NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

A FULL-SCALE EVALUATION COMMITTEE REPORT

SPOKANE FALLS COMMUNITY COLLEGE

SPOKANE, WASHINGTON

OCTOBER 13, 2003-OCTOBER 15, 2003

A Confidential Report Prepared for the Commission on Colleges and Universities that Represents the Views of the Evaluation Team

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<u>OVERVIEW</u>

Spokane Falls Community College (SFCC) was subject to a Full Scale Evaluation Team visit on October 13-15, 2003. The Evaluation Team was graciously hosted by the college and the Evaluation Team found the college well-prepared for the visit. The Evaluation Team was uniformly impressed by the enthusiasm and quality of the SFCC faculty, staff, and administration. While SFCC, like every other college, has room for improvement, it faces a challenging future armed with the considerable assets provided by good leadership, mutual support, and common purpose.

Standard One: Institutional Mission and Goals, Planning and Effectiveness

SFCC is one of two independently accredited institutions within the Community Colleges of Spokane District. The district also includes a third operational unit, the Institute for Extended Learning, which is not an accredited institution. SFCC and the other constituent units of the district are governed by a single Board of Trustees and a district Chancellor. The President of SFCC reports to the Chancellor.

The Community Colleges of Spokane District retains a number of centralized functions that operate to serve all three of the district's units. Among these retained centralized functions are: Human Resources, Facilities, Finance, Contract Administration/Legal Services, and Computing Resources. Although the Evaluation Team heard a few murmurs regarding a remote district bureaucracy, the predominate view expressed to the Team was that these services were well-organized, responsive, and appreciated. Conversations with the Chancellor revealed a strong commitment that centralized services enable, rather than hobble, the institutions.

SFCC's on-campus administrative organization is conventional. However, the Evaluation Team was impressed by the depth of support expressed for the administrative team by college employees and students. The college, and the district, experienced substantial turmoil as recently as 2001. The new leadership at the college (and in the district office) receives generous credit from the campus community for rebuilding trust and confidence.

SFCC has developed a strategic plan to guide its operations and development. The college is commended for the conscious connection this strategic plan has to the institution's mission and core values statement. The college can cite some early evidence that the strategic plan, and its mission-linked goals, has influenced organizational and resource allocation choices. However, there is a pronounced absence of district-level

strategic planning and this absence should be corrected by the Board of Trustees and the Chancellor.

The Community Colleges of Spokane District does not have a specific and detailed strategic plan to guide the development of its constituent units. Consequently, the development of a strategic plan by SFCC (or by either of the two other units) may not fully conform to the district's own vision for the work of the college. The lack of district strategic planning also contributes to some on-going confusion over roles and responsibilities between SFCC and the IEL.

It is essential that the Community Colleges of Spokane District produce a planning document that clearly and specifically outlines the responsibilities and authority of its constituent units. (See further discussion under Section 6 of this report.)

SFCC acknowledges that its institutional effectiveness and educational assessment processes are uneven and incomplete. While the educational assessment process is detailed more fully in Section 2 of this report, both the institutional effectiveness and educational assessment processes share common deficiencies: 1) the college has not convinced the entire campus community that it is imperative for accredited institutions to engage in serious institutional and educational program assessment; 2) the college has not produced stable and fully developed models for the required assessments; 3) the college has not established firm time lines and other monitoring protocols for these assessments; and 4) the college has not made it clear who is "in charge" of these two processes and what tools are available to the leader(s) to ensure that affected departments participate. Put simply, the college needs to bring clarity, resolve, and accountability into its assessment efforts. (Standard 1. B., 2. B. See General Recommendations 3 and 5).

The above paragraph is not meant to suggest that SFCC has been wholly inattentive to assessment issues. A number of professional technical programs (as described in Section 2) have learning objectives in place and have completed one, or more, assessment cycles. Likewise, the best institutional effectiveness assessments are closely linked to college missions and SFCC has developed goals directly derived from its mission and core values. These are not small achievements, but they are still first steps.

The Self-Study prepared by SFCC in anticipation of the team visit was of good quality and useful to the evaluation team. For the most part, it accurately reflected the conditions found on campus by the team. The team did, however, conclude that the Self-Study over represented the maturity of the educational assessment and institutional effectiveness programs. Required documents for the finance and library sections of this report were provided after inquiry by the affected team members; care should be taken to include all required documentation in future Self-Study reports.

Standard Two: Educational Program and Its Effectiveness

A. EDUCATIONAL PROGRAM PLANNING AND ASSESSMENT OVERVIEW

The College has received state funding and training over a number of years for assessment. It has approached the process with a faculty driven, bottom-up effort. There is an active Outcomes Assessment Committee established in the early 90's that meets regularly and publishes a newsletter. Last spring the committee provided a course on Outcomes Assessment for the faculty with financial incentives to participate. The faculty voted on four college-wide abilities in 1995. The committee then developed the *Course Abilities and Learning Outcomes* (CALO) format for stating course outcomes and assessments. Then it convinced the Curriculum Committee to require a CALO on all new and revised course outlines. The CALO also has the faculty show which of the college-wide abilities are covered in the course. While the abilities contained in individual courses may be assessed, no plan exists to assess whether graduates leave with these abilities. As a part of the Institutional Effectiveness and Assessment efforts, the *Nichols' Five-column Model* was recently adopted. This same organizing tool is being used to list educational program outcomes, assessment measures and results. College-wide abilities are not a part of the program outcome and assessment plans and the CALO for individual courses do not appear to be tied to the program outcome plans.

Professional/Technical Program Outcomes

The college has used Perkins funds to hire a curriculum specialist to support Professional/Technical (PT) program curriculum development regardless of the division offering them. Early efforts were centered on making the programs competency-based. Recently the specialist has supported the programs as they develop outcomes and assessment strategies. All of the PT programs have the Nichols' form completed with outcomes and most of the outcomes have clearly defined assessment measures. The programs are in various stages of assessing the stated outcomes. A few outcomes have been assessed more than once and changes have been implemented based on the results. The PT curriculum office assists in stating the assessment measurements the faculty chooses and reminds faculty when they should consider implementing more of their measurements. However, for most programs at this point there is no evidence that assessment activities have yet led to the improvement of teaching and learning. (Standard 2.B.3) (See General Recommendation #3).

Associate of Arts Degree Program Outcomes

The departments are working on developing a CALO for every course. Some departments are not engaged yet in this activity after 8 years of it being in place. More recently the Outcomes Assessment Committee has focused on outcomes for general education distribution areas and the assessment measures for these outcomes. The outcomes have been defined and linked to the college-wide abilities. The progress on defining assessment measures is slow and no timetable for completion has been set. The same departments resisting the course CALO process are resisting this effort. There is no evidence that assessment activities have led to the improvement of teaching and learning. (Standard 2.B.3) (See General Recommendation #3)

B. GENERAL EDUCATION/RELATED INSTRUCTION OVERVIEW

Pursuant to Commission Policy 2.1, Spokane Falls Community College (SFCC) requires a breadth of general education coursework for graduation with an Associate of Arts (AA) degree by mandating students complete *"Distribution Requirements"* (Community Colleges of Spokane Catalogue, 2003-2005, pages 35-36). The distribution requirements outlined therein require students to complete Communication Skills (10 credits), Quantitative Skills (subsections A and B, 5 credits), Humanities (15 credits), Social Sciences (15 credits), Mathematics/Science (5 credits in Mathematics, 10 in Science), and Health-related/PE/Recreational/Leisure Activities (5 credits). These *Distribution Requirements* appear consistent with the statement in the *Accreditation Handbook* (NWCCU, 2003, p. 36) that states, *"General education introduces students to the content and methodology of the major areas of knowledge –the humanities and fine arts, the natural sciences, mathematics, and the social sciences.…"*

The *"Related Instruction"* (Accreditation Handbook, NWCCU, p. 36) component of Policy 2.1 also seems to be imbedded as appropriate in the various Associate of Applied Science (AAS) degrees offered by SFCC.

The NWCCU accreditation reports of 1993 and 1998 recommended SFCC make progress towards outcomes assessment across the campus to include general education outcomes assessment. However, the college has only recently made efforts in college-wide general education outcomes assessment procedures. Efforts in this regard started last year. Moreover, not all general education courses have CALO definitions developed and incorporated into their course syllabi, even though this effort to develop outcomes statements for GE courses was started several years ago. No centralized systems of accountability have been established, other than the recently formed faculty based "Institutional Effectiveness" committee. It is recommended that SFCC create timelines for the establishment of general education outcomes procedures, data collection, and verification that GE educational/program reviews are utilizing outcomes assessment data in future planning/curriculum improvement. Further, it is recommended that SFCC require all GE courses have CALO definitions incorporated into their course descriptions and syllabi, consistent with NWCCU standards and the college's stated mission, and establish a timeline by which these goals are to be met. (Standard 2.B., See General Recommendation #3).

C. PROGRAMS, DEPARTMENTS, DIVISIONS (Editor's Note: The order of the following reports reflects team member assignments and submissions; no effort was made to cluster reports according to the college's actual organizational chart.)

Accounting and Economics Department

The Accounting/Economics department is primarily a Professional/Technical program offering one Associate of Arts and Sciences degree in Accounting and two certificates in Accounting Assistant and Accounting Clerk. In addition, the department also offers courses that contribute to the social science and general elective requirements in the transfer Associate of Arts degree as well as meeting prerequisites to accounting degrees at 4-year institutions. The degree and certificates in this department are workforce preparation in nature; none are transfer oriented.

The degrees and certificates offered by the department are uniform and demonstrate a coherent design and appear to be appropriate in breadth, depth and sequence (Standard 2.A.3). Furthermore, the offerings appear to clearly delineate degree objectives and the specific career-preparation competencies to be mastered (Standard 2.A.4 and 2.B.2) by use of career planning guides, which are readily available to students via print and web media. The level of specificity and degree to which work related outcomes are developed may be attributable to the close working relationship between the department faculty and their advisory board, as well as the extremely well qualified faculty themselves. All faculty, both full and part-time, in this department possess Certified Public Accountant (CPA) credentials.

The department faculty appear to have the major role and responsibility in the design, integrity and implementation of the curriculum (Standard 2.A.7) and appears to be willing and able to alter program offerings to assist students to meet the needs of the business community while still following college policies and receiving approval by the curriculum committee (Standard 2.A.7 and 2.B.1). To facilitate the needs of returning and part-time students who work, the department faculty has developed and staffs the Accounting Resource Center (ARC). The ARC provides a facility whereby students can engage in a modularized, largely self-directed curriculum program. Student feedback about the ARC is generally positive with adjectives such as flexible, accommodating being mentioned often. However, students did indicate that enrolling in the modularized curriculum provided by the ARC requires the student to be disciplined and self-starting; otherwise, it is easy to fall behind.

