

Spokane Community College

Spokane, Washington

Comprehensive Peer-Evaluation Report

October 9-11, 2013

*A confidential peer-evaluation report prepared for the
Northwest Commission on Colleges and Universities*

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Introduction

Spokane Community College is accredited through the Northwest Commission on Colleges and Universities (NWCCU). It is part of a district, which serves approximately 38,600 students annually in the six-county service area in Eastern Washington (Spokane, Stevens, Whitman, Ferry, Pend Oreille and Lincoln Counties). The district includes Spokane Community College (SCC), Spokane Falls Community College, and the Institute for Extended Learning (IEL offers non-credit programs (adult basic skills) and credit programs in the rural counties of the district's service area. In April 2013, the College submitted a substantive change prospectus to the Commission addressing a merger between SCC and the IEL. In the *Comprehensive Seven-Year Self-Evaluation Report*, SCC identifies the IEL as a third instructional unit even though the evaluation period for the College's comprehensive self-study covers the time period prior to the merger.

The College opened in 1916 as a vocational training facility and was established as part of Washington State's community and technical college system in 1963 after having been a vocational training center since 1916. A majority (70%) of students enrolls in workforce education (PTE/CTE), and according to recent information, 87% of 2011-12 graduates were employed within nine months. Transfer and personal enrichment student account for the remaining 30% of the student body. Of those transferring, 44% of transfer students transfer to Eastern Washington University. SCC emphasizes its student services and scholarship support for low socioeconomic, first-generation college, adult and multicultural student populations.

The 2012-13 student headcount was 12,151. And two-thirds are full time. The average age of SCC students was 29.3 years with a median age of 26.5. Women represented just slightly less than 50 percent of the student population. Annually, 60%-70% of SCC students receive financial aid.

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

Spokane Community College was approved for Initial Candidacy in 1965; its accreditation history is listed below.

1965	Full Scale	Approved for Initial Candidacy; Dr. Walter S. Johnson, President
1967	Full Scale	Two-year Initial Accreditation granted by NWCCU
1968	Interim	Accreditation reaffirmed
1970	Reorg.	The two sites (Fort George Wright and Mission Street) were separated into two distinct college: Spokane Falls Community College and Spokane Community College, respectively
1970	new president	Hobart Jenkins
1971	Interim	Accreditation reaffirmed
1973	Full Scale	Accreditation as operationally separate unit confirmed
1974	new president	Lloyd Stannard
1977	new president	Ramon F. LaGrandeur
1978	regular interim	Accreditation reaffirmed
1983	new president	Mr. Francis W. McMulkin, interim

	Full Scale	Accreditation reaffirmed; focused interim report requested 1986.
1985	new president	Dr. Donald Bressler
1986	Focused Int.	Accreditation reaffirmed
1988	Regular Int.	Accreditation reaffirmed
1990	new president	Dr. Joseph A. Rich
1993	Full Scale	Accreditation reaffirmed; focused interim requested
1993	new president	Don Kolb
1995	Focused Int.	Accreditation reaffirmed
1995	new president	James Williams
1998	Regular Int.	Accreditation reaffirmed
2000	new president	Dr. Doris P. Givens
2003	Full Scale	Accreditation reaffirmed; focused interim requested for 2005 and a progress report requested for 2006
2003	new president	Steve Hanson
2005	Focused Int.	addressed issues from 2003; accreditation reaffirmed
2006	Progress	Progress report accepted
2008	new president	Dr. Joe Dunlap
2009	Regular Int.	Accreditation reaffirmed. Warning issued on Rec. 2 from 2008 Reg. Int. Evaluation
2010	Focused	Accreditation reaffirmed
2011	Minor Change	degree additions
2011	Subst. Change	degree at new site approved
2011	Year Three	rescinded Year Three request; expanded to include Year Seven
2012	Year One	Accreditation reaffirmed
2012	Minor Change	several certificates, programs, and delivery modalities approved
2012	new president	Scott Morgan

Assessment of the Institution's Self-Evaluation Report and Support Materials

Evaluators felt Spokane Community College's *Comprehensive Year Seven Self-Study Report* and ancillary materials were clear, as complete as they could be, objective, and accurate. The report responded to required standards in detail; references to additional material provided evaluators access to evidentiary materials. SCC candidly assessed its strengths and weaknesses, and the self-study reflected an honest appraisal of the College's compliance and efforts relative to Commission standards and eligibility requirements.

Evaluators especially appreciated the depth and completeness of the report in the context of SCC's shortened time frame for a "seven-year" visit. In fact, SCC turned in its *Year One Report* in the fall of 2011, so there was no effective opportunity to have realized and processed data over time that would provide accurate and meaningful results one would normally expect from a comprehensive report spanning seven years. Moreover, the College had no opportunity to write, submit or be evaluated on a Year Three Report to assess resources and intermediate progress in response to Year One Report recommendations. As a consequence of this shortened timeframe, some aspects of the seven-year cycle are not fully developed (e.g., complete and meaningful results from Core Theme processes); however, evaluators found evidence and have confidence SCC has been diligent in moving forward with its response in these areas, and as the next and complete seven-year cycle begins, evaluator also suggest SCC is poised to begin Core Theme refinement and revision with the benefit of this experience.

Topics addressed as addenda to the institution's Self-Evaluation Report

The sole recommendation SCC received from its *2011 Year One Report* was as follows: "It is recommended the College continue its work to identify indicators of achievement that are, in all cases, meaningful, assessable, and verifiable (1.B.2)."

Evaluators note the College's efforts to respond to this recommendation by making changes to interpretation of mission fulfillment, articulation of an acceptable threshold of mission fulfillment, and modifications to each Core Theme. Though these efforts respond to the recommendation, there is no clear evidence the recommendation has been completely addressed in all the Core Themes. However, given the nature of the severely shortened time frame, evaluators consider this recommendation to have been satisfied in the context of this report. Evaluators have offered a new recommendation, and it is hoped that will be helpful as SCC begins planning for its next Year One Report. (See Recommendation 4)

Brief Summary of Methods Used to Verify Contents of SCC's Self-Evaluation Report

The evaluation team received printed materials, web links to materials, and intranet access in advance of the site visit. Evaluators conducted a telephonic team meeting and communicated frequently via email in the weeks ahead of the visit. On site, evaluators conducted individual, small-group, and open form interviews with more than 500 people over a two-day period. Interviews were primarily on campus. One evaluator also traveled to the Colville Center to interview personnel there. Interviewees included students, faculty, staff, trustees, and administrators. Because of the unique governance structure of SCC (where a district office, the Community Colleges of Spokane (CCS) oversees some operational areas for both Spokane

Community College and Spokane Falls Community College), evaluators also interviewed District (CCS) office personnel.

At the open student forum, evaluators were most pleasantly surprised to see over 350 enthusiastic and engaged students show up for the hour-long session. Evaluators recognize the high level of engagement, civility, and interest students showed here.

Eligibility Requirements

This summary statement addresses Eligibility Requirements 2 through 24 for this Comprehensive Peer-Evaluation Report. As evaluators reviewed Spokane Community College's Comprehensive Self-Evaluation Report and supporting and supplemental materials, conducted interviews, and verified compliance with accreditation standards, they found evidence and have confidence that SCC meets Eligibility Requirements 2 through 24 *with the exception of ER 19*. (See Recommendation 1)

Section One

Report on Standard 1.A Mission

Evaluators found evidence of a widely published mission statement that is approved by its governing board. The mission statement is connected to and reflective of the Community Colleges of Spokane (CCS) district strategic priorities of student success, collaboration and communication, sustainability, and innovation that articulates an appropriate purpose, gives direction for its efforts, and connects to its community (1.A.1).

There is evidence that SCC defines mission fulfillment in the context of its purpose, characteristics, and expectations through core themes associated with transfer, developmental, and professional-technical education as well as community engagement. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. Specifically, SCC core theme indicators are categorized as important, very important, or critical. Each indicator follows a dashboard color protocol with green indicating the mission is fully achieved, yellow showing the mission is achieved at an acceptable threshold with areas to improve, and red marking the mission not achieved. In this case, an action plan is needed (1.A.2).

Report on Standard 1.B Core Themes

SCC identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. In general terms, core themes are evident in the College's Mission Statement (1.B.1).

Evaluators discovered the institution establishes objectives for each of its core themes. For the most part, core theme indicators are meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. However, evaluators also discovered the Community Responsiveness Core Theme Indicators are not necessarily meaningful, assessable, or verifiable. Specifically, there was evidence that merely measuring attendance at certain events may not be an accurate measure of engagement or responsiveness. For instance, members of this core theme recognized the inherent challenge of establishing useful results that would lead to information forming a basis for improvement. Evaluators note SCC core theme team members are aware of the issues here and

have made plans for a significant revision of this core theme as the new seven-year cycle begins (1.B.2). (See Recommendation 2)

Section Two

Report on Standard 2.A Governance

Despite many recent significant organizational and personnel changes, SCC demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Through interviews and documentation, evaluators found the College's decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. (2.A.1).

