the adjunct employee.
44

45 **c. Evaluation of Continuing Adjunct:** Adjunct academic employees having completed two
46 quarters of employment shall receive at least one student evaluation annually in each academic
47 year in which the adjunct academic employee is contracted. Other contractually approved evalu-
48 ation formats or additional student evaluations may be utilized at the dean's discretion and with
49 prior knowledge provided to the adjunct. This evaluation information will be forwarded to the
50 appropriate dean for review.
51
52

Welcome to Spokane Community College

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

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

Adjunct Training

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

Adjunct Evaluation Process

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

Again, welcome to Spokane Community College!



STUDENT EVALUATION—Instructor and Course

Course Title _____

College _____ Instructor Name _____

Date _____ Time of Day _____ Year/Quarter _____

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

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

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

COMMENTS ABOUT THE INSTRUCTOR

1. What did you like best about this instructor's teaching?

2. What could this instructor have done to improve your learning?

COMMENTS ABOUT THE COURSE

1. What did you like best about this course?

2. How could this course be improved?

OTHER COMMENTS

APPENDIX L-1



Community Colleges of Spokane ADJUNCT FACULTY CLASSROOM OBSERVATION

Observer _____ Date _____

Instructor Observed _____ Course Observed _____

Topic(s) Presented:

Voice Quality:

Style, Mannerisms:

Clarity of Presentation:

Ability to Hold Student's Interest:

Speed/Pace of Presentation:

Use of Visual/Other Teaching Aids:

Knowledge of Material:

Receptiveness to Students' Questions:

Seeks Student Feedback:

Ability to Gauge Level of Student Understanding:

Attitude Toward Students:

Classroom Atmosphere:

Other Observations:

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

Signature of Observer _____ Date _____

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

Adjunct faculty's signature _____ Date _____

ADJUNCT FACULTY EVALUATION SUMMARY

Adjunct Faculty Member:

Quarter and Year of Evaluation:

Student Evaluation (Summary attached):

Class:

Class:

Peer Evaluation (Summary attached):

Class:

Review of Syllabi or Course Materials:

Other (please describe):

Completed by:

Title:

and

Administrator Evaluation (Summary attached):

Class:

Review of Syllabi or Course Materials:

Other (Please describe):

Completed by:

Title:

Follow-up with Faculty Member:

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

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

Further Comments:

ADJUNCT FACULTY EVALUATION

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

☐ I acknowledge that I have received a copy of my evaluation; that the evaluation will be retained in my division file; and, that the evaluation is a part of the assessment process.

☐ I would like to meet with the dean regarding this evaluation [check if applicable.]

☐ I do not wish to meet with the dean regarding this evaluation [check if applicable.]

Signed: _____

Date: _____

Return this completed form to the dean's office.

SERVICE AGREEMENT
BETWEEN
INSTITUTE FOR EXTENDED LEARNING
AND
SPOKANE COMMUNITY COLLEGE

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

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

THEREFORE, the parties agree as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Signatures

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

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

 5.19.09

Chief Executive Officer Date
Institute for Extended Learning

 5/19/09


President Date
Spokane Community College



8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

May 27, 2009

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

Dear Vice President Riesenberg: 

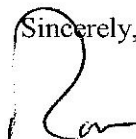
This is in reply to your correspondence dated January 2, 2009, seeking Commission approval for Spokane Community College (SCC) and the Institute of Extended Learning (IEL), a non-regionally accredited institution, to collaborate, expand, and clarify the current relationship between these two entities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

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

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

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

Sincerely,



Ronald L. Baker
Executive Vice President

RLB:kh

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