The demands of running a traditional curriculum to support the transfer-oriented A.A. degree students and an alternative modularized curriculum for A.A.S. and certificate seeking students appears to be straining the capacity of the accounting faculty. The situation may be remedied in the future as discussions are underway with Spokane Community College to combine their duplicate accounting programs into a single program shared by the two institutions. The economics side of the department does not appear to have the same staffing problems.

The faculty appears to be genuinely concerned and interested in students and their success. Every student interviewed echoed this sentiment, both transfer and work force bound. In addition, students indicated that the faculty is accessible to any student, not only to their students. Faculty themselves indicated that they found the atmosphere within the department, division and college to be supportive and their colleagues to be open, friendly and helpful. A true strength of this campus is definitely the people: faculty, staff and administration. (See General Commendations #1 and #3).

To facilitate student preparation the school has been able to implement student technology fees to provide up-to-date hardware and software in student computer labs (Standard 8.B.1), such as the ARC. However, even as hardware and software is updated and the faculty make efforts to prepare students to meet the demands of the business community the faculty struggle themselves to remain up-to-date in their knowledge and skills. Professional development funds have been greatly reduced due to statewide budget constraints. While there remain some funds from other sources, the virtual elimination of professional development funds threatens the ability of the faculty to acquire needed training (Standard 4 A.) (See General Recommendation #2).

This department's program planning and assessment does not follow the college's adopted Nichols' model but rather a model more common to Professional\Technical programs. The model does appear to provide a working equivalent to the college's adopted model and appears to meet the spirit, if not the letter of commission standard 2.B.1. Assessment of program success is based almost solely on student course completion and anecdotal feedback from employers. This approach to assessment may not provide a solid enough assessment scheme to meet the demands of Standards 2.B.2 and 2.B.3 which require a more global approach to program assessment. (See General Recommendation #3).

Administrative Office Systems (AOS) Department

The AOS department is primarily a professional/technical program offering three Associate of Arts and Sciences degrees: Administrative Secretary, Administrative/Computer Specialist and Information Processing. In addition, the department also offers certificates in Computing-Software Applications and Office Assistant and provides support courses for the Accounting, Information Systems/Computer Science and Management departments in the Division of Business, Computing, Math and Science (BCMS) as well as providing computing courses to the general student body. All degrees and certificates are workforce preparation in nature; none are transfer oriented.

The degrees and certificates offered by the department are uniform and demonstrate a coherent design and appear to be appropriate in breadth, depth and sequence (Standard 2.A.3). Furthermore, the offerings appear to clearly delineate degree objectives and the specific career-preparation competencies to be mastered (Standard 2.A.4 and 2.B.2) by use of career planning guides, which are readily available to students via print and web

mediums. The level of specificity and degree to which work related outcomes are stated may be attributable to the close working relationship between the department faculty and their advisory board.

The department faculty appear to have the major role and responsibility in the design, integrity and implementation of the curriculum (Standard 2.A.7) and appears to be willing and able to alter program offerings to assist students to meet the needs of the business community while still following college policies and receiving approval by the curriculum committee (Standard 2.A.7 and 2.B.1). Examples of this are evidenced by the separation of the general computer lab (now housed in the campus library) from the teaching facility used by the technology-based departments in the BCMS division. Both faculty and students indicated that the separation was a positive move to eliminate distractions from the teaching environment and to allow greater access to computers by students completing course assignments and projects. A second example of faculty lead curricular control in the AOS department is the implementation of the "Model Office." This environment allows students to work in a "safe" environment where they have a real office type situation and work with and for actual business clients to conduct a wide variety of tasks necessary to the client's success, but with close supervision and assistance of faculty members. Program planning and assessment appears to be based upon the college's adopted Nichols' model (Standard 2.B.1); however, assessment of program success is largely anecdotal.

The faculty appears to be genuinely concerned and interested in students and their success. This sentiment was echoed by many students and emphatically expressed by faculty that "Student success is our first priority." To facilitate student preparation in technology intensive areas, such as AOS programs, the school has implemented student technology fees to provide up-to-date hardware and software in student computer labs (Standard 8.B.1). However, even as hardware and software is updated and the faculty make efforts to prepare students to meet the demands of the business community the faculty struggle themselves to remain up-to-date in their knowledge and skills. Professional development funds have been reduced dramatically from the college's budget due to statewide budget constraints. While limited funds from other sources remain, the extreme reduction of professional development funds undermines the ability of the faculty to acquire needed training (Standard 4.A.). (See General Recommendation #2).

The AOS department clearly states program and course objectives in departmental and course documents; furthermore, the programs appear to be regularly reviewed, both by the faculty and with the department's advisory board (Standard 2.B.1). Course objectives can be traced back and linked to program objectives (Standard 2.A.4). Student mastery of course objectives and learning outcomes is measured using traditional means (e.g. homework, exams). But, program success appears to rely heavily, if not exclusively, on anecdotal evidence. More systematic, objective means are needed by the department to assess program success with regards to teaching and student learning (Standard 2.B.2 and 2.B.3).

The campus counseling center has been established to provide a wide variety of services to students, including academic advising. However, AOS students indicate that they prefer faculty advisors within their program for a variety of reasons, including program familiarity, accessibility, flexibility and an avoidance of long lines. Students in general indicated dissatisfaction with services received in the counseling center and relied heavily on formal and informal contact with faculty in classroom and office settings. This sentiment on the part of students suggests that the main artery established by the college for advising is being largely ignored and may be ineffectual (Standard 2.C.5).

Adult Basic Education Division:

The Division resides within the Institute for Extended Learning and serves the entire community college district with two centers in Spokane and centers in five outlying counties. The ABE Division provides non-credit, below college level basic skills instruction to adults within the service area. The Division is organized to provide continuous enrollment in basic programs such as adult education and GED preparation and other services aimed at specific adult developmental needs which complement the overall development mission of the Division. Although serving both SFCC and SCC, the 16 full time faculty and 59 adjunct faculty are officially connected to Spokane Falls Community College.

The following is a brief description of the various programs operating under the adult basic education division:
1. Adult Basic Education –provides basic skills to students over 19 years old in reading, writing, math and English. The courses start from very basic levels and proceed through preparation for the General Education Development (GED) examination and High School Completion.
2. Adult and Family literacy – is aimed primarily at TANF (Welfare recipients) and their families. This integrates ABE and a variety of services such as hearing disability screening, civics instruction and English as a Second Language.
3. Correction Services- the delivery of ABE Services to the county penal system.
4. Limited English Pathway (LEP) focuses on English language and basic skills development as they apply to the world of work. This includes job placement and counseling.
5. People Accessing Careers and Education Services (PACE) – provides assessment, job development, on the job training, computer, career development, physical conditioning, and independent living to students having cognitive, sensory, physical or psychiatric disabilities. (SEER) Supported Education Enhancing education provides support primarily for those with psychiatric disabilities.
6. English as a Second Language (ESL) – these courses provides basic English instruction to a large number of non-English speaking people (1114 in 2003) that are Hispanic, Asian, and Eastern European (and a few others) in language origin.
   The Divisions programs are supported by on site childcare and Headstart programs in four program sites in Spokane County. Reading labs are provided at the two primary

sites, in Spokane and counselors are provided through the student services Division of the Institute for extended learning.

The Adult Basic Education Division, although made up of many similar, but different, programs is integrated into a comprehensive vision of service for the entire District. The urban sites are well developed; although not visited, (the rural sites) were reported to be somewhat more limited to basic services. The faculty and staff are well qualified and are connected primarily to Spokane Falls Community College through a variety of mechanisms. Professional development is provided for faculty and staff but at limited levels due to financial, manpower and time constraints. Faculty and staff evaluation follows the SFCC model.

The ABE Division follows the Washington Basic Education Reporting System (WABERS), which requires extensive assessment data collection based upon competency attainment.

Facilities at the two main Spokane sites are adequate and well cared, for but there is an obvious need for more space. The technology needs have been patched together through a variety of sources and although adequate could use some updating and improvement. There is a lack of updated technology in the outlying areas. The staff and faculty are friendly, hard working and have a genuine connection to the their student/clients. The integration of the many services provided is exemplary and designed to meet nearly any major educational development need for adults in this area.

Business, Computing, Math and Science Division

The Business, Computing, Math and Science (BCMS) division is one of two academic divisions at Spokane Falls Community College. It serves both transfer and professional/technical programs through its four departments: Accounting\Economics, Administrative Office Systems, Computer Science\Information Systems and Management.

The division has made positive steps to implement strategic planning as it moves into the future. Two such areas where this is demonstrated at the division level are in Technology and Facilities planning. In terms of faculty support, professional development funding remains a line item in the division's strategic plan, although sufficient funds to facilitate such a program have not yet been acquired.

The dean, department chairs and faculty appear to have a cordial working relationship built on trust, respect and goodwill.

Computer Science and Information Systems Department

The Computer Science (CS) / Information Systems (IS) department is a "split personality" department which offers transfer-oriented computer science courses intended for students pursuing the A.A. degree and Professional/Technical offerings including two Associate of Arts and Sciences degrees: PC Specialist and E-Commerce. Additionally, four certificates are offered in Computer Applications, Computer and Network Support, Internet Development and Computer Security and Forensics. In addition, the department also offers courses that attract students from across campus to increase their computer skills.

The degrees and certificates offered by the department are uniform and demonstrate a coherent design and appear to be appropriate in breadth, depth and sequence (Standard 2.A.3). These programs also appear to be quite responsive to the needs of students as they prepare for the world of work. Of special note are the department's cooperative efforts with Spokane Community College's computing department to develop the Computer Forensics and Network Security program. This certificate program married the strengths of both departments to create a program that was more than either school alone could have created. The benefit is that students completing this program now have opportunities to work with law enforcement upon program completion that otherwise would not have existed.

Furthermore, the program offerings appear to clearly delineate degree objectives and the specific career-preparation competencies to be mastered (Standard 2.A.4 and 2.B.2) by use of career planning guides, which are readily available to students via print and web media. The level of specificity and degree to which work related outcomes are developed may be attributable to the expertise of the faculty and their close working relationship with their advisory board.