While evaluators focused their efforts on Spokane Community College, mention must be made that the College is part of a multi-unit governance system called the Community Colleges of Spokane (CCS). CCS includes SCC and Spokane Falls Community College, both of which are independently accredited, degree-granting institutions. As of July 1, 2013, a third entity offering basic adult education and developmental education, IEL, merged with SCC as a result of reorganization to achieve fiscal stability and improve educational offerings to students. Several aspects of a stand-alone institution have been consolidated in the CCS model, and certain areas such as Institutional Research and Information technology, Human Resources, and financial aspects of the Business Office are either totally or partially housed at the CCS district offices. Though the division of authority and responsibility between the system and the institution seems to be clearly delineated in policy, perhaps due to the newness of this reorganization, it is not yet clear to evaluators based on interviews and document review if system policies, regulations, and procedures concerning SCC and IEL relative to shared or outsourced processes at CCS are clearly defined and equitably administered (2.A.2).

In reviewing pertinent documents, contracts and through interviews, evaluators found evidence SCC monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates (2.A.3).

Compliment: It is worth mentioning here that upper administration has made a concerted, proactive effort to communicate regularly and broadly with SCC faculty, staff, and students about administrative changes resulting from the reorganization. This effort appears to have allayed some concerns.

Governing Board

Spokane Community College has a functioning governing board consisting of at least five voting members, a majority of who have no contractual, employment, or financial interest in the institution. Currently, one of the five positions, all of which are gubernatorial appointments, are vacant. Evaluators note the Board of Trustees serve as Trustees for Spokane Falls Community College as well and so effectively serve as the governing board of the entirety of District 17 (2.A.4).

Evaluators understand the board acts only as a committee of the whole, and no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole (2.A.5).

The CCS Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. The CCS Board is responsible for the district as a whole, which includes Spokane Community College. In efforts to ensure SCC adheres to its mission and that core themes are being achieved, the Board approves the mission and the core themes of the colleges; exercises broad-based oversight to ensure compliance with CCS policies; approves the CCS/institutional budgets and student fees; reviews periodic fiscal reports; approves academic degrees of student and substantive changes to existing programs; and grants tenure (2.A.6).

The CCS district Board selects and evaluates regularly the district chancellor who oversees the president of SCC. The Board delegates authority and responsibility to the chancellor and the president to implement and administer board-approved policies related to the operation of the CCS District and its component parts, the colleges and centralized management services (2.A.7).

Though the self-study indicates the CCS Board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner, evaluators could find no evidence of a formal system or protocol for such an evaluation. This was confirmed in interviews with Board members. The Self-Study indicates in fall of 2012, Board members attended a state-wide Governance Institute for Student Success (GISS) where part of the institute focused on board effectiveness and self-assessment (2.A.8). (See Recommendation 3)

Leadership and Management

Evaluators found evidence SCC has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Evaluators also found evidence the institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. However, the organizational structure extends to oversight from the central district leadership of the Community Colleges of Spokane. In this system, the chancellor is the effective chief executive officer responsible for ensuring compliance with laws, policies, and procedures that govern the state system and for providing centralized services such as accounting, administrative information systems, information technology, benefits, human resources, payroll, purchasing, and telecommunications.

The CCS Chancellor convenes the executive cabinet (including the SCC and SFCC Presidents along with district senior management CFO, CAO, provost, and CIO), which meets twice a month to discuss district-wide issues. The chancellor evaluates senior executive administrators annually, and the chancellor is responsible for meeting with each member of senior executive administration individually to discuss their annual evaluations.

Specifically, SCC is organized into two primary functional areas: instruction and student services, each overseen by a vice president who report directly to the president. Twelve deans

and directors report to the vice presidents. Additionally, the Director of Planning and Institutional Research also reports directly to the president, and, together with the executive staff, provides leadership for the College's strategic planning and institutional effectiveness processes. The office is also responsible for generating and analyzing data that support the College's continuous improvement efforts (2.A.9, 2.A. 10, 2.A.11).

Policies and Procedures

Academics

Evaluators verified that academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas (2.A.12).

Through review of documents, evaluators found SCC policies relating to access and use of library and information resources are documented and published via the library website. Interviews with SCC library faculty and staff demonstrated these policies are consistently enforced (2.A.13).

Evaluators confirm SCC develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs (2.A.14).

Students

Evaluators found evidence of policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities. These are clearly stated, readily available, and appear to be administered in a fair and consistent manner (2.A.15).

Through review of documents, websites, and interviews, evaluators found evidence SCC adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner (2.A.16).

Evaluators found evidence SCC maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media (2.A.17).

Human Resources

Through interviews and the district website, evaluators found evidence SCC maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students (2.A.18).

There is evidence employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. For instance, prior to employment, all employees are apprised of their conditions of

employment, assignment and compensation via an “Employment Notice” or annual contract (faculty and exempt/administrators) or quarterly contract (adjunct). Moreover, during the first month of employment, full-time employees attend an in-person orientation covering a variety of operational and procedural topics related to employment (2.A.19).

Evaluators confirm SCC ensures the security and appropriate confidentiality of human resources records (2.A.20).

Institutional Integrity

Through review of self-study materials, website, other documents and interviews, evaluators confirm SCC represents itself clearly, accurately, and consistently through its announcements, statements, and publications; moreover, the College communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services (2.A.21).

Evaluators found evidence Spokane Community College advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner (2.A.22).

Through a review of College and District policies and through interviews, evaluators confirm the College adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications (2.A.23).

Evaluators found evidence in policy and other documents that SCC maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property (2.A.24).

Evaluators found evidence the College accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education (2.A.25).

Evaluators found evidence of protocol and process that when SCC enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation (2.A.26).

Academic Freedom

Evaluators confirm that SCC publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment (2.A.27).

Evaluators found evidence through a review of documents and interviews that within the context of its mission, core themes, and values, SCC defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. The College affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While SCC and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same (2.A.28).

Evaluators confirm that individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such (2.A.29).

Finance

In general, evaluators found evidence SCC has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds; however, the audit process associated with these areas does not respond to Commission requirements. Specifically, evaluators did not find evidence that for each year of operation, the College undergoes an external financial audit and that the results from such audits, including findings and management letter recommendations, are considered in a timely, appropriate and comprehensive manner by the Board of Trustees (2.A.30). (See Recommendation 1)

Report on Standard 2.B Human Resources

For the most part, the college employs a sufficient number of dedicated, qualified employees committed to support the college's operation and student success. In fact, the team discovered that many employees, staff in particular, started their career with SCC as a student and/or has been employed with CCS for ten or more years.

Whereas, some departments experienced an increase in fulltime and part-time employees (e.g. Financial Aid), the library experienced downsizing resulting in an unintended, negative consequence for students due to contractual language in the Master Contract forbidding librarians to check-out books thereby causing the library to close should the library be short a classified staff due to illness, etc.

Concern: The evaluators discovered under certain circumstances, the library is insufficiently staffed to operate.

Position descriptions accurately reflect the duties and responsibilities of the position and are regularly reviewed as a part of the evaluation process as well as prior to advertising a vacant position. Position descriptions are stored electronically with the district Human Resources Office.

The CCS Human Resources Office's website clearly outlines the criteria, qualifications, and procedures for prospective candidates to apply for a position at SCC. This includes FAQs and a step-by-step guide with corresponding screen shots for candidates to navigate and submit their application materials electronically through the NEOGOV application system. Through the college's intranet (or through a link provided on the HR website), employees can access CCS Administrative Procedure 2.10.04-A. This document, as well as the respective CBAs, clearly outlines the search process including minimum requirements for faculty positions and search committee membership. The team verified that the stated steps for employee searches and the minimum requirements listed on the position descriptions are met (2.B.1).

Administrators and staff are evaluated regularly with regard to job performance and goal obtainment. Per Administrative Procedure 2.00.01-H, permanent administrative and exempt employees are evaluated every two years while permanent classified staff is evaluated annually from the date of attaining permanent status (2.B.2).

SSC provides faculty, staff, and administrators with ample opportunities and support for professional development as indicated in the self-study and validated by conversations with faculty, staff, and administrators.

Per WAC 357-34 and Administrative Procedure 2.00.01-B, all CCS managers and supervisors are required to complete a certification program in the key skills and competencies required to be successful in their leadership role including legal responsibilities of a supervisor, performance management, employee motivation and recognition, communication skills, and leadership styles. Twenty-four hours of eligible training is required within three years of appointment and every five years after initial certification.

Responsive to faculty needs, the Faculty Professional Development Fund now allows faculty to utilize funds for technology per recommendations of the Council of Chairs. Additionally faculty can request funding for up to \$1000 over two years; previously, faculty could only request funds up to \$350 per year. The faculty expressed their appreciation to this recent change to the evaluators.

In addition to the mandated and optional professional development opportunities available to staff, state supported commissions and councils through the Washington State Board for Community and Technical Colleges provide staff within each functional area to share best practices and discuss pertinent topics. CCS's Leadership Development Program and the Intercultural Leadership Program also allow selected employees—faculty, staff, and administrators—to meet, interact and learn with their colleagues at SFCC throughout the year-long program (2.B.3).

As noted in the self-study and verified by the evaluators, the college employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered. In fact, SCC continues to maintain a high ratio of full-time faculty despite significant budget cuts over the past few years (2.B.4).

Faculty workloads and responsibilities are commensurate with SCC's expectations for teaching and service as outlined in the Master Contract. Article 4 and Appendix H clearly identifies the college's expectations for teaching/contact hours, offices hours, and other professional development activities and responsibilities based on one's program. Although most faculty surveyed by the evaluators indicated that they carry an overload, the faculty stated that they chose to do so (2.B.5).