The department faculty appear to have the major role and responsibility in the design, integrity and implementation of the curriculum (Standard 2.A.7) and appears to be willing and able to alter program offerings to assist students to meet the needs of the business community while still following college policies and receiving approval by the curriculum committee (Standard 2.A.7 and 2.B.1). The chairman of this department indicated however that the process laid out by the college whereby curriculum changes occur is overly complicated and paperwork intensive; which may inhibit the department's ability to react in a timely manner to needs for curriculum change.

The faculty appears to be genuinely concerned and interested in students and their success. Students interviewed echoed this sentiment citing the willingness of faculty to make available personal resources (e.g. books and periodicals) to students to supplement the resources of the student and the college. In addition, students indicated that the

faculty is accessible, knowledgeable, prepared and helpful. A true strength of this campus is definitely the people: faculty, staff and administration.

The demands of running a transfer-oriented computer science curriculum and a technical oriented, skills-based information systems curriculum does not appear to be a difficulty with this department. However, the demands of having equipment and space to house the equipment to facilitate the IS curriculum does appear to be a problem of growing concern. The current lab facilities specific to the IS program, not including the lab shared with CAPPS and AOS, is increasingly squeezed for space and as demands for more equipment increase will not be adequate.

The student technology fees do assist the college in providing up-to-date hardware and software in student computer labs (Standard 8.B.1). However, even as hardware and software is updated and the faculty make efforts to prepare students to meet the demands of the business community the faculty struggle themselves to remain up-to-date in their knowledge and skills. Professional development funds have been greatly reduced due to statewide budget constraints. While there remain some funds from other sources, the virtual elimination of professional development funds threatens the ability of the faculty to acquire needed training (Standard 4 A.). This need for training is critical to the success of a department such as CS/IS where software life span is measured in months, not years. This rate of change demands that faculty have a consistent means of retooling and retraining. (See General Recommendation #2).

While the department is well prepared and thoroughly grounded in its discipline areas it struggles with notion of merging and aligning with the overall mission and objectives of the college as a whole in terms of the planning and evaluation model. The department does not follow, adhere to or even "buy in" to the adopted Nichols' model of planning, and apparently resists doing so; opting instead to walk to the beat of its own drum. The chairman of the department indicated that they completed the department objectives, course objectives and course assessments portion of the college's provided planning and evaluation model sheets. The college and division elements were left blank. However, materials provided to the evaluation team show completed materials. Therefore, the materials were evidently completed at either the division or college level and may not truly represent accurately the planning and evaluation cycle as it really is. This reality calls into serious doubt the CS/IS department's compliance with standards 2.B.2 and 2.B.3. (See General Recommendation #3).

Management and Applied Health Science Departments, and the Health/Fitness Technician Program

The Management Department located in the Business, Computing, Math, and Science Division offers seven A.A.S. degrees and five certificate programs. They also offer condensed study tours in the U.S. and overseas; provide the professional-technical math related instruction course; offer online courses; provide support to an active chapter of Delta Epsilon Chi; and work closely with the IEL to serve the district management

training needs. Except for one articulated transfer course in Business Statistics, the majority of the course work offered only counts as general electives at four-year schools. Students are consistently placing in state and international Delta Epsilon Chi contests.

The Applied Health Science Department located in the Professional/Technical Education and Human Services Division contains three A.A.S. programs: Orthotics & Prosthetics Technician Program (O&P), Hearing Instrument Specialist Program (HIS) and Physical Therapist Assistant (PTA). Within O&P there are also two certificate programs. O&P is one of five programs in the nation. It is taught in a self-paced lab format and attracts students from all over the U.S. and the world. The HIS program is one of three in the nation and the first one ever developed. Spokane received a grant to develop a Skill Set for the industry. From the Skill Set document, they then created the curriculum. It is now in its fourth year of operation.   HIS is providing online education to those in the field who have been practicing and now must receive a state license. They are working with their professional society on a way to certify the laboratory experience of those already practicing in the field so that they won't have to repeat the clinical hours in the curriculum. Currently the students send in videotapes showing themselves performing the skills and techniques at their job site. The PTA program and the O&P program are accredited through national bodies, which identify many of the competencies they must teach. Both programs were just reaccredited. The HIS program is actively working with their national association to eventually establish an accreditation process.   All three programs have extensive student competencies. Graduates of O&P and HIS require licensure exams to practice.

The Health/Fitness Technician Program (HFT) is in the PE/Athletics Division. It is the only professional/technical program in that unit and one of two in the State of Washington. Although not required by law, most students cannot receive a personal trainer position without passing a national certification exam. The college has developed an articulation agreement with Eastern Washington University that allows graduates of this professional/technical program to enter the Exercise Science program as juniors and five students entered EWU's program this year. The department is exploring this model for two other EWU degrees.

Financial, human and physical resources appear to be adequate to support these programs. The facilities and equipment are especially strong for all of the programs. Faculty and managers are concerned about the inadequate funds for professional development except in O&P where private funds donated to the foundation for their program can be used for this purpose. HIS has developed extensive private resources to equip their space with state of the art equipment. O&P students are concerned that there is a lack of resources for supplies and equipment repair. O & P does receive some donated supplies. (See General Recommendation #2).

Faculties in all programs were able to clearly articulate how their programs fit with the Spokane Falls Mission. They have competencies for all of their courses and had or were well along in the process of developing learning outcomes tied to the campus abilities for

all of their courses through the CALO model. Course competency assessments were very well developed.

All of programs had the Nichols charts completed with outcomes. Most of the outcomes had assessment measures and some assessments were completed and ready for another cycle. All the Management Department programs had the outcomes listed on the program flyers.

Faculty in all areas were clearly the leaders in the design, integrity and implementation of the curriculum. The programs demonstrate a coherent design. They had advisory committees that were used in a variety of ways to strengthen the programs including as a source of donations, clinical sites, curriculum review, members of capstone assessment teams, field trips, and guest speakers. The faculty all understood and could articulate the policies and processes for adding, modifying, or deleting courses and programs. It was clear that the curriculum committee process had rigor and faculty really wanted to make sure that their proposals were correct before they presented them.

All programs had related instruction courses clearly identified. The related instruction did not have any connection to the campus-wide ability for World Views. Except for the management program, this ability was one the programs had difficulty providing within the core curriculum.

Library assignments were a part of most of the courses except in HIS & HFT. The faculty and students felt supported by the library staff. They were pleased with the resources available to them although the construction this year presented some challenges. All of the programs had electronic enhanced classrooms and were using the technology in their instruction. Student PowerPoint projects in the management program were hindered at times because the computers in the electronic classroom were not on the Windows XP platform.

Faculty were the primary advisors in their programs.   Several were trained advisors. PTA had a counselor assigned to the pre-PTA students and worked in conjunction with him. This was working well for them.

Faculty appraisal processes are in place, followed and consistent. The Management Department would like to do student evaluation forms more often than once a year. The Applied Health Science Department and HFT already do the evaluations every term and like receiving the feedback. The questions on the online course evaluations are different and feedback is received on every course.

All of the departments are to be commended for the enthusiastic and creative faculty. They enjoy teaching and are concerned about student success. They are keeping the curriculum current and often writing their own texts or materials in the programs where none exist. They are developing online courses when appropriate. Student learning is important and course competencies clearly express what students are expected to learn.

In the courses with laboratory experiences, students must individually demonstrate hands on skills before moving on to the next skill. (See General Commendation #3).

The Management Faculty are commended for being involved with students in a wide variety of ways outside of the traditional classroom including Delta Epsilon Chi; annual study trips to Seattle, New York City, and abroad; and ping pong. (See General Commendation #5).

All of the departments are commended for strong collegial relationships. Adjuncts and associates are included and feel a part of the departments. Faculty are involved in important committees outside of the departments. Faculty indicated that it was easy to work with other instructional departments and administrators and that communication was strong across the institution.

The college is commended for providing excellent equipment and facilities to these programs. They are clean and attractive with current equipment and technology available. The HIS program faculty is to be commended for all the industry partners they have attracted to equip their state of the art program.

The professional/technical area has developed unique and varied programs. They are commended for working with industry association competencies and/or developing skill sets prior to building curriculums. The HFT faculty is commended for developing a transfer relationship with Eastern Washington University for this professional/technical program.

Availability of anatomy and physiology (A&P) courses is a barrier for students trying to gain the prerequisites to enter the PTA program. This in turn caused a lack of students in the program. This year the college is experimenting with a course designed specifically for PTA in which students are taking A&P as a part of the program instead as a prerequisite. This allowed the program to be full and students not frustrated by the barrier. The faculty was impressed with the way deans from two divisions and the department offering A&P were willing to work with them. All parties are working to find a long-term solution.

The O&P degree program requires 132 credits for the degree. Students expressed concerns about issues related to the cost of the program, the block structure, and responsibility for finding clinical sites somewhere in the U.S. There may be ways to reduce the tuition cost for the program by developing a core class that serves both certificates, thus reducing the required credits. Moving out of the area once for a combined clinical site could be examined as another way to reduce student expense.

Inadequate professional development funding was a concern across several programs. Faculty expressed the need for outside stimulation and keeping current in their field. Additionally for some, the cost of keeping their certification to practice current, through approved continuing education, was a major personal expense. (Standard 4.A.3) (See General Recommendation #2).

Human Services Department

The Human Services Department offers multiple programs including Associate of Applied Science degrees and one-year Certificate programs in Chemical Dependency Professional Studies, Social Services Paraprofessional, Gerontology Paraprofessional, Early Childhood Education, Education Paraprofessional, and Interpreter Training Program/Deafness. These programs train students for entry-level positions in the social service and education arenas.

Full time faculty members in each program are well qualified. Adjunct faculty members with appropriate qualifications provide additional teaching resources where program size warrants. Faculty members report that the human service programs, although some are small in size, are valued as important to the college mission and strongly supported by the Dean of Professional Technical Programs and the college administration.

The curriculum in each human service program provides appropriate breadth and depth to enable students to achieve the learning outcomes specified in course outlines and program materials. All Human Service Associate of Applied Science Degrees and certificate programs of a year or more include a recognizable body of instruction in the areas of communication, computation, and human relations. Safety is addressed in selected certificate and degree programs where deemed to be a component of the area of practice. The institution has identified college level courses that can appropriately be used to fulfill these requirements and are taught in stand-alone courses by discipline faculty who are appropriately qualified. (Policy 2.1)

Faculty members clearly have primary responsibility in the areas of curriculum development. New courses and course revisions, as well as, program proposals are developed by faculty members and approved through appropriate channels including both administration and a curriculum committee with strong campus wide faculty representation.

Fieldwork is an integral part of each student's learning experience within all of the human service programs. Both the number and variety of agencies and organizations that provide field placements for students and the evidence of strong positive relationships with these entities is noted. Information literacy skills are an integral part of the course work for each program, ensuring that students develop the skills to research information and facilitate their own learning.

Programs within the Human Services Department demonstrate a strong understanding and use of outcomes based assessment to evaluate and improve program effectiveness and student achievement. Program outcomes are defined and assessed through a variety of methods including both traditional classroom evaluation methods and field supervisor evaluation of students' skills in the field placement settings. This evaluation is documented using rubrics and rating scales that provide qualitative measures of student competencies. Clear evidence documents that student learning and other measures of program effectiveness are analyzed and result in program revision to curriculum content, teaching methods, and program practices designed to achieve improvement (Standard 2.B, Policy 2.2).

Faculty members report that resources to support the programs are adequate. Needed materials and equipment are available, with adequate storage. Access to electronic classrooms and technology is sufficient to meet scheduling needs. Library holdings and electronic databases provide information resources that support student learning and research. Materials recommended by faculty are purchases by the library.

Program publications including career and academic planning guides and program brochures, provide both prospective and currently enrolled students with information on career opportunities and the program of study.

Current students and program graduates report academic advising from department faculty to be accessible and of high quality, and a high level of satisfaction with the Human Service Programs, the skills they are developing, and career opportunities available. Students feel supported in their efforts to learn and successfully enter careers in human service fields. Field placement supervisors, advisory committee members and employers all report students in field placements and graduates to be well prepared in professional knowledge, technical skills and team functioning abilities.

The Human Service programs all have strong and active advisory committees composed of professionals who are active in their technical field, employers and program graduates. Advisory committee representation from agencies that provide practicum and internship placements for students are noted. There is strong evidence that the Human Service programs are responsive to input from advisory committees and have instituted curriculum changes and developed new courses and programs in response to this input. Advisory committee members are actively involved in curriculum review, the evaluation of capstone projects and selection of field placement settings.

Faculty members report the institution supports professional development opportunities through flexible scheduling, release time and access to mini grants. Funding to support travel has decreased with budget cuts in recent years.

Program faculty demonstrate a high level of dedication and enthusiasm for the work they are doing, and a commitment to adding well trained individuals to the human services workforce.

Library Technician Program

The Library Technician Program is an Associate of Applied Science degree program that prepares students for careers as paraprofessionals in the library field.

The program curriculum provides appropriate breadth and depth to enable students to achieve the learning outcomes specified in course outlines and program materials. A recognizable body of instruction in the areas of communication, computation, and human relations is included (Policy 2.1). The institution has identified college level courses that can appropriately be used to fulfill

these requirements and are taught in stand-alone courses by discipline faculty who are appropriately qualified. Fieldwork is an integral part of each student's learning experience.

The full time faculty member is well qualified and has primary responsibility in the areas of curriculum development. Courses and course revisions are developed by faculty and approved through appropriate channels including both administration and a curriculum committee with strong campus wide faculty representation.

The program demonstrates a strong understanding and use of outcomes based assessment to evaluate and improve program effectiveness and student achievement. Program outcomes are defined and assessed through a variety of methods. This evaluation is documented using rubrics and rating scales that provide qualitative measures of student competencies. Evidence documents that student learning and other measures of program effectiveness are analyzed and result in program revision to curriculum content, teaching methods, and program practices designed to achieve improvement (Standard 2.B, Policy 2.2).

Faculty members report that resources to support the programs are minimally adequate. Needed materials and equipment is available only through coordination with the SFCC Library. No funds exist in the program budget for supplies or technology updates.

Program publications including career and academic planning guides, program brochures, and a recently completed recruitment video provide both prospective and currently enrolled students with information on career opportunities and the program of study.

Students report a high level of satisfaction with the Library Technician Program, the skills they are developing, and their career opportunities. They report academic advising from the department faculty member to be both accessible and helpful. The Library Technician program has a strong and active advisory committees composed of active professionals, employers and program graduates. Field placement supervisors, advisory committee members and employers all report students in field placements and graduates to be well prepared in professional knowledge and technical skills. Strong documentation that program graduates find and retain employment in the field is available.

Physical Education and Recreation

This department is experiencing healthy enrollments as courses offered are part of the distribution requirements. The department has six full-time faculty, while 75% of their faculty is part-time. They would like to reverse this and have 80% full-time. The department feels it is supported well by the Dean, President and the rest of the school. Physical Education and Recreation are in the same department as athletics and five of the full-time faculty are coaches, one is the strength coach. The department has no separate equipment budget; it gets needed equipment from athletics. SFCC and SCC share athletes from both its student bodies. Professional development is viewed as adequate in the department. Performance evaluations for faculty take place on a regular basis. It is felt that there is a lack of storage space and office space.

Life Sciences, Physical Science and Mathematics Departments

The departments of Life Sciences, Physical Science and Mathematics are three of seven departments housed within the Division of Business, Computing, Math and Science. In 2002, the Division, in support of the institutional mission, developed a strategic plan with its own purpose/vision/values statements, key initiatives, goals, short-term objectives and long-term objectives. The Division strategic plan was built upon the department strategic plans that were also developed in 2002.

The mission of the Life Sciences Department is to provide (1) a diversified academic program for biological literacy that serves students who have a wide breadth of interests, (2) a resource and service to the greater educational community as well as the general community, and (3) an environment for continued professional development of its faculty. The department offers courses serving students who plan careers in specific areas of biological sciences or in allied health professions, or to meet the general education science requirements. Courses include biology, botany, zoology, ecology, nutrition, human anatomy and physiology, paleontology, and microbiology. The Department states that faculty members also provide advising for majors and general education students.

Several changes have occurred over the last five years within the Department including a new facilities addition that will provide two additional laboratory rooms and a large updated greenhouse, hiring two new replacement faculty members, adding four computers with Adam software, adding a mobile computerized teaching station, replacing 12 microscopes, and adding a digital camera microscope and bioscope. Academic program changes include a new distance learning lab course, a new lab course for non-science students, three new paired-courses and a new learning community integrated course.

In August of 2003 the Division identified three goals for the departments: (1) evaluate needs for full-time/part-time faculty, (2) develop marketing brochures, (3) support departmental web page development. Data was collected on each of these goals for each department and will be used for future prioritizing and actions. While the Nichols model was used as a template, the goals identified in Column II did not appear to be educational outcomes using the Nichols model definition (describing what students should know and be able to do). However, this is addressed in the course abilities and learning outcomes (COLA) forms that have been developed for individual courses. The COLA forms also show sample assessments that may be used for course outcomes.

From the data provided, it is difficult to determine if sufficient human, physical and financial resources are available to the department to support its educational program (Standard 2.A.1). It was reported that the demand for life science courses has been outstripping the ability of the Department to respond. This demand is assumed to be related to the increase interest by students to pursue education in the allied health fields. There have been multiple educational program planning and assessment activities over

the last several years and there has been an attempt to ensure that the educational program goals are compatible with the institution's mission (Standard 2.A.2). These goals have been developed, within what appears to be an evolving process for planning and assessment.

The faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum (Standard 2.A.7). No evidence was obtained to verify that the faculty ensures library and information resources are integrated into the learning process (Standard 2.A.8). Students report that the curriculum is planned both for effective learning and accessible scheduling (Standard 2.A.9) and employees report that any additions or deletions of courses and programs are reviewed by faculty (Standard 2.A.11).

The faculty appears to have an adequate central and coordinated role with administration in planning for and evaluating educational programs (Standard 2.B.1). The processes for assessing these programs seem to be available to the departments, although the Life Science Department still has work to do to complete the final columns in Nichols five column model as adopted by the institution. The Department does a commendable job in publishing the expected outcomes for its courses. It has yet to develop a sophisticated system for demonstrating that students are achieving these outcomes (Standard 2.B.2), and it has not provided substantial evidence that assessment activities lead to the improvement of teaching and learning (Standard 2.B.3 and Policy 2.2). Concerns were raised with regard to the faculty role in advising and the coordination of advising across campus (Standard 2.C.5). (See General Recommendation #3).

Overall the department reports a positive relationship between faculty, staff, administration and students. The college enjoys a positive work environment with an unusually high amount of goodwill and trust within the institution. The students report positively regarding their educational and collegiate experiences and the faculty appears to be adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work (Standard 2.C.7). (See General Commendation #1).

The vision of the Physical Sciences Department is to provide quality education in science and to develop in all students an appreciation of the presence of science in everyday life. The department includes disciplines in astronomy, aviation, chemistry, engineering, geology and physics.

The Engineering discipline identified two goals: (1) continuous improvement of the engineering program, and (2) students taking engineering courses will have a successful experience. Means of collecting data included feedback from students, transfer institutions, and engineering councils and boards. Data was identified including student satisfaction data and documentation of how data was used to improve the program was provided.

The Chemistry discipline identified its educational outcome as "stressing lab importance to all science instruction by developing and maintaining a high quality laboratory experience that is both relevant and engaging for all physical science students." The means of assessment included periodic review by the chemistry faculty and the lab technician checking for relevance and effectiveness based on student performance on homework, tests, etc. A summary of how seven classes were improved based on the data collected was provided.

The Physics discipline offered one educational outcome: Students taking physics courses will have a successful experience. The discipline identified a means for assessing this outcome: Students rating of their overall physics experience. The criteria for success was to have at least 75% of students rate their physics experience as excellent, good, or satisfactory. Data collected showed that the standard had been exceeded; no use of results for improvement was provided. Forms were provided showing the course abilities and learning outcomes (COLAs) that have been developed for individual courses. The COLA forms also show sample assessments that may be used for course outcomes.

The departmental goal is generic and the one departmental measure may not adequately provide a reliable data source for improvement. Given the broad nature of the departmental goal, it is surely compatible with the institution's mission (Standard 2.A.2). Departmental planning has been developed, within what appears to be an evolving process for planning and assessment.

The faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum (Standard 2.A.7). No evidence was obtained to verify that the faculty ensures that the use of library and information resources is integrated into the learning process (Standard 2.A.8). Students report that the curriculum is planned both for effective learning and accessible scheduling (Standard 2.A.9) and employees report that any additions or deletions of courses and programs are reviewed by faculty (Standard 2.A.11).