As dictated by the Master Contract, all faculty members are evaluated in a regular, systematic, substantive, and collegial manner at least once every five years. The Master Contract also specifies the timeline, criteria and evaluation process for each group (i.e. fulltime tenure track faculty, post-tenure fulltime faculty, annualized faculty, associate faculty, and adjunct faculty) to be evaluated as well as the remediation process (2.B.6).

Report on Standard 2.C Education Resources

Consistent with its mission statement, Spokane Community College (SCC) provides credit certificate and degree programs organized in five instructional divisions (Arts and Sciences; Business; Hospitality and Information Technology; Health and Environmental Sciences; Health, Physical Education and Recreation, Recreation and Athletics; and Technical Education) along with Institute for Extended Learning programs in Adult Education, Corrections Education and Extended Learning. Credit programs meet standards established by the Washington State Board for Community and Technical Colleges (SBCTC) for content and rigor; it is clear that programs are consistent with recognized fields of study.

Evidence shows that the institution's programs align with the college mission; they lead to degrees that have appropriate content and rigor in recognized fields of study. Student learning outcomes are identified at the course level, and the individual faculty evaluates their achievement. Some outcomes are not sufficient because they are too brief. For example, one course listed only one outcome. Accreditation agencies and advisory committees affect the content of CTE courses and CTE programs to align them with changing skills and standards in industry. Transfer courses follow Washington's direct transfer guidelines or are aligned with 4-year institutions through articulation agreements. A curriculum committee reviews new courses and substantive changes to courses. There is no periodic review of transfer courses in particular. The institution discontinued such reviews about 10 years ago to leave when to review courses up to the discretion of area faculty (2.C.1).

Evaluators did not find evidence that supports that the institution publishes expected program outcomes for all its programs or areas of study. Evaluators noted inconsistencies in identifying and publishing expected program and discipline or area of studies outcomes in the catalog or syllabi.

The institution expects all students to develop responsibility, communication skills, problem solving skills, and global awareness. On graduating, students self assess on these abilities and overall say they have improved in these areas.

Surveying a cross-section of course and program descriptions on the college and district websites and the SCC iCatalog reveals a wide disparity in how student learning outcomes are published. While technical programs and courses consistently provide detailed information about learning outcomes, other programs are far less consistent or clear in clearly identifying outcomes (2.C.2). (See Recommendation 2)

Credits and degrees are awarded based on selections of required and elective courses that culminate in the development of skills or competencies accepted in higher education. Transfer degrees are awarded consistent with the Inter-College Relations Commission guidelines and SBCTC policies. Workforce degrees and certificates are awarded in accordance with SBCTC policies. Spokane Community College credit and degrees are based on documented student achievement and awarded in a manner consistent with institutional policies (2.C.3).

Evaluators found evidence SCC programs comply with state certificate, degree and transfer standards. College policies for admission and graduation are clearly defined and accessible via the iCatalog online or via printable versions (2.C.4).

Evaluators found evidence that faculty exercise a major role in curricular design, approval, implementation, and revision of the curriculum. Faculty representative from all instructional divisions participate in SCC's curriculum committee, which meets regularly and as needed to approve new and substantively revised courses. While it is clear that faculty determine and sustain program design and viability, the inconsistencies already noted in this report with regard to learning outcomes indicate that more effort must be expended to demonstrate in a comprehensive, institution-wide manner faculty collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Faculty participate prominently in hiring committees (2.C.5).

Faculty members with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process. There is substantial evidence Spokane Community College faculty with teaching responsibilities partner with library faculty to integrate the use of library and information resources into the learning process. For instance, library faculty work closely with faculty in several disciplines including nursing, history, writing, applied education, business and the social sciences to address information literacy outcomes appropriate to the disciplines and course content. Library faculty members have participated in embedded library instruction and consistently provide more than 250 independent information literacy instruction workshops annually to more than 6,000 students. In general, interviews with faculty confirmed their support for information literacy instruction integration into course curriculum. Faculty and students conveyed in open forums their appreciation of the supportive role the library faculty and staff continue to play even during relatively drastic cuts to library staff in the past several years (2.C.6).

SCC awards credits for prior learning after a student has completed 10 quarter credits at the institution. The College awards PLO credits for AP work, military education and experience, challenge exams, CLEP, industry training, licensure and certificate evaluations, international baccalaureate exams and portfolio evaluations.

Based upon the self-study, Spokane Community College generally complies with SBCTC policy in place for state higher education system. Based upon evaluator discussion with faculty, efforts are underway to explore prior learning credit for portfolio presentation of prior work experience, learning.

Concern: Evaluators found evidence that the responsibility for evaluating and recording credits for prior learning is labor intensive and may substantially impact faculty workload (2.C.7).

Evaluators found evidence SCC abides by the Higher Education Coordinating Board's statewide policy on transferring credits between colleges and universities. A common course numbering system helps identify and assure common course outcomes; Articulation procedures and agreements are in place for the AA and AS transfer and AAS-T transfer degrees. Spokane

Community College complies with established statewide policies for transfer credit to baccalaureate institutions (2.C.8).

Undergraduate Programs

The general education component of the associate degrees at SCC appears to match the requirements of the standard. The College has a series of general education requirements that support each program. However, it is unclear to the evaluators if they are aligned with program goals or the intended outcomes. These goals and outcomes are not specified for the program or for general education as a group. It is recommended that they formalize these program goals or intended outcomes and install appropriate tools to measure these. It is further recommended that they use the results of these studies to guide the general education offerings (2.C.9). (See Recommendation 2)

Evaluators could find no evidence that the general education component of transfer associate degree programs has identifiable and assessable learning outcomes in place. Though there has been work toward this goal and the evaluators found evidence to suggest that these will be in place in the near future, they are not in place at this time. It is recommended that these measures be instituted, and they come with corresponding assessment measures (2.C.10). (See Recommendation 2)

The evaluators found evidence to suggest that most applied degree and certificate programs have identifiable learning outcomes that support the programs. However, in some instances, there appears to be inconsistency in programs as to what these outcomes are and the extent to which they are evaluated. Members of the curriculum committee reported that they needed to work in this area. While meeting with curriculum members, the evaluation team looked at a variety of programs and found inconsistencies in the degree to which outcomes exist, are evaluated, and the manner in which evaluation data used to facilitate change. The evaluators were satisfied that the curriculum members understood the deficiency and have started the steps needed to remedy the problems. Most programs in this area have advisory boards to provide input vis-à-vis technical programs addressing stated outcomes (2.C.11).

Graduate Programs (2.C.12-15)

Spokane Community College does not offer graduate programs or courses.

Continuing Education and Non-Credit Programs

The evaluators found sufficient evidence that credit and non-credit continuing education programs and other special programs offered by Spokane Community College are compatible with the institution's mission and goals (2.C.16).

Oversight for continuing education and/or special learning activities, programs and courses is administered at the district level. The evaluators did find sufficient evidence that qualified Spokane Community College faculty often create or adapt curriculum for continuing education activities, courses and program. Although the self-study indicates that appropriate selection and monitoring procedures are in place, SCC processes need to articulate clearly defined roles,

responsibilities and assessment processes. This is necessary notwithstanding the recommendations in the 2011 report, which emphasize customer-driven course design and assessment and autonomy of continuing education (2.C.17).

At this time Spokane Community College does not grant credit or CEUs for continuing education courses. A thorough analysis is planned for 2014 to determine the appropriateness of continuing education courses for CEU credit (2.C.18).

Spokane Community College records of courses, syllabi and course objectives for non-credit courses delivered are maintained at the district level at the CCS Center for Workforce and Continuing Education and Campus CE management system (2.C.19).

Report on Standard 2.D Student Support Resources

Consistent with the nature of its educational programs and methods of delivery, SCC creates effective learning environments with appropriate programs and services to support student learning needs as observed by the evaluators and validated by multiple (300+) students. Throughout the evaluators' visit, the team noticed students studying, relaxing, and conversing with peers throughout the Lair Student Building as well as other locations throughout campus. Programs and resources such as the Veteran's lounge, counseling center, tutoring services, career services, disability services, student health clinic, on-campus Head Start program, and grant supported programs (i.e. Opportunity Grant, Basic Food Employment and Training, and WorkFirst) also support student learning. More importantly students can access e-Tutoring and the resources within the Student Success & Career Services website whenever and wherever they are located.

SCC supports both their local and distant students with a wealth of resources online through the Student Success & Career Services website and e-Tutoring.

Compliment: Comprehensive student services are available to all students both at the main campus and throughout the remote locations SCC credit courses are delivered (2.D.1).

The college makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services as verified by the annual crime report, student feedback and visual inspection. The annual crime report, along with links to additional campus safety information and the emergency notification system, is available online on CCS's Students-Right to Know website. In addition to the blue emergency poles prominently located around campus and the emergency procedural flip charts displayed throughout the buildings, the Office of Campus safety provides an extra layer of safety for students through their presence (2.D.2).

Consistent with its mission and core themes, the college recruits students (through its Multicultural Student Center and Outreach Office) with the potential to benefit from its educational offerings. Since Winter 2012, all newly admitted students are required to attend New Student Orientation to ensure new students understand the requirements related to their program of study and receive timely, useful information and advising about academic requirements and other pertinent programs and services (such as financial aid and campus

safety). Students can attend NSO whenever and wherever they choose whether on the main campus or offsite locations or online (2.D.3).

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program of study in a timely manner with a minimum of disruption as confirmed by the self-study and CCS Board Policy 2.00.01-G (2.D.4).

The evaluation team verified that the items listed below are available to students and other stakeholders through the online iCatalog. Limited hard copies of the 2012-2014 CCS catalog is available to students with disabilities and staff members requiring a printed version to better assist individuals.

- Institutional mission and core themes;
- Entrance requirements and procedures;
- Grading policy;
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- Rules, regulations for conduct, rights, and responsibilities;
- Tuition, fees, and other program costs;
- Refund policies and procedures for students who withdraw from enrollment;
- Opportunities and requirements for financial aid; and
- Academic calendar.

Additionally, many of the above items are also available in the Student Handbook and Planner as well as posters and flyers displayed throughout campus (2.D.5).

The evaluators confirmed that publications (iCatalog and brochures) describing educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered and descriptions of unique requirements for employment and advancement in the occupation or profession (2.D.6).

SCC adheres to the policies and procedures outlined in Administrative Procedure 3.40.01-B (General Retention of Schedule for Washington's Community and Technical College System) regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form as verified by the evaluators. SCC also complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and includes a FERPA notification in the iCatalog. WAC 132Q-02 also outlines the college's responsibility to respect and maintain students' right to privacy (2.D.7).

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants and loans) is published and made available to prospective and enrolled students and is available on the financial aid's website. Moreover, scholarship information is readily available through CCS's Foundation website. NSO also includes significant information on financial aid. Information regarding scholarships is not initiated or promoted through the financial aid office. As a part of the college's continuous improvement efforts, the financial aid office implemented new strategies, efficiencies, and consistencies across the district to better serve students yielding a significantly quicker turnaround time to process files and award students (2.D.8).

The evaluators confirmed that students receiving financial assistance are informed of any repayment obligations. The Financial Aid Office also monitors its student loan programs and loan default rate and will contact students who are close to default. Like most two-year colleges, SCC's cohort default rate is on the rise. Concerned for their students' financial well being, the Financial Aid Office recently contracted with \$ALT, a non-profit with free student debt solutions, to provide financial literacy information to students with the goal of proactively reducing the number of future defaults (2.D.9).

The evaluation team found sufficient evidence that SCC designs, maintains, and evaluates a systematic and effective program of academic success. Although only first-time students are required to meet with an advisor through NSO for the initial quarter of enrollment, students may see an advisor any quarter thereafter. However, if students meet certain criteria (e.g. those students who do not meet minimum academic standards) are required to meet with a counselor to develop an academic success plan as well as attend success workshops before registering for classes. For those students who chose not to see a counselor, program/graduation requirements are easily assessable online.

Employees responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Although each counselor has his/her area expertise, they are cross-trained for all academic programs. Staff is available to advise students both at the main campus and remote locations.

During the course of each quarter, faculty will issue an Early Alert to those students demonstrating academic difficulties. Virtually every faculty member interviewed uses the Early Alert system.

Throughout the team's visit, both students and staff expressed a desire for all the counselors to be located in one central location, preferably in the renovated Student Services Building. Additionally some employees and students mentioned that they would like to have more counselors on staff (2.D.10).

The evaluators verified that co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately. A variety of clubs and activities are available to students both at SCC and the remote locations. Students are aware of these opportunities through signs, informational tables, the student handbook, and word of mouth. Approximately a fifth of the students interviewed participate in at least one extracurricular activity (2.D.11).

Stomping Grounds, the college's bookstore operated by the district, supports the SCC's mission, positively contributes to the climate of the campus community, and enhances the quality of the learning environment. The bookstore welcomes input from students, faculty, staff, and administrators regarding their services and operation.

The college contracts its food service through Sodexo. Per the self-study, Sodexo surveys students, faculty, and staff regarding their experience regarding food selection and service.

Students interviewed expressed satisfaction with the bookstore and food service, although some student wished the bookstore was slightly larger at the start of each quarter (2.D.12).

Intercollegiate athletics and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight through the district. Moreover, the athletic department is in compliance with state requirements and the Northwest Athletic Association of Community Colleges (NWAACC). Students from the main SCC campus, SFCC, and the remote SCC locations compete on one team.

The evaluators confirmed that admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students. Student athletes expressed their appreciation that their coaches are interested in their academic success and that there are services available to help them succeed (2D.13).

The college maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the person enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. Students are informed, in writing at the time of enrollment, of current and projected changes associated with the identity verification process. In addition to the authentication process that students must go through to access their virtual class, students must provide proctors with an approved photo ID if required to take a proctored exam through the Media Services Testing Center (2.D.14).

Report on Standard 2.E Library and Information

Spokane Community College holds and provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services. The library's print holdings and online resources are adequate to serve the face-to-face and online demands of the campus community and programs. Library faculty members have taken great care to ensure the collection equally supports career and technical as well as transfer courses and programs. A review of available library databases verified adequate subject-specific as well as multi-disciplinary coverage. The library's print collection is readily accessible and organized in a very browser-friendly way including an emphasis on professional certification testing and career preparation materials (2.E.1).

No evidence was found to demonstrate that planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. Interviews with library faculty verified they informally communicate with non-library faculty to gather feedback on currently held and potential additions to the library collection. No evidence was found to support the use of

evaluative data to inform the CCS Library Services strategic planning process, which is in its early stages following the district reorganization of the library administrative structure. An interview with the CCS Executive Director of Library Services confirmed uncertainty and lack of clarity regarding how library staff and faculty will proceed with planning in such a way that aligns with both college and district goals. This interview also emphasized a lack of preparation and planning for sustainable funding to support library and information resources (2.E.2). (See Recommendation 5)

Substantial evidence verified Spokane Community College provides appropriate instruction and support for students, faculty, staff, administrators, and others to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support programs and services. An interview with library faculty members and review of the library's English 101 and APLED121 assessment tools verified information literacy and library instruction are well integrated across the disciplines. Non-library faculty who attended the faculty forum verified a very collaborative teaching relationship between library and non-library faculty. The library provides access to substantial online research guides and online information literacy training for distance students (2.E.3).

No evidence was found to demonstrate the regular, systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services. An interview with the Executive Director of CCS Library services, library faculty and staff and materials provided in the evaluation room did not demonstrate a consistent method for regular data gathering, assessment of user services and collections or prioritization for collection planning. The library currently does not compile a formal report detailing specific collection holdings, usage statistics, user feedback or other data. Although a satisfaction survey was administered in spring 2013 for students and faculty, the SCC faculty response was too small to constitute a valid sample (2.E.4). (See Recommendation 5)

Report on Standard 2.F Financial Resources

Spokane Community College has demonstrated adequate financial stability to ensure it can operate in an effective and efficient manner. The College has operating reserve requirements of 5% of fund balance and they are continuing to meet that goal and in many cases surpass it. While they are surpassing their current reserve policy they are also continuing to utilize their reserves to meet the needs of campus operations due to reductions in College state appropriations. The College has implemented a college-wide planning and budget committee with a goal of preparing a balanced budget by 2015-2016.

With the merger between the SCC and IEL, the College President has requested a new budget process be implemented. In prior years, the SCC and the IEL budgeted separately, with resource allocations made at the administrative levels. In the coming year, the College will be implementing a new College wide Planning and Budget Committee. This committee will provide an advisory role to the President and provide viewpoints that represent the greater campus community. The Committee is responsible for reviewing the SCC strategic plan, as well as reviewing budget guidelines and goals of divisions and departments. Anticipated membership on this committee will include the President's Cabinet, faculty, classified, professional exempt staff, and students. The expectation of this committee is that they will delve into the College budget process and to greater align the planning and goals of the institution with the budgeted resources available.

The College accounting process is centralized with the CCS (Community Colleges of Spokane) district office. Within that office there is accounting, travel and other employee reimbursements, grant and contract accounting, cashiering, and payroll. CCS provides services to the two community Colleges within its District in Spokane.

The College's general operating budget includes state appropriation, local student tuition, and college operating support. State appropriation is the major source of funding, with student tuition being second, and college support and other being the final revenue source. Tuition rates are set at the state level however colleges have the opportunity to charge less in state tuition than the state limit should they choose to do so.

College FTE funding has seen a reduction in recent years. FTE funding is on par with levels achieved during the 2010-2011 fiscal year. This has caused SCC to utilize fund balance reserves in order to provide services at current levels for its students. In order to reduce the impacts on reserves, SCC has reduced expenses through taking advantage of faculty and staff retirements, reviewing course loads and reorganizing or cancelling low enrolled courses, and removing certain non-core activities to save the institution money. SCC has undertaken a goal of developing a sustainable institutional budget that is balanced by 2016, with this budget focusing on a combination of reduced expenditures and projected increases in revenues (2.F.1).

The College also aggressively solicits grants in order to assist with its operations. CCS and SCC have a grant process that outlines how one goes about applying for a grant, as well as what individuals on campus need to be aware of as they move through the grant process towards final application. The SCC grant process is a coordinated processing including involvement from many campus constituents. The campus grant committee reviews applications to ensure they align with the mission and goals of the institution and they will be a profitable venture for SCC (2.F.2).