The faculty appears to have an adequate central and coordinated role with administration in planning for and evaluating educational programs (Standard 2.B.1). The processes for assessing these programs are available to the departments, although a few disciplines within the Department still have work to do to complete the Nichol's five column model as adopted by the institution. While the Department does a good job in publishing the expected outcomes for its courses, it has yet to develop a sophisticated system for demonstrating that students are achieving these outcomes within every discipline (Standard 2.B.2), nor has it provided substantial evidence that its assessment activities lead to the improvement of teaching and learning within each discipline (Standard 2.B.3 and Policy 2.2). There was evidence provided by some disciplines within the Department showing that attention has been given to planning and assessment. (See General Recommendation #3)

Similar to the Life Sciences Department, the Department of Physical Science reports a positive relationship between faculty, staff, administration and students as well as a

healthy pride with regard to the quality of the program. The students report positively regarding their educational and collegiate experience and the faculty appears to be adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work (Standard 2.C.7).

The vision of the Mathematics Department is (1) to meet the math education needs of SFCC students, (2) to improve the placement of students into appropriate classes, and (3) to explore new technology and its use for the benefit of students. Improvement of the full-time to part-time faculty ratio as well as the improvement of communication between SFCC and area four-year universities and area high schools are also mentioned as being important so that the Department will continue to be one of the premier two-year departments in the state. The mission of the Mathematics Department is to foster in every student the ability to reason and analyze effectively. The Mathematics Department offers courses pre-algebra through sophomore college-level mathematics including linear algebra, differential equations, and foundations of mathematics.

Several changes have occurred over the last several years within the Department including changing Math 91,92, 99 to a three quarter sequence, converting a classified position to a full-time position, initiating a departmental final examination, obtaining electronic classrooms, starting Math 225 Foundations, providing calculators to students rather than requiring each to bring their own.

The Mathematics Department appears to have collected a good amount of data. A more careful and comprehensive plan for using the data and assessing learning outcomes would be helpful. The most concerning data point is the low completion rates for the developmental math courses. Special attention should be given to this concern.

It appears that resources are available to the department to support its educational program (Standard 2.A.1) using both full-time and part-time faculty members. There is a concern regarding the increasing number of part-time math instructors and the ratio between full-time and part-time faculty that results. There has been an attempt to ensure that the educational program goals are compatible with the institution's mission (Standard 2.A.2). These goals have been developed, within what appears to be an evolving and somewhat disjointed process for planning and assessment.

As with the science departments, the mathematics faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum (Standard 2.A.7). Students report that the curriculum is planned both for effective learning and accessible scheduling (Standard 2.A.9) and employees report that any additions or deletions of courses and programs are reviewed by faculty (Standard 2.A.11).

The faculty appears to have an adequate central and coordinated role with administration in planning for and evaluating educational programs (Standard 2.B.1). Concerns were raised with regard to the faculty role in advising and the coordination of advising across campus (Standard 2.C.5).

The math learning center provides a valuable resource for math students. Overall the department reports a positive relationship between faculty, staff, administration and students. The department concurs with other departments that the college enjoys a positive work environment with an unusually high amount of goodwill and trust within the institution. The students report positively regarding their educational and collegiate experience and the faculty appears to be adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work (Standard 2.C.7).

Institute for Extended Learning

The Institute for Extended Learning (IEL) serves as the third educational institution within the Community Colleges of Spokane (CCS). "Sister" institutions in the system are Spokane Community College (SCC) and Spokane Falls Community College (SFCC). At the beginning of this accreditation visit, some confusion about the relationships between and among the three institutions existed, which presented a number of challenges to the team. Because SFCC and the IEL are separate institutions, the only educational efforts provided by the IEL that require formal accreditation evaluation are the SFCC credit classes offered through the IEL at many off-campus sites. Control, oversight and support for those classes were an issue in SFCC's 1993 accreditation. Under accreditation standards, SFCC must maintain the same standards in off-campus credit offerings as regularly offered on-campus programs and courses, and maintain direct responsibility for the academic quality of all aspects of credit courses and programs. SFCC and the IEL have signed an operational agreement (based upon the guidelines of Commission Policy A-6) that formally sets forth practices and guidelines to ensure that SFCC has responsibility for off-campus credit offerings. Additional comments regarding these efforts will be referenced in Standard Four—Faculty.

Because of initial confusion about the need to fully review the IEL during this accreditation visit, evaluators visited numerous IEL programs and sites. In order to honor the self-study work and the time spent by many IEL employees to prepare for this visit, those programs visited will be described in this report, although accreditation standards will not be applied to them.

In addition to extending SCC and SFCC's academic and professional technical credit courses to off-campus locations, the IEL is responsible for providing noncredit offerings off-campus within Spokane County, and throughout the other five counties in the district. Using onsite instruction, online delivery, television and two-way interactive video, it offers classes and services to more than one hundred sites. Programs include Adult Basic Education, Community Education, Seniors Programs, Corrections Education, Life Skills/Women's Programs, Parent Education/Cooperative Preschool Programs, Head Start Programs, Business and Community Training, and the Small Business Development Center. The IEL produces about 3,000 annualized FTE, and enrolls approximately 8,000 students each year. The institute employs more than five hundred faculty, staff and administrators.

The mission of the IEL is to assist the Community Colleges of Spokane in fulfilling its mission by serving as one of three instructional institutions providing district-wide instruction and services. The IEL provides innovative, nontraditional, service-oriented, non-campus instruction and specialized program throughout the district. This mission supports the overall mission of the Community Colleges of Spokane, and Spokane Falls Community College in particular, by expanding access to credit classes, community education and basic skills courses throughout the CCS district. It broadens the SFCC mission by creating true community-based education programs that respond to the needs expressed by constituents throughout the large Community Colleges of Spokane district.

An executive vice president, who serves as the chief executive officer of the IEL, provides administrative leadership for the institution. Along with the presidents from SFCC and SCC, he reports directly to the chancellor/CEO of the Community Colleges of Spokane, and participates on the chancellor's cabinet. The executive vice-president has been on the job for only one year, and several other key administrators are either new or in acting/interim roles, but faculty, staff and managers expressed a high level of confidence in the new leadership team. A reorganization of the IEL's administrative structure, which will place all of the instructional programs under a vice-president for learning, is due to be implemented later this fall. The IEL has not developed an institutional strategic plan since the mid-nineties, but the administrative leadership expressed a need to begin that developmental process in the near future. If the district creates a broad strategic plan for the Community Colleges of Spokane as a whole, the IEL should be able to more easily construct a plan that supports that design. (See General Recommendation #1).

In order to accomplish its broad institutional mission, the IEL has developed an extensive array of classes, locations and services. It offers approximately 1,800 noncredit, self-support classes' over 1700 state-supported noncredit classes, and almost 1,400 noncredit contracted classes at more than 100 off-campus sites. Due to the number of sites and to their distance from the SFCC campus, evaluation team members were only able to visit a representative sample of programs.

The Lodge Center serves as the administrative hub for the Institute for Extended Learning. It houses the Executive Vice President, Dean of Student Services, and Vice President for Learning. It is also the registration and information center for many IEL programs. Student Services and Information Technology Services Offices, the Community Education Office, Life Skills/Women's Programs, Parent Education Program, SEER Program and the Seniors Program are all found at the Lodge Center.

Airway Heights Corrections Center and the Pine Lodge Pre-Release Center are two corrections sites where the IEL provides education programs. An extensive variety of programs are offered through a contact partnership between the State Board for Community and Technical Colleges and the Washington State Department of Corrections. Nearly thirty IEL employees offer basic skills to over 1,000 students a year at Airway Heights. Also offered at this site are vocational training in upholstery, computer applications and computer repair technology. A new challenge for staff at this site is the mandate from the State Board and the Department of Corrections that each of

the programs convert to credit certificate and degree programs, which involves the rewriting of curriculum and the possible addition of general education credit classes. Pine Lodge is a minimum security coed facility that houses programs that focus on the reintegration of the offenders back into society upon their release. IEL programs offered include ABE/GED, Victims Awareness, Stress and Anger Management, and an Information Technology certificate program. The IEL also offers classes at Geiger Corrections Center and the City-County Jail.

The Adult Education Center (AEC), located in Spokane, provides day and evening, open-entry adult basic education opportunities for students who need literacy, ABE, GED and/or ESL instruction. The goal of the ABE Division is to prepare students for college or for entry-level employment. The division extends classes to more than 20 additional regional sites. In addition to the areas mentioned above, this division provides WorkFirst welfare to work programs and other rehabilitative education. A dean, 16 full-time instructors and 59 adjunct faculty staff the Adult Basic Education Division. A team of program managers, technical support staff and counselors supports instructional services. The division integrates services to provide comprehensive opportunities to the adult population of the college's service area.

The Colville Center, located about ninety miles from Spokane, serves Stevens, Ferry and Pend Oreille Counties with a large number of classes and services. Housed in a remodeled building that was previously Colville High School, the center is a welcoming and supportive place for students and community members. Remodeling has enabled the center to provide conference space along with numerous classrooms, offices and labs. The facility appears to have up to date technology and other instructional equipment and furnishings. College academic and professional technical classes that lead to certificates and degrees, adult basic education, GED preparation and testing and many additional professional technical courses are held both at the center and at various other rural sites.

Academic and business classes are transmitted through two-way interactive video from the Colville Center to smaller college centers in Republic, Newport, Inchelium and Ione. This form of delivery allows a few students at each sites to come together via interactive video to take classes that otherwise would not be offered due to low enrollment. Additionally, telecourse classes and online education enable students to fill in certificate and degree requirements. Career counseling, other student support services and library services are provided at the center. Students were especially complimentary of center staff and center efforts to provide a comfortable and effective learning environment. Results from the Community College Student Experiences Questionnaire (CCSEQ) indicate that most students are satisfied with instructional and student services provided at the Colfax Center. A creative partnership with Washington State University enables students to take courses leading to four-year degrees through WSU's Extended Degree Program. The Colville Center is to be commended for its efforts to successfully provide access to a wide array of college classes and services to a rural area with high need.

The IEL provides academic credit courses at Fairchild Air Force Base. Teaching and learning methodologies employed include self-paced learning labs for mathematics, and business, office systems, computer applications, and traditional direct instruction methods

for other general education courses. In keeping with accreditation standards, SFCC Master Contract salaries and faculty evaluation processes are used for faculty teaching at the Base.