SCC is part of a Community College District that receives oversight from the State of Washington. The state promulgates standards and practices that are to be utilized by the CCS and its constituents. The CCS follows all rules related to GAAP and policies and procedures as outlined by the State of Washington. While the college does have the standards outlined by the State of Washington the accreditation team feels that the College should go one step further in their documentation process. The evaluation team feels that the College should delineate, in a written format, its budget practices including how it allocates out budgetary resources to the Colleges and divisions of SCC. While the College has a current process in place, the evaluation team felt it would lead to greater clarity of financial operations if the District delineated in a written format the different allocation methods utilized and how funding moves from the District level to the individual institutions (2.F.3).

The College utilizes a financial management system approved by the State of Washington. The College process includes distribution of budget to actual financial information as well as the distribution of revenue reports and projections to appropriate budget managers and administration. The College has a well a defined plan of internal controls that is promulgated by the State board for Community and Technical Colleges (SBCTC) in Washington but there is not

a clearly defined processes for what each individual employee within the business office is responsible for nor is there any documentation that outlines how duties are delegated should there be staff that are unavailable for any particular reason. The accreditation team noted that there has been an extensive amount of change at both the SCC and District level and the evaluators felt that it would be prudent for SCC to prepare documents that will outline the associated tasks completed by the different positions and how those are performed should staff be unavailable. A flowchart design could be utilized as an avenue to not only support internal controls and their prevalence as well as assist SCC with understanding staff operations and position responsibilities (2.F.4).

Capital planning occurs through the SCC Master plan and is updated on a biennial basis. The College Master plan outlines the capital requests and campus improvements that are needed. Those requests are submitted via a prescribed process to the state legislature for approval and associated funding. Beyond capital additions, the College also submits to the legislature maintenance and other improvement needs. These requests are then funded by the Legislature based on available funding and the priority of requests received. The CCS capital manager monitors all capital expansion and maintenance budgets to ensure funds are spent appropriately and projects remain within budget requests (2.F.5).

SCC's auxiliary enterprises include a data processing fund, printing fund, motor pool, bookstore, parking, and other auxiliary operations fund. The financial management of these is the responsibility of the CCS. The Chancellor has the ability to transfer fund balance from auxiliary operations to SCC local operating funds should on an annual basis. The College allocates a portion of Auxiliary operations funds into the fund balance of the applicable auxiliary operation with the additional being allocated back to general college operations based on pre-determined quantitative factors. The evaluation team did not note any non-compliance with this standard (2.F.6).

SCC, as part of the state of Washington, has annual reviews performed by the State of Washington. While these reviews serve a purpose and are beneficial to assisting in the financial operations of the College, currently SCC is not in compliance with the standard as outlined by the Northwest Commission (2.F.7). Consequently, the committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (2.F.7). (See Recommendation 1)

Fundraising is performed by the CCS foundation on behalf of SCC. The foundation was incorporated in 1972 for the sole purpose of supporting the CCS and its member institutions. SCC and CCS have appropriate documentation outlining the role of CCS in SCC's fundraising efforts, as well as adequate policies and procedures between the two entities (2.F.8).

Report on Standard 2.G Physical and Technological Infrastructure
Physical Infrastructure

SCC, consistent with its mission and core themes creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institutions mission and programs.

The College has embarked on numerous facility expansions and re-models, including the new Livingston Science Center, Stannard Technical Education Building, the renovated Jenkins Wellness Center, and the on-going remodel of the Student Services Building. These capital improvements will assist in providing adequate instruction to such programs in Physical Education, Bio-Medical Technology, Radiology, along with the expansion of medical labs and the Student Health Center. These projects will include the building of facilities to house stated of the art programs in Electrical Maintenance, Heating/Ventilation/Air Conditioning/Refrigeration as well as Hydraulic and Pneumatic Automation and Welding and Machining. Additionally, these projects include the development of a one-stop-shop for Student Services for the student population. In addition to on-going capital improvements the College also has a staff of custodial, professional, and grounds employees charged with maintain campus facilities.

The College has a security force that is consolidated at the District level. Security staff includes 2 full time officers, a 1.0 FTE Director, and a 1.0 FTE program coordinator. Security also contracts with an outside entity to provide evening and weekend coverage as needed on campus. Security staff is adequately trained to meet the needs of their campus and its community. In addition to ensuring a safe educational environment, Security is also responsible for maintaining parking is adequate. It was through inquiry of students during the student forum, that the accreditation team was made aware of concerns related to parking and campus security. Students feel that parking is not adequately available, that public transportation options were not readily available at appropriate times, nor was there an adequate amount of security forces to patrol parking lots and campus. The accreditation team was concerned with the opinions expressed and would encourage SCC to look into viable options to mitigate the concerns expressed by the students (2.G.1).

The College complies with board policy concerning its hazardous materials usage and disposal. The College utilizes Environmental Health and Safety in a consulting relationship to ensure that that the College ensures that a safe environment is in place for students, staff, and faculty. The Safety Office from CCS's human resources office is responsible for making period inspections and meets with faculty and staff concerning hazardous chemicals and their use (2.G.2).

SCC engages in period updates of its facilities master plan. The most recent master plan was updated with the assistance of a consulting firm out of Portland, Oregon. The staff of the college is committed to continuing to grow their campus. They are evaluating campus needs from both an organizational and programmatic level in order to ensure they are preparing adequately. The College master planning process includes participation with both faculty and staff. The College utilizes a facilities committee which is tasked with reviewing the campus master plan and ensuring that it matches with the goals and strategic initiatives of the campus as well as gains the necessary participation from campus constituents. The comments are eventually obtained from interested parties and are taken under consideration before a final master plan is presented. That final campus master plan is then forwarded on to the Cabinet and is eventually approved by the CCS Chancellor. SCC will propose potential campus improvements through the SBCTC, which are then approved by the Legislature, as funding is available (2.G.3).

The College has adequate capital and equipment available for faculty, staff and students. While the college has continued to work with budgetary constraints they are still able to meet needs of stakeholders in an efficient and effective manner (2.G.4).

Technological Infrastructure

Information Technology at SCC is overseen and operated by CCS. CCS is responsible for the maintenance of current software and hardware, as well as the implementation and installation of new software and hardware consistent with the College replacement plan and strategic plan. The district has approximately 6,200 desktop and laptop computers within its labs, classrooms, and for faculty and staff, all overseen by CCS District IT personnel. The campus has open labs as well as dedicated student labs for student in addition to several dozen notebooks students can check out for classroom purposes. The college also maintains a guest wireless network within every building on campus, the IEL, and the district offices.

The college local area network consists of HP Procurve Switching Equipment, Cisco Wan routing, and Cisco ASA firewalls. Each building on campus is connected back to the data center and network core in the primary data centers. Each of the campus buildings has at least a one gigabit connection. The buildings requiring greater bandwidth are connected either with ten gigabit or multiple gigabit trunks bonded together. The basic design of the network is a hub and spoke system with a collapsed core. Additionally, the colleges maintain a gigabit connection for high-speed access to services and applications hosted here, as well as a separate K20 internet connection that was upgraded to 500Mbps/s to serve as a redundant failover connection should the need arise.

Beyond the maintenance of the network and the campus hardware and software, the technology services department provides services for SCC and the district from a data center located on the SCC campus. The data center includes 190 physical and virtual servers in a 300 square foot state of the art facility that includes redundant air conditioners, redundant uninterruptible power supplies (UPS) and a natural gas powered generator. College data centers are connected with a 10 gigabyte dark fiber connection as well.

Within 24 hours of registration, students are provided with an e-mail account and privileges to access My Bigfoot, the student portal where students can work through financial aid, business office, and registration processes. While the College has done a commendable job at setting up current infrastructure, through inquiry with Information Technology staff it became apparent that additional infrastructure is needed in that the continuity of operations was to be comprised. The evaluation team would like to encourage the Information Technology staff to continue their work on the Continuity of Operations Plan and ensure they have adequate resources available so the plan can be exercised and allow for limited disruption of campus operations should a severe event occur (2.G.5).

CCS provides support services to students, staff, and faculty across the SCC campus. Student accounts are created within 24 hours of registration and there is a designated process for creating staff accounts. The CCS department provides centralized help desk support through three help desk attendants, as well as maintaining websites for students on troubleshooting potential IT

related concerns. Additionally, the CCS human resources department has subscribed to Lynda.com as an avenue for training all full-time employees of the district (2.G.6).

When SCC consolidated its information technology operations and allowed them to be provided via CCS, part of the recommendation was that an IT governance structure be designed that allows for input into IT operations by students, staff, and faculty. The governance council is made up of four different components: Academic Systems Advisory Committee, Data Management Advisory Committee, Student Advisory Committee, and Communications and Marketing Advisory Committee. The accreditation team observed the Information Technology area has a governance structure that affords opportunities for staff, faculty, and students, from across campus to be involved in Information Technology planning and decision-making (2.G.7).

CCS ensures that the College maintains an adequate technology plan and replacement schedule. The campus technology planning begins with an on-line survey of students and faculty concerning availability of resources required to support the annual technology fee. After this data is collected, departments are involved as they request technology needed within their individual areas of oversight. Technology plans are developed at the department level with the completion of a technology master plan and planning worksheets to outline technology needs. Once created, division technology plans are then compiled to create an entire college plan. Projects and initiatives are matched to funding sources. Rotation plans for PC and other computing resources are prepared annually, separate from the students' needs, so as to ensure that adequate technology is available for the students of the institution. A final plan including requests and staff and faculty rotation schedule is developed and given to management for final approval (2.G.8).

Section Three

Report on Standard 3.A Institutional Planning

To the degree possible given the shortened cycle of the College's *Comprehensive Year Seven Self-Evaluation Report*, evaluators confirm the institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies. It should be noted here that where plans may not be fully developed or realized yet, evaluators recognize the new president, [Mr.-Morgan](#), is working with the recent integration with district office administration in this area (3.A.1).

It is evident the institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies. Interviews and review of documents confirm opportunities for broad input from various areas of campus including students, faculty, staff, and community (3.A.2).

President Morgan has developed and encouraged the institution's comprehensive planning process, which is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission. Though not all data initially identified in the Year One Report for Core Theme metrics leading to some verification of mission fulfillment and

sustainability are clear, evaluators found evidence of significant progress in this area which will effectively inform the College's next seven-year cycle iteration (3.A.3, 3.A.4).

3.A.5 Through interviews and review of the College's *Emergency Management Plan*, evaluators verify SCC's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations (3.A.5).

Section Four

Workforce Development Core Theme

Standard 3.B Core Theme Planning

Based upon the Self Study and other evidence, it is clear that the Workforce Core Theme is an integral part of Spokane Community College's mission and strategic planning. Approximately 70% of the college's students are enrolled in programs leading directly to employment. This core theme is prominent in all of the strategic priorities and is addressed specifically in career and technical education programming, student success, institutional research and community engagement initiatives. Notably, most career and technical certificate and degree programs are aligned with or embed Applied Education (APLED) instruction so that students receive comprehensive technical training and essential writing, math and career skills for successful entry into the workforce (3.B.1).

The Workforce Core Theme is consistent with the institution's comprehensive plan as stated in the self-study report. Evidence from Core Theme documents and reports and from interviews clearly indicates a robust planning process grounded in significant, substantial and ongoing collaboration between faculty, academic administration and college leadership to select and improve workforce program offerings (3.B.2).

Workforce Core theme planning is characterized by continuous engagement between academic programs and Office of Planning and Institutional Research to develop meaningful, workforce-relevant assessment tools and evaluation methodologies. Data and goal achievement results are summarized and communicated college-wide via the Mission Fulfillment dashboard. Dashboard results are currently under study. There is evidence from team and faculty interviews of strong intent to use results to inform planning for new programs, program improvement, and methodology for subsequent planning and evaluation cycles.

Compliment: Data collection and analysis for this core theme are operational in a robust manner even in such a short time frame (3.B.3).

Standard 4.A. Assessment

The Office of Planning and Institutional Research collects appropriate Core Theme data from multiple sources: College and district enrollment and student performance data, and from state and national databases. Workforce Core Theme data includes surveys from program advisory committees, degree/certificate completion and workforce placement data, comparison of industry certification exam pass rates for SCC students with national data, student satisfaction data, wage data, etc. This data is analyzed in multiple ways including (1) holistic evaluation with regard to institutional strategic planning objectives, performance indicators and mission fulfillment dashboard targets, and (2) varied disaggregation according to technical programs and support services in order to validate relevance and inform program improvement (4.A.1).

Although the self-study admits that improvements are needed regarding evaluation of programs and services, the enthusiastic early efforts of the Workforce Core Theme team in using the mission fulfillment data is noteworthy. Based upon interviews with faculty and administrators, results of program advisory committee surveys and other core theme data are embraced, discussed and critiqued as valuable input for the next cycle of strategic planning and

programming. Refinements to the current system are underway under the leadership of the acting Vice President for Instruction and the Council of Chairs (4.A.2).

Although good work is in progress by the Workforce Core Theme team toward documenting student achievement of course, program and degree learning outcomes, SCC realizes that a fully operational system and consistent process is not yet a reality. Continuation of current efforts is strongly encouraged so that progress will be highly evident in future accreditation evaluations (4.A.3).

There is preliminary evidence of holistic evaluation by the institution of alignment, correlation, and integration of programs and services. Currently the standard is addressed primarily through processes of appropriate data selection and evaluation. Again, further work must be done to fully satisfy this standard (4.A.4).

There is also evidence SCC evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered (4.A.5).

Regular review of assessment processes is in the early stages for this Core Theme. The self-study, along with reports from the core theme team from program faculty and from support services, is the subject of ongoing discussion and collaboration with Institutional Planning and Research to refine core theme assessment processes to improve relevancy and identify meaningful measures. As this is in the beginning stages, more work needs to be done (4.A.6).

Standard 4.B Improvement

Workforce Core Theme assessments appear to be based upon meaningful institutionally identified indicators of achievement. Results are beginning to be used in planning discussions by the Core Team and college leadership, but it is too early to obtain evidence in support of this. The assessment results are made available to the College community in the form of the Mission Fulfillment dashboard posted on the college intranet (4.B.1).

Use of assessment results to inform academic and learning support practices is in the preliminary stages. Full implementation awaits systematic implementation of assessment processes for college-wide student learning outcome initiatives (4.B.2).

Academic Transfer Core Theme

Standard 3.B Core Theme Planning

Planning for academic transfer is consistent with District Board values and CCS's strategic priority areas: student success, collaboration and communication, sustainability and innovation. The four academic transfer core theme objectives under have as their primary goal students' successful transfer to 4-year institutions through degree completions, enrollment within two or three years, successful performance at 4 year institutions, and increased knowledge and skills in SCC's student abilities.

Analysis of internal and external data shows that objective 2.1 transfer completions (31%) fell below target (39%) and below the baseline (34%). The institution is planning to increase completions through a host of achievement initiatives identified during an August SCC planning retreat (list of initiatives attached). The College plans to incorporate these initiatives into strategic planning; the ambition is to improve completions by 2016. Increasing completions is considered crucial due to expected changes in the state's funding structure.

Objective 2.2 fell short of baseline (29%) and target (33%) with 31% of students with transfer intent enrolling at a 4-year baccalaureate within three years.

Objective 2.3 baseline (92%), target (95%) has been nearly met with 94% of students who are transferring to EWU or WSU successfully matriculating as juniors. Term grades for SCC students transferring to these two institutions meet the target with students earning 3.42 GPA (baseline 3.43, target 3/30). This GPA is higher than for students who began their post-secondary education at the 4-year institutions.

Baselines stated in the above transfer analysis were established through internal and external data including data from the student management system (SCC's live data), National Student Clearing House, and the state of Washington's Mutual Research Transcript data.

There had been concern that coding did not accurately identify transfer students but the core theme team together with the Office of Planning and Institutional Research analyzed each student's data and reduced incorrect coding to an error percentage of between 1 and 2% (3.B.1).

Overall, the College supports seamless transition to four-year institutions with a multiplicity of services including faculty highly supportive success for their students, a transfer center, facilities and equipment such as a new and state of the art math and science building/labs, tutoring services offered in a tutoring center or within departments such as mathematics. Writing tutoring has been identified as a "hit or miss" so students work with their instructors instead. A writing center does not exist.

The library supports transfer students with instruction on information literacy in freshman and advanced composition. The fact that SCC transfer students perform better than students who began their education at the universities shows that students are being well prepared in their SCC courses and classes. With the majority of students coming to SCC needing remedial course work at the start, the auxiliary services provided to students seem successful in helping them overcome their educational deficits (3.B.2).

While lacking an overall systematic student learning outcomes assessment, the college uses student achievement data collected and analyzed by the State Board which shares the results with SCC and which inform SCC's strategic planning because they identify areas of strengths and weaknesses.

Employment Security Division information (DLOA) provides data on student employment after graduation from SCC. Deans use this data in program reviews. Faculty have some issue with the data because it is lagging in currency and faculty say that they have better data coming to them directly from the students who graduated and with whom they keep in touch.

The College uses Community College Survey of Student Engagement data to learn how easily students access services and what their opinion is about student services. Although an opinion survey, it too shows areas of weaknesses that inform planning and improvement.

All of the above data are collected into an institutional effectiveness report which is disseminated to the president and his or her cabinet as well as the planning and budgeting committee, a working title for the Strategic Planning Committee, and at the all college forum.

With the formation of the four college core theme teams, the Office of Planning and Institutional Research also collects and analyzes data on core theme objectives and indicators of achievement such as to date the academic transfer core theme and the student success core theme data. These data too inform planning and decisions (3.B.3).

Standard 4.A. Assessment

The Office of Planning and Institutional Research now collects and analyzes a large body of data including annual divisional enrollment summary reports, district enrollment reports, student faculty ratio reports, placement test scores, retention rates, pre-college to college data, student success in classes data, gateway courses. Beginning with spring 2013, the data also include core theme objectives and indicators of achievement. At this time the standard has not been met. However, the College is astutely aware that it has been lacking a “culture of assessment” and more specifically been lacking: “appropriately defined” systematic and college-wide data to reliably inform decision making for planning and resource allocation (4.A.1). (See Recommendation 2)

The college has been conducting annual instructional program reviews that provide information on the facts of a program and also its student outcomes such as transfer, job placement, and average earning data. This limited data has given rise to questions regarding “accuracy of data, sources used for the data, lack of qualitative data and faculty input, lack of closure of the assessment loop; data ends with programs and deans, repetition with other reports required of accredited programs” (*SCC Self-Study*, p.126). Moreover, only workforce programs are involved in this review, not academic transfer programs nor student support services.