Following the guidelines of Policy A-10, SFCC and the IEL accommodate the needs of military personnel through the approval of a modified class schedule that allows students to take five-credit courses in eight or nine weeks. Library services are provided through the Base community library that is housed in the newly completed, and well-furnished and equipped Education Center that was funded and built by the Air Force. The IEL programs share space in the Center with four institutions of higher education who also offer educational opportunities on the Base.

Students attending classes on base are able to access the SFCC library collection online, through inter-library loan, or directly. Other student services are offered through the IEL on Base through collaboration with SFCC student and business services. Adjunct faculty and students at the Base teaching and taking SFCC courses voiced a high degree of satisfaction of course quality, instructor qualifications and teaching methods, and the level of understanding and support shown and given to military personnel and families by the faculty and staff. The courses offered at the Base are open to military dependents and community members, however enrollments from those segments of the population remain low.

The Training and Education Coordinating Center (TECC) was formed by the CCS District in response to the need of a one-stop coordinating center to better serve business, industry, community-based organizations, government, and non-profit agencies in the District. The TECC is one of several programs administered by the IEL through the auspices of SFCC and offers credit and non-credit customized training, Workfirst Customized Job Skills Training, ACT Work Keys skills training, computer training, community education classes, Job Skills programs, Partnership for Rural Improvement, and open enrollment programs. These programs are developed and delivered based upon the following needs of industry: responsiveness, service, quality of product, customization and innovation, and alternative delivery methods to accommodate different work shifts and learning styles. Interviews with industry representatives and students represented an exceptional level of satisfaction.

A TECC Policy Group and Internal Advisory Group provide governance. Membership involves representatives from SFCC, SCC, and IEL including the three Vice Presidents of Learning. The TECC has developed an instructor manual that addresses the needs of adult learners and successful teaching strategies. Each month, an activity report is prepared indicating major accomplishments, projects and activities in progress, and provides data on enrollment, completion, and placement.

On-the Job College (OJC) is a TECC program that brings college credit courses to business sites. A local economic development group, Focus 21, and a state Innovation Grant initiated the program. The program gives non-traditional adult learners an opportunity to begin or continue their general education courses and education in

relevant, job-related courses at convenient times and locations. The program is structured using a cohort model. Faculty are selected by an SFCC Dean and screened for the ability to teach adults effectively.

A TECC project of note is the Targeted Wage Initiative (TWI) developed by Work First partners to increase the number of job placements from the Job Search courses and to increase the entry level wage rate. The Washington Office of Financial Management reviewed all the TWIs in the State and the TECC was recognized in seven of 10 categories of best practice.

Through the TECC, Washington State Jobs Skills Program dollars have been allocated to assist a new company that bought a former component of Boeing Corporation and is transitioning from a cost center to a profit/loss centered operation. The TECC provides research, partnership links, training development and implementation either on-site or at TECC facilities. A new collaboration using Job Skills Program funding is being formed with five Nations of Native Americans with an emphasis on economic development leveraging multiple sources of revenues and personal development through respect of culture.

Other TECC services include open enrollment courses in three skill areas, Small Business Development, and a large community education program that offers approximately 1500 classes per year at more than 50 off-campus sites in the six-county service district. A mobile computer training lab serves areas of the District that do not have computer facilities. New wireless technology has been purchased so the equipment is now portable without the need for the trailer unit.

Staff and instructors providing TECC programs spoke of success as arising from a team effort, encouragement of creativity and risk taking, leveraging resources, and involving key stakeholders in training development. Students enrolled in intensive full day, four and a half-day per week, nine-week skills development TECC programs spoke of having "next chances" and higher levels of confidence for seeking employment and further education. Industry representatives corroborated one another with their comments of the TECC. They spoke of TECC as being flexible, responsive, and proactive in seeking and determining business and economic trends that currently and in the future will impact the local economy and business community.

The Institute for Extended Learning is a dynamic, innovative program that fits well within the comprehensive community college mission. Because the IEL provides SFCC credit classes, community and continuing education, basic skills and college support services to so much of the Community College of Spokane's service district, it generates a tremendous amount of good will for the colleges. Rapid growth, distance and a "shadow college" attitude sometimes causes misunderstanding about the institution's standards and effectiveness. Both the IEL and Spokane Falls have attempted to address these challenges by signing an agreement that spells out areas for communication, coordination and collaboration. This agreement has removed some of the misunderstanding that previously existed, and has given both institutions an opportunity

to gauge the progress that is being made to operate more effectively as two units within the Community Colleges of Spokane; however, the district needs to provide direction to both the IEL and SFCC regarding future relationships and strategic planning. (Standard 6.A., See General Recommendation #1).

<u>Continuing Education, Special Learning Activities, and Non-Credit Programs and Courses</u>

Due to the integration of course offerings, both credit and non-credit, offered by Spokane Falls Community College (SFCC) and the Institute of Extended Learning (IEL), this section of the report addresses Standards 2.G and 2.H, and Commission Policies 2.3, A-6, and A-10. The guidelines of Policy 2.6 for distance learning activities are reported in that specific section of the report.

Following Policy 2.3 and the Washington State Inter-College Relations Commission guidelines, SFCC offers credit for prior learning through the following programs: Tech-Prep and other articulation agreements, departmental challenge examinations, high school advanced placement, military credit and experience, and prior learning/life experience. Through the Center for Non-Traditional Credit at the Community Colleges of Spokane (CCS) District, the College Relations/Recruitment Officer at the Community Colleges of Spokane (CCS) District office provides policy direction and human resources support for dual or concurrent enrollment programs, and articulated programs. The articulation agreements are between area high schools and SFCC for professional technical credit and between SFCC and four-year higher education institutions. At the four-year level, the majority of articulated community college credits meet elective requirements. Spokane Falls Community College has given one-third release time to a faculty member to work with the District office and coordinate Tech Prep articulation agreements for 10 programs offered at 12 local high schools and one in Kennewick.

Due to changing economic factors, institutions, parents, and students are seeking avenues for better use of monetary and time resources. There is strong evidence of SFCC faculty and high school instructors also realizing the benefit of increased collaboration and partnerships. The CCS District created a web registration process that allows high school students to register for articulated credits, and a web mechanism for high school instructors to assign grades. Once credit has been earned and a grade assigned, the student pays a $15 transcripting fee plus $5 per credit. The previous requirement of high school graduates needing to earn 10 college level credits before receiving credit for high school articulated programs has been eliminated. Twelve (12) high school students received transcripted professional technical credits through Tech Prep programs in 2001-02. With the advent of the web system and change in enrollment process, the number of students earning credit through Tech Prep increased to 90 in 2002-03.

The College also has articulation agreements with Eastern Washington University, Washington State University, University of North Dakota, and the Brooks Institute of Photography. The acceptance of articulated credits through the four-year higher

education articulation agreements fluctuate with the higher education institution's need for enrollment. One unique agreement between SFCC and Washington State University provides students the opportunity to transfer their AAS Degree in Early Childhood Education into the Human Services Bachelors program.

Continuing Education Department

The Mission Statement of Spokane Falls Community College (SFCC) drives the program, assessment, and budget planning processes for the Continuing Education Department. Specifically, courses and activities offered by Continuing Education address the following areas of the Mission Statement: offering comprehensive academic, transfer, professional technical, developmental, basic skills, and continuing education programs; increasing flexible and innovative educational opportunities; preparing students to live responsibly in an increasingly global civilization; being an active partner in promoting community services of an educational, cultural, and recreational nature; and contributing to the economic well-being of the communities we serve. The Nichols Model for strategic planning is used by the SFCC Continuing Education Department for all its programs. To begin its strategic planning the Department prepared its mission statement, and used the Nichols Model to identify intended educational outcomes, means and criteria for assessment of success, analysis methods for data collection, and strategies for using the collected data, and identified action plans using the data. The analysis is augmented using the SWOT strategy (identifying areas of strengths, weaknesses, opportunities, and threats).

Distance learning programs and Youth College are the largest program areas of Continuing Education at SFCC. An emerging focus of activity centers around workforce development through Targeted Industry Partnerships (TIP) funded through the Washington Legislature and the Workforce Development Council of the Washington State Board for Community and Technical Colleges. To address the growing regional shortage of paraeducators who meet No Child Left Behind federal guidelines, Continuing Education prepared and received an incumbent paraeducator training program. Working with the Spokane Public Schools, Central Valley, Cheney, and Mead school districts, the Department is training 70 paraeducators. A goal is to deliver this program using online or two-way ITV technologies to deliver the program to a broader audience. Other areas of workforce development are clock hour certification provided to the Spokane Education Service District 101 and the State of Washington Pesticide Certification program.

Spokane Falls Community College manages telecourses for all of the Community Colleges of Spokane District's institutions. The telecourse program is the largest in the State of Washington offering approximately 25 courses per quarter using faculty from SFCC and Spokane Community College (SCC). With the development of one more science course, an online AA degree will be available. A distance learning AA is currently available using telecourses and online using both District and Washington Online(WAOL) instructors, courses, and platforms. A portion of the fees received from WAOL is distributed to other College departments who have faculty teaching distance learning courses. The other departments use this revenue to increase available money for

adjunct faculty in their own program areas. Two-way interactive (video and audio) telecourses are managed by the IEL for the district through the K-20 ITV system. This technology allows for delivery of SFCC credit courses to populations in remote areas of the district.

Areas of concern expressed by staff relate to the coordination of the distance learning offerings through SFCC, SCC, and IEL and having to coordinate the Student Management Systems (SMS) at both SFCC and SCC.

Student support services are available online or through telephone. Initial assessment for placement is the only activity that requires coming to the campus. Library reference services are available 24/7 giving students access to needed information resources either through inter-library loan or available to text documents online. See end of this section for additional discussion of distance education in reference to Commission Policy 2.6).

Youth College serves youth, ages nine to 13, primarily during summer months. The program was developed fifteen years ago to fill a void of available summer youth activities in the local area. In the late 1990s and into 2000 the average enrollment was 630 students. More recently, the department made the decision to raise fees and manage enrollment to become more cost effective. Even though the enrollment in recent years has averaged 430, revenues have remained consistent. Since its inception, various community-based programs have begun that also provide like activities, however strong community support of Youth College remains.

The Center for Service-Learning, administered by the Continuing Education Department, was initiated through a Corporation for National Service three-year Learn and Serve grant received in 2000 with a primary goal of institutionalizing and imbedding service learning into the College curriculum. Additionally, another three-year grant from the Department of Housing and Urban Development for the East Central Revitalization Partnership supported the program. The first year, service learning was a component of 45 credit courses, both academic and professional technical, offered at SFCC with 603 students participating. By the third year, 87 courses used service learning in their courses and 1,778 students were active primarily in local community projects. In 2002-03, the total number of volunteer hours provided by these students totaled 22,433. Sixty-five (65) community partners throughout Spokane County participate and over 100 other community partners are chosen directly by the students. The effectiveness of the program is measured through student and community partner surveys, pre- and post-assessments, as well as impact assessments. The latter assessment is used to determine impact on classroom studies, development of civic and social responsibility, work-related skills, quality of college life, personal skills, career exploration and development of communication, leadership, and helping skills. (See General Commendation #2).

Continuing Education services offered by SFCC are well received in the community and interviews with instructors and students indicate a high satisfaction rate. Youth College, Service Learning, telecourses, and the non-credit foreign language classes offered through Continuing Education are working well. However, data shows a higher

cancellation rate in the last two years. With changing local, state, and national economic realities, the generation of revenue for self-support programs becomes even more crucial for departments and colleges. The department recognizes it needs to refine its niche to reduce competition with the IEL. Spokane Falls Community College Continuing Education programs are offered only on the campus, whereas the IEL has responsibility for offering continuing education throughout the six-county service district. Being located on the western edge of the city, residents are often reluctant to drive to campus, especially during winter months if similar learning opportunities are offered either by the IEL or other education providers.

Another area the department wishes to redirect its energies is targeted marketing using focus group assessments. To increase its collaboration with the IEL, the department has assigned a single point of contact in Continuing Education. The department seeks to hire more SFCC faculty to instruct in its programs, however the rate for moonlight activities in the Master Contract inhibits interest and often the SFCC adjunct faculty is at maximum workload. Spokane Falls Community College Continuing Education department shares revenue with other departments.

The District's Office of School and College Relations organizes the Running Start Program, which is another dual credit program. Due to the nature of Spokane Falls Community College having a liberal arts focus, the majority of the approximately 800 Running Start students attend Spokane Falls Community College. Through the years, the District and colleges have explored College in the High School programs but have declined to implement the program because of the sense that the dual enrollment needs are met through Running Start where the curriculum and faculty already meet District, College, and accreditation standards. The admissions and counseling offices at SFCC provide support services and point of contact for the Running Start students.

Social Sciences Department

The Social Sciences Department consists of Psychology, Sociology, History, Anthropology, Political Science, History, Philosophy, and Geography. This department possesses a substantial FTE teaching load, consisting of eleven full-time faculty members across disciplines, and a varying number of adjunct faculty each quarter. General observations and assessments of how this department is consistent with accreditation standards are offered below.

The Social Sciences Department appears to be well supported in various respects. Although their buildings and office space reflects older architecture, the department has adequate classrooms. They have received excellent support in installing electronic delivery systems into existing classrooms, claiming to have the largest number of "electronic classrooms" on campus. These electronic classrooms include computer (to include WEB access), ELMO, and video capabilities.

The Social Sciences faculty expressed what turned out to be a general consensus across the campus on professional development; specifically that the college strongly supports

faculty development conceptually, and is willing to grant time towards these efforts. However, funding for professional development is limited, this obstacle being attributed to funding dynamics outside the institution rather than lack of administrative support. SFCC provides unique curriculum structure and teaching opportunities for Social Science faculty by supporting interdisciplinary courses. Several are offered each term. A representative example is a course entitled, "the Road to Wisdom." This course combines three disciplines and totals 15 units for students, meeting three individual course requirements. Faculty is credited with a full-time work load for their participation. That is, even though three full-time faculty are teaching 15 units (whereas their normal combined teaching load in credit hours would be 45), this interdisciplinary course represents their total teaching load in that term. These courses represent tremendous conceptual support from the administration for creativity within curriculum planning and offerings, and deserve recognition. (See General Recommendation #2, Standard 4.A.3.).

The faculty unanimously opined that academic freedom and autonomy within their disciplines/departments was supported. Further, faculty morale was described as high, mainly attributed to a humane and effective current administration, and the resolution of previous administrative problems both at the college and district levels. (See General Commendation #1).

Full time faculty needs were identified in Philosophy and Political Science, especially the former. Geography does not have a full-time faculty member, but the Social Sciences Chair reported this need lies third in their list of priorities.

The Social Sciences Department has made progress towards outcomes assessment in their coursework, implementing a questionnaire assessing for "literacy." This effort was started last year. Further, this last summer the Social Science Chair drafted a Strategic Plan for the department to help guide future efforts. Future outcomes assessment plans include alumni data collection and transfer student tracking/surveys to assess for curricular weakness and needed improvements. To date, no information was articulated about how outcomes assessment data was linked to ongoing course/program review and improvement.

Adherence with the requirements of Standard 2.B. is weak, and needs further development. The Social Science Department is in the beginning stages of implementing a comprehensive outcomes assessment process for its courses/programs. It is recommended that this department examine alternate data sources and methods, and expands outcomes definitions and procedures in order to realize useful data from curricular review and improvement. (See General Recommendation #3).

Fine Arts Department

The Fine Arts Department consists of both theory and studio coursework in the arts. The theory courses include curricula in Art History, Art Appreciation, and the like; and the studio curricula lies in areas such as drawing, painting, and sculpture. The Chair reported that the Fine Arts Department at SFCC is the largest in the state of Washington, and consists of eight full-time and eight adjunct faculty members.

The Fine Arts Department possesses several strong areas deserving recognition. Faculty appears to feel strong support in both academic freedom and autonomy in their disciplines. High faculty "ownership" was described, behaviorally translating into energetic campus governance involvements both in and out of the department. For example, fine arts faculty serves on most major committees and has been very involved in facilities planning. Further, the fine arts faculty was reportedly very involved in the self-study process. (See General Commendation #3).

Fine Arts appears to be adequately supported in terms of facilities, equipment, and supplies. Their studio art laboratories, access to electronic classrooms for the theory/distribution courses, and the stand alone art gallery all support this conclusion. The main concern expressed regarded inadequate ear-marked funding and application procedures to purchase and upgrade art supplies for the studio classes. It was reported that funding for supplies were no longer a separate item in the budget, and that the studio arts have been negatively impacted as a result. Other information revealed that Fine Arts does not charge enough lab fees for studio art classes to allow this revenue to fund supplies/equipment, nor have they regularly applied for student tech fee money although the application definitions would allow them to do so.

A two-track outcomes assessment process was described in the Fine Arts Department; one for the theory courses and one for the studio arts. Regarding the latter, a well detailed and labor intensive student learning outcomes evaluation process was outlined for studio arts courses. Each student participates in a mid and end of program review process. The mid-program review is called "Portfolio," and the end-program assessment entitled, "Exhibit." Each activity is worth one quarter unit. In both assessments, full-time faculty review each student's portfolio of artwork offering tailored critiques, feedback, and recommendations for improvement for the student. This translates into individualized course recommendations designed to meet a given student's individualized needs, looking for common themes to link back to program review. This labor intensive mid and end of program review of student outcomes reflects high quality efforts, and deserves recognition. However, program review outcomes assessment methodologies are not as well defined.

The Fine Arts faculty voiced similar sentiments on faculty morale and professional development. The relationship between administration and faculty was described as very positive, and the funds available to fund professional development were described as being cut in recent budget reductions.

The written and interview data suggests that the Fine Arts Department at SFCC appears to meet the requirements set forth in Standard 2.A. of the NWCCU Accreditation Handbook (2003), with one possible exception. The mechanism of funding to adequately supply the studio arts with the necessary materials to keep current in these courses was reported as inadequate. It is therefore suggested that the college identify funding sources to meet this need in order to support what clearly is a high quality studio art program.

Regarding studio art curricula outcomes, it is suggested these efforts be expanded to include a more formal program review methodology in addition to student outcome assessment. It is also suggested that the Fine Arts Department work collaboratively with the other campus departments that offer distribution requirements to better identify outcomes definitions/assessment procedures in their theory courses and then collect/analyze data in accordance with this design.

Music Department

The Music Department has five full-time faculty, nine adjunct faculty, and one half-time faculty member. The curriculum includes theory, recording technology, and performance courses, the latter spanning the major band and orchestra instruments in addition to voice. The faculty opined that the Music Department enjoys a wonderful local and regional reputation, and articulated a wide array of performances and community involvement.

Several strong areas were noted in the Music Department. The faculty strongly stated they enjoy academic freedom and professional autonomy. A strong feeling of ownership in both curricula and programs was unanimously expressed. The cohesiveness, commitment of the faculty to educational excellence, and involvement of the faculty in endeavors outside the classroom was impressive. In addition to the commitment to the campus, faculty also articulated strong ties to the local/regional musical communities and the neighboring universities.

These community ties are self-evident in the multitude of performances offered on and off campus, and in the involvements of the faculty and students in community based musical groups. The faculty described the performances offered on campus: eight concerts every quarter, 2 to 3 vocal recitals every year, and an annual "jazz festival" that is a teaching/learning experience for students to interact/receive instruction from jazz musicians enjoying national and international renown. The Music Department's efforts also go beyond the campus to include involvement off campus. For example, faculty and students have traveled to Hawaii and New York to compete/perform, and all faculty were reported to perform locally in bands, orchestras, and smaller musical ensembles. These activities represent outstanding commitment of the Music faculty and corresponding support from college Administration, and deserve recognition. (See General Commendation #3).

Faculty morale and faculty-administration cohesiveness was described as positive and constructive by the Music faculty. They also confirmed the perspectives of other faculty

that professional development dollars have been cut, and consequently these opportunities have been reduced.

Facilities and equipment support were generally described as adequate. Tours of the facility revealed a large performance hall that will shortly undergo a major remodel to upgrade to current standards. Classrooms and studio instruction also appeared adequate. The one area of concern noted regarded funding and application processes to replace/repair musical equipment and instruments. The faculty shared that their instruments were getting old and worn, and that no funding exists to replace/repair as necessary and required to maintain program curricular and program quality.

The Music Department has recently added and dropped Associate of Fine Arts (AFA) majors. The Commercial Music and Jazz Studies majors were discontinued, and a Recording Technology emphasis added within the last two years. The former majors were dropped due to low enrollment in second year courses and the low number of degree seeking students. The introductory courses in these areas were kept as many students enroll seeking personal enrichment and/or skill building, but the advanced courses required to complete degrees were discontinued as the department found it was forced to offer courses enrolling two or three students in order to allow them to complete a degree. The Recording Technology major was full at first offering. This major offers curriculum and skill building so students can enter digital recording careers. This major is reportedly hampered by inadequate funding to staff the second year courses necessary to allow graduation from this degree program.

Outcomes assessment efforts primarily focus on student learning outcomes. Program outcomes have not been methodologically addressed, nor have outcomes assessment procedures been fully developed in the Music courses meeting distribution requirements. Student learning outcomes are assessed in a labor intensive, individualized manner. The Music Faculty acting as a "Jury" evaluates each student. These "juries" evaluate and provide individualized feedback to each student every quarter.

The written and interview data suggests that the Music Department seems to adhere to the requirements set forth in Standard 2.A. of the NWCCU Accreditation Handbook (2003), with two possible exceptions. The mechanism of funding to adequately replace/repair musical equipment was reported as inadequate. Funding to staff the courses necessary to allow students to complete the second year of the Recording Technology Major was also identified as a need. It is therefore suggested that the college identify funding sources to meet these needs in order to support what clearly is a high quality music program.

Regarding music performance curricula outcomes, it is suggested these efforts be expanded to include a more formal program review methodology in addition to student outcome assessment. It is also suggested that the Music Department work collaboratively with the other campus departments that offer distribution requirements to better identify outcomes definitions/assessment procedures in their theory courses and then collect/analyze data in accordance with this design.

Applied Visual Arts

The Applied Visual Arts Department is home for programs in Photography, Graphic Design, Web Design, Digital Imaging, Saddle-Making, and Interior Design. Full-time faculty representation in these respective programs varies from 100% in Digital Imaging to 24% in Interior Design (Winter Quarter, 2002 enrollment statistics). These programs have strong ties to local and regional industry and overall enjoy excellent support in terms of facilities and equipment.

The facilities for the programs in Applied Visual Arts are outstanding. Examples include the Photography, Graphic Design, and Saddle Making Programs. Photography has its own building very well equipped with darkrooms, photography gallery, and a large studio/laboratory room representing multiple opportunities for students to engage in participatory, hands-on learning. The computer dependent programs (e.g., web design, graphic design, digital imaging, interior design) all enjoy excellent computer lab facilities, with the possible exception of Interior Design, currently experiencing unmet needs (described below). Saddle Making has a large, well-equipped lab. However, this program will be discontinued after this academic year due to low enrollment and budget constraints.

Faculty in the above programs reported they enjoy high levels of academic freedom and faculty morale. They unanimously described a positive, cohesive relationship with the current administration, although stating that the college has undergone a previous, long period of administrative instability and conflict. No concerns were noted regarding faculty perception of support from college administration, in fact, just the opposite. The only area of concern noted was in the area of professional development. Faculty reported that funding for professional development was "discretionary," and therefore one of the first budget line items cut when financial problems arise. Administration was described as supporting professional development in terms of allowing time away from campus (at faculty expense), providing some opportunity via professional development/travel "mini-grants," and "quarter projects" available to adjunct faculty. The latter refers to quarterly $1000 grants available to adjunct faculty for special projects within the departments. However, frustration exists about the administration choosing to cut professional development funds prior to other budget items in fiscally tight times. (See General Recommendation #3).

All programs in Applied Visual Arts have been active in developing and assessing both student learning and program effectiveness outcomes. Written and interview data revealed well defined, rather extensive program outcomes definitions. Further, these departments have identified timelines for outcomes assessment data collections processes. Their goal is to assess and collect data on one-third of their program outcomes every year, thereby completing a total program outcomes assessment and analysis process every three years. This protocol commenced last academic year, and all departments within Applied Visual Arts were able to present written and verbal information

confirming the data collected was analyzed and applied to areas of program improvement. Examples of program improvement were provided for each program. For example, in Photography, feedback from graduates and Advisory Board members that student photography portfolio reviews should happen each term rather than at end of program was immediately implemented. The outcomes assessment efforts in Applied Visual Arts are well designed and being implemented across majors, and should be recognized.

The only two areas of clear need identified regarded the Interior Design program. Seventy-five percent of this program's courses are taught by part-time faculty, out of accordance with the college's and the program's stated missions. Further, the computer laboratory facility for the Interior Design program is not adequate. It is small and shared with another academic program. The enrollment demand is high, and the program is currently maintaining a lengthy waiting list, suggesting the staffing and facilities are inadequate to effectively serve its constituency. It should be noted that the faculty unanimously stated the college administration is aware and supportive of these needs, and the faculty have been assured that as funds become available for new faculty and facilities, the Interior Design program has been identified as the top priority in its academic division.

This department, despite its staffing and selected facility issues, represents excellent academic quality, and should be recognized as such.

International and Study Abroad Programs

The International Program consists of two connected institutional efforts. The first is the recruitment and facilitation of bringing foreign students to the Spokane Falls Community College Campus. The program serves as a special students support effort to ensure that these students are integrated into SFCC College life and the academic curriculum.

The second thrust is the Study Abroad Program, which enables SFCC students to have opportunities for educational experiences in other countries. In 2001-02, 73 students traveled to 12 different sites in Central America, Europe and Asia. The program ensures the safety and quality of these educational experiences.

These programs are of high quality and greatly add to the overall mission of the institution as well as to the curriculum mission of the division. The programs are driven by a combination of administrative support and faculty involvement. The language offerings and the English as a Second Language program as well as services through the developmental education program serve to make this program user friendly on both ends. The presence of international students on campus greatly expands and meets the diversity and globalization mission of the college for the whole of the student's body and faculty. In 2002 the college was ranked 15th by the Institute for in the International Education among community colleges in the U.S. (See General Commendation #4).

Communications Department

This Department is organized to provide liberal arts curriculum for transfer students and a developmental program for those in need of academic support. The Department offers courses in Chinese, French, German, Spanish, Russian, and Japanese; English composition and technical writing; literature and study skills; journalism, drama; speech; forensics, and linguistics; and film. Twenty-five full time and twenty-seven adjunct faculty teach in the department. All faculty have master's degrees and six have doctorate degrees.

The Department is impressive; faculty are enthusiastic; the students are satisfied and laudatory about their experiences. The Department is note-worthy for the integration that takes place throughout the entire curriculum. It begins with the Developmental Education Program, which works hand in hand with the transfer level courses. A large number of tenured faculty and virtually all developmental education instructors teach both developmental courses and transfer level courses. This underlines the scope and sequence of writing and reading/study skill development throughout the Department's curriculum. The Language Program is supplemented by English as a Second Language and serves as the corner piece of the International Program and Study Abroad Program. Throughout all of the curriculum area, there are innovative and creative efforts to build strong stand-alone skill groups that are supplemented by exposure to unique experiences and integrated efforts. The faculty take great pride in the accomplishment of their students, both while in school and in post school transfer and employment. Despite all the progress made, there still seems to be a few problems. The present advising system has not yet met the expectations of many faculty. Professional Development, because of scarce resources, is minimal. Some faculty feel that the fulltime/adjunct a ratio is tilting too much toward adjunct faculty, Adjunct faculty are, however, well respected and considered an essential part of the Department. Assessment in terms of student's outcomes is strong throughout the department, due at least in part, to the assessment focus of the developmental education program. Again, the Department is impressive. (See General Commendation #3).

Policy 2.6: Distance Delivery of Educational Programs.

The purpose of SFCC Distance Education is explicitly stated in the Division of Continuing and Distance Education mission statement. That statement which reads in part, " provide convenient and affordable educational access to individuals unable to pursue educational opportunities by traditional means…" recognizes distance education as an important activity of the institution that supports the college mission. Distance offerings include telecourses, on-line offerings, interactive audio and video courses, as well as hybrid courses that utilize a combination of on-campus class meetings and other delivery methodologies. All new distance courses are approved through the same academic review processes that apply to on-campus courses. This process requires faculty approval at the department level, approval by the Division Dean, followed by review and approval by the SFCC Curriculum Committee. Courses that have previously been

approved through this process may be adapted to utilize distance methodology and offered after approval at the Department and Division level is secured.

Responsibility for the academic rigor and quality of instruction rests with the institution's faculty who are directly involved in the development, approval and teaching of distance courses. Interaction between students and faculty includes periodic face to face meetings, telephone and email communication. Students reported receiving timely responses and feedback from instructors and Distance Education office staff.

There is evidence that courses are reviewed for currency and consistency with on-campus courses and when discrepancies are identified revision or deletion of offerings result. Student demand for courses, faculty resources and coordinating use of distance technology are considered in the development of an annual schedule for distance courses.

The Master Contract between SFCC and the faculty union includes clear agreements describing ownership of materials, faculty compensation, copyright issues and the utilization of revenue derived from the creation and production of distance course materials. Faculty and administrators both report this language to be provide clear direction.

The institution provides faculty training and support services specifically related to distance education. The Technology Learning Center provides training in the use of delivery technology and WAOL provides training for instructors interested in teaching on-line courses. In addition, experienced faculty, mentor and train others to use distance methods. Faculty report strong support for distance instruction, including, production of quality instructional video programs through the SFCC Media Department, 24/7 technical support for on-line courses, and tech support personnel in the classroom to manage ITV equipment during class sessions and strong management of the Distance Learning program from the Division.

Both students and faculty report substantial library support for students and faculty involved in distance education. Library resources are available at off campus centers, though interlibrary loan and on-line. Library holdings requested from the main campus are delivered to off-campus centers by courier or mailed the student's home. WAOL provides access to a 24/7 virtual library. Media equipment and technology to support students is located at the off campus centers and evening and weekend laboratories are scheduled on campus to support distance courses.

Both on-line and telephone access is available to the full range of student services that are provided to on-campus students. This includes enrollment and financial aid services, career resources available through the WAOL website, academic advising, and both on-line and print resources that explain processes, procedures and services available to distance students. Self-assessments designed to determine students' readiness for distance courses are printed in Course Schedules and Distance Education brochures. Beginning Winter 2004, a Distance Education Orientation video will be broadcast on the Comcast

educational TV channel at all off-campus centers. In addition on-line tutorials and the Distance Education office provide support to orient students to use of the technology.

Consistent with the SFCC Mission, the budget provides base funding to support distance education. In addition the college generates revenue through management of telecourse offerings for the entire Spokane Community College District and WAOL courses that originate at SFCC. The Distance Planning