To the credit of the institution, as stated above, the lack of college-wide assessment of student learning outcomes has been recognized as needing attention and measures to correct the situation are being undertaken. A Student Learning Outcomes Assessment Task Force established in 2013 was charged with assessment and identification of best practices in order to develop a comprehensive assessment process and assessment oversight. It reported its findings and recommendations to the Vice President of Instruction in June 2013 (Appendix G).

As per the recommendations of the task force, assessment as a matter of college culture is to be addressed in several ways:

- as a factor in hiring new faculty and hiring and evaluating deans. The task force as well as the college point to an ongoing challenge of retaining deans and other administrators to provide consistent support for assessment (p. 8, Appendix G).

- as a factor in faculty development and in the establishment of a teaching and learning center.

- in the formation of a standing assessment committee to oversee assessment. This committee, as of this writing, is in the very first stages of being created with volunteers submitting their names to the President.

in program assessment committees within divisions; these have meanwhile been redefined as distribution areas committee based on the distribution areas for the AA or AS degree (4.A.2). (See Recommendation 2)

Standard 4.A.3 does not apply to objectives and indicators within the Community Responsiveness Core Theme.

The College has identified a model for core theme planning and assessment that connects planning, action, assessment and learning (134). The model provides a doable and clear cycle with one part informing the other. The annual reports growing out of the implementation of this model are to contribute to institutional planning and resource allocation (134) (4.A.4, 4.A.5, 4.A.6).

Standard 4.B Improvement

Evaluators found evidence that the standard has largely been met with regard to academic transfer core theme assessment based on meaningful institutionally identified indicators of achievement. The results will be incorporated into strategic planning, decision making, and allocation of resources. The assessment results have been posted on the office of Planning and Institutional Research's data dashboard (4.B.1).

Evaluators found that assessment of student learning to inform academic and learning support planning and practices to enhance student achievement has not occurred college-wide for some years. The lack of data on student learning has been described in the May 2013 Student Learning Outcomes Assessment Task Force Report. The task force recommended changes in the organizational structure of the college to ensure broad and systematic assessment. Among the specific recommendations for the institution is the creation of a standing educational assessment committee to oversee and guide assessment efforts at all levels to ensure student achievement (see also 2.C.5).

Evaluators heard concerns about follow-through on the recommendations. For instance, an assessment coordinator position recommended by the task force has not yet been created. Assessment efforts in the past were thwarted by strong faculty resistance and lack of administrative support due to SCC's challenges with the retention of instructional deans.

Assessment data is critical for SCC's strategic planning and strategic resource allocation in order to pointedly drive and ensure student achievement. The college has begun to address the lack of data to affect planning in the transfer areas: a first step was the assessment of student preparation for transfer to four-year institutions in a study undertaken this spring by the Academic Transfer Core Theme Team. The results of the study have been posted on the Office of Planning and Institutional Research's data dashboard. Information on the application of the data is not available; the study was completed only recently. A call for volunteers to create and serve on the assessment committee went out from the President in early fall.

Commitment to sustained and college-wide assessment is vital to the mission of the college (4.B.2). See Recommendation 2

Student Success Core Theme

Standard 3.B Core Theme Planning

Evaluators found the planning in regard to student success is consistent with SCC's comprehensive plan and guides the services provided to help students be successful. The institution has a ten-member student success core theme team that outlines the needs and the success of students. The team identified nine theme objectives that align with their four strategic planning priority areas of Student Success, Collaboration and Community, Sustainability, and Innovation. These objectives guide the selection of student services offered and align with the core theme's objectives (3.B.1).

Evaluators confirm SCC has expended sufficient resources to ensure that they will meet the identified nine theme objectives in regard to student success. The College has implemented a number of policies and services to ensure that it is successful in this regard. One policy that is impressive is the integration of remedial faculty with departmental faculty so that they serve students as a group. They have also provided the following services: counseling and advising, Early Alert and behavioral intervention, Instructional Support, new student orientation, special population services, veterans services, multicultural services, disability services, Career services, student success workshops, library support, media center access, and a student health center. These services provide evidence SCC is providing ample support to ensure that students are successful in their college experience.

Compliment: SCC has dedicated resources to support the multicultural services area. This area has a new director with the charge to improve outreach work and student inclusion. These changes appear to be driven by data showing a need in this area (3.B.2).

There is evidence that in the student services area, core theme planning is driven by the data collected. The core theme team identified a number of items that would help them assess what they are doing and make improvements. For example, their discovery of how early intervention reduced the overall drop rate of students, an item not part of the current list of objectives, will be added at the next review of the core theme. Core theme team members feel this addition will lead to further improvement of the services rendered (3.B.3).

Standard 4.A. Assessment

Evaluators found SCC has a plan in place to collect data that can be used to steer the directions of the institution in regard to student success. The College has identified four objectives and thirteen indicators of achievement. They have set baselines for each of these indicators and collected a first year of data associated with them.

What is not clear is if the data has been used to make changes in regard to the institution. There are a number of suggested ways in which the data might be used, but the process is so new, that the utilization of the data is in its infancy. It is suggested that SCC continue using their plan for assessment and close the loop by illustrating ways in which the data drives changes to their programs (4.A.1).

In regard to student success core theme, evaluators found evidence that student services are available to students at any location. These services are directed from the main office, and yet are

available at outside locations. Through review of documentation, interviews, and an off-campus site visit, evaluators confirmed the availability of student services off campus. Evaluators were impressed by the level and scope of these services (4.A.2).

Relative to this core theme, it appears that all courses delivered must comply with the institutional curriculum policies. One strategy evaluators noted was the practice of blending both remedial and upper level course work within departments. SCC has also done extensive work tracking the success of their students in some areas. The College has started to collect data on how well students transition from developmental math and English to upper level courses. SCC has tracked how effective their services such as student orientation are at helping students succeed. The College also looks at how successful individuals are at finding employment. Using engagement surveys, the College has examined student perceptions of their programs. Using baseline data from these surveys, SCC plans to look at ways to improve. It is again suggested the College use this data to drive program improvement (4.A.3).

It appears that in regard to student success, SCC has aligned indicators of achievement with corresponding core theme objectives. While it appears the College is collecting useful data that will guide decisions in the future, evidence for utilization of the data is sparse (4.A.4).

Evaluators found evidence the institution has a holistic plan, which ensures that resources, capacity, practices, and assessment are in place. The plan's structure suggests it will provide data to drive institutional change as appropriate. As long as the plan is followed, it appears that it will meet the standard and be viable to the institution (4.A.5).

There is evidence the institution has a plan in place to review the assessment process. The review process involves regular meetings associated with each core theme and yearly planning and assessment meetings. As the plan is new, evidence of the efficacy of this process was not available at the time of the visit (4.A.6).

Standard 4.B. Improvement

There is evidence to suggest the institution has used the data to make some changes and to consider new pathways to help students. For example, after the evaluation of the first round of data in regard to remedial English and math, the College made specific changes. The Math Department is looking at ways to expedite remediation in a one-year block. The English Department is adding additional courses to help students succeed as well as having students work in learning communities. English is also piloting a program to expedite writing ability. In each instance, the College is conducting a comparative study against the normal pathway cohort. After analyzing the data, SCC has improved the student support services in a number of ways, including faster feedback to students and changes to improve success of online courses. The acting vice president has allocated resources in support of these initiatives (4.B.1).

The current assessment plan includes the utilization of a website dashboard to house collected data and make it available to all constituents. The availability responds to the standard, but utilization is still in the early stages and future evidence of compliance may be needed. While there is evidence to suggest that a plan is in place, there has not been time to effectively use the data (4.B.2).

Community Responsiveness Core Theme

Standard 3.B Core Theme Planning

The Community Responsiveness Core Theme is consistent with the college's comprehensive plan and helps guide, somewhat, the selection of programs and services to contribute to accomplishment of the core theme's objectives. Two of the objectives—4.1 SCC provides access for diverse populations and 4.2 SCC's Workforce Education program mix responds to student and regional economic needs—support the core theme. However, objective 4.3 SCC provides opportunities for students and the community to engage in social inquiry and develop a cultural understanding and an appreciation for the humanities does not support the core theme. The Community Responsiveness Core Theme aligns with the college's mission to "provide our community accessible and affordable educational opportunities responsive to the needs of our diverse populations." Additionally, the Community Responsive Core Theme supports CCS's Collaboration and Communication strategic priority.

Per the self-study, college departments and programs were asked to identify at least one initiative for the next year that will contribute to the accomplishment of the core theme and/or CCS strategic initiative (3.B.1).

Although the Community Responsiveness Core Theme Team identified several entities that embrace the spirit of the core theme, the majority of these resources do not align with or contribute to the achievement of the goals or intended outcomes (i.e. Multicultural Student Service, Equity, Diversity and Advisory Council, Multicultural Leadership Institute, Student Clubs, Head Start) (3.B.2).

The Community Responsiveness Core Theme planning is informed by the collection of easy to obtain data to evaluate the accomplishment of the core theme objectives. Not all the data collected, as deemed by the evaluators, was meaningful or truly measured the goal or intended outcomes. Specifically, does attendance at the Hagan Center events meet or exceed expected attendance or does attendance of community members at President's Speakers Series measures SCC's ability to provide opportunities for students and the community to "engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities?" Per interviews with the Community Responsiveness Core Theme team and faculty, much of the data collected will not change or guide future programming or services (3.B.3).

Standard 4.A. Assessment

SCC's Office of Planning and Institutional Research engages in systematic collection and analysis of assessable and verifiable data as the basis for evaluating the accomplishment of its core theme objectives. However, not all of the data collected for the Community Responsiveness Core Theme was meaningful or appropriate to its indicators of achievement. For example, does attendance at the Hagan Center events meet or exceed expected attendance or does attendance of community members at President's Speakers Series measures SCC's ability to provide opportunities for students and the community to "engage in social inquiry, develop a cultural understanding, and an appreciation for the humanities?"

It should be noted that due to the compressed time frame of creating an entire new set of objectives and indicators for the Community Responsiveness Core Theme, data collection is just in the infancy stage (4.A.1).

The institution is beginning to engage in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes as documented in the mission fulfillment dashboard located within SCC's intranet. Faculty continues to have a primary role in the evaluation of educational programs and services. However, the advisory committee feedback collected within indicator 2 of objective 4.2, can help faculty make better and informed decisions, if they have access to that information. Faculty surveyed did not indicate receiving or seeing the data collected from the Community Responsiveness Core Theme (4.A.2).

Standard 4.A.3 does not apply to objectives and indicators within the Community Responsiveness Core Theme.

The Community Responsiveness Core Theme team attempted (although not entirely successful) to align, correlate, and integrate programs and services with respect to accomplishment of the core theme objectives (4.A.4).

The Community Responsiveness Core Theme Team evaluated its data, but the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to the achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered has not occurred with perhaps the exception of indicator 3 (curriculum changes based on advisory committee recommendations) of objective 4.2. In the initial year of assessment, the target result for the indicator was not met (4.A.5).

The Community Responsiveness Core Theme indicated if this core theme is adopted next year, then they would look at adjusting the target for a couple of the indicators. Since this is the Core Theme team's second attempt at developing objectives and indicators for the Community Responsiveness Core Theme, the college is demonstrating an attempt to regularly review its assessment process to ensure that authentic achievements and meaningful results that can lead to improvement (4.A.6).

Standard 4.B. Improvement

The Community Responsiveness Core Theme assessments and results of assessments of programs and services are: a) not based on entirely meaningful indicators of achievement; b) could potentially be used for improvement by informing planning, decision making, and allocation of resources and capacity (but evidence of this occurring was not found at least as of yet); and c) made available to appropriate constituencies in a timely manner at least through the mission fulfillment dashboard through the college intranet (4.B.1).

Standard 4.B.2 does not apply to the Community Responsiveness Core Theme as none of the indicators assessed student learning.

Section Five

Report on Standard 5.A Mission Fulfillment

In general, the evaluation team found evidence through review of documents, interviews, and other resources that SCC engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. Again, evaluators note the short term of the cycle for the College and the consequences of insufficient time for data collection, processing, and action based on analysis. Some Core Themes (e.g., Workforce Development) are effectively developed while others, notably Community Responsiveness, are not successfully developed. However, given the shortened time-frame context, evaluators have a certain level of confidence that based on its definition of mission fulfillment, Spokane Community College uses assessment results as best it can to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public (5.A.1, 5.A.2).

Report on Standard 5.B Adaptation and Sustainability

As noted earlier in this report, Spokane Community College turned in its *Year One Report* in the fall of 2011, so there was no effective opportunity to have realized and processed data over time that would provide accurate and meaningful results one would normally expect from a comprehensive report spanning seven years. Moreover, the College had no opportunity to write, submit or be evaluated on a Year Three Report to assess resources and intermediate progress in response to Year One Report recommendations. As a consequence of this shortened timeframe, some aspects of the seven-year cycle are not fully developed (e.g., complete and meaningful results from Core Theme processes); however, evaluators found evidence and have confidence SCC has been diligent in moving forward with its response in these areas, and as the next and complete seven-year cycle begins, evaluators also suggest SCC is poised to begin Core Theme refinement and revision with the benefit of this experience.

In this context, evaluators found sufficient evidence indicating the College evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. Moreover, there was ample documentation of a planned and emerging or regular cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. Though not apparent in all Core Themes due perhaps to the abbreviated evaluation cycle time frame, the College uses the results of its evaluation to make or plan for changes and improvement (5.B.1).

Evaluators found evidence SCC monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. The district office houses IT, HR, library, and certain financial operations for both Spokane Fall Community College and Spoken Community College, and the Board of Trustees also oversees both colleges as well as the chancellor who is at the district office. Though the district oversight organization is a recent development, it appears this governance system uses the College's findings to assess SCC's strategic position and define its future direction. Evaluators understand the district will participate with the College to review and revise, as necessary, SCC's mission, core themes, core theme objectives, goals or intended outcomes of its programs and services and indicators of achievement moving into the next seven-year cycle (5.B.2).

Summary

There is evidence in the catalog that SCC follows a credit hour policy reflective of requirements outlined by the NWCCU's Policy on Credit Hour.

Evaluators noted the effects of the severely shortened seven-year cycle, mainly lack of firm evidence of how Core Theme measurements developed over time and how the results might have been used to inform institutional improvement.

As a counter to these concerns, the evaluation team was impressed with the completeness of the *Spokane Community College Comprehensive Seven-Year Self-Evaluation Report* and its candor and honest appraisal of the College's strengths and challenges. Evaluators appreciated the College's hospitality and the efforts preparatory to the site visit. It is worth noting here the positive atmosphere on campus and at the Colville site. Students, staff, faculty, and administration evinced a positive attitude and a forward-looking spirit relative to SCC. Based on interviews and review of pertinent documents, evaluators recognize President Morgan and his administrative team for intentional efforts to bolster morale and provide vision. Evaluators also recognize the students for their engagement in the site visits and their willingness to participate in forums and interviews in impressively large numbers.

Ultimately, evaluators have confidence the administration and the campus in general is poised to start the new seven-year cycle having been prepared by this experience; there is already ample evidence that Core Themes in the next cycle will be improved as a result of this last effort. Concerns about the recent transitions of the new president and upper administration as well as the creation of the district office are somewhat mitigated by the sense that the College is ready for this next iteration in the accreditation cycle.

Compliments and Commendations

Compliment: At the open student forum, evaluators were most pleasantly surprised to see over 350 enthusiastic and engaged students show up for the hour-long session. Evaluators recognize the high level of engagement, civility, and interest students showed here.

Compliment: It is worth mentioning here that upper administration has made a concerted, proactive effort to communicate regularly and broadly with SCC faculty, staff, and students about administrative changes resulting from the reorganization. This effort appears to have allayed some concerns.

Commendation 1

Evaluators commend Spokane Community College for their dynamic relationship between the students and the faculty and staff. Students indicate that they appreciated the personal interest and the willingness to go beyond the call of duty to ensure that they are successful in their academic pursuits.

Commendation 2

Evaluators commend Spokane Community College for its extensive student success initiatives. These efforts, such as those devoted to underprepared, probationary, multicultural, disabled and veteran students, ensure that expanded resources facilitate success in the students' academic pursuits.

Commendation 3

Evaluators commend the College's Institutional Research staff for outstanding and collaborative communication with faculty and staff and for liaising with the District in providing data and developing analytical tools to evaluate data.

Concerns and Recommendations

Concern: The evaluation team feels that the College should delineate, in a written format, its budget practices including how it allocates out budgetary resources to the Colleges and divisions of SCC. While the College has a current process in place, the evaluation team felt it would lead to greater clarity of financial operations if the District delineated in a written format the different allocation methods utilized and how funding moves from the District level to the individual institutions (2.F.3).

Concern: The accreditation team noted that there has been an extensive amount of change at both the SCC and District level and the evaluators felt that it would be prudent for SCC to prepare documents that will outline the associated tasks completed by the different positions and how those are performed should staff be unavailable. A flowchart design could be utilized as an avenue to not only support internal controls and their prevalence as well as assist SCC with understanding staff operations and position responsibilities (2.F.4).

Concern: It was through inquiry of students during the student forum, that the accreditation team was made aware of concerns related to parking and campus security. Students feel that parking is not adequately available, that public transportation options were not readily available at appropriate times, nor was there an adequate amount of security forces to patrol parking lots and campus. The accreditation team was concerned with the opinions expressed and would encourage SCC to look into viable options to mitigate the concerns expressed by the students (2.G.1).

Concern: The evaluation team would like to encourage the Information Technology staff to continue their work on the Continuity of Operations Plan and ensure they have adequate resources available so the plan can be exercised and allow for limited disruption of campus operations should a severe event occur (2.G.5).

Recommendation 1

Evaluators recommend that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (ER 19, 2.A.30, 2.F.7).

Recommendation 2

Evaluators recommend the institution develop systematic and college-wide means to assess the student learning outcomes associated with *general education* and demonstrate that this data is used to inform decision-making. It is further recommended that the institution develop systematic and college-wide means to assess the student learning outcomes of *programs* in relation to the institution's mission and demonstrate that this data is used to inform decision making at that level (2.C.2, 2.C.9, 2.C.10, Core Themes: 4.A.1, 4.A.2).

Recommendation 3

Evaluators recommend the Board of Trustees develop and implement a self-evaluation instrument to regularly evaluate its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner (2.A.8).

Recommendation 4

Evaluators recommend the College appropriately revise the Community Responsiveness Core Theme Indicators to be meaningful, assessable, or verifiable (1.B.2).

Recommendation 5

Evaluators recommend that planning for library and information resources be guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. It is further recommended the institution regularly and systematically evaluates the quality, adequacy, utilization, and security of all library and information resources and services (2.E.2, 2.E.4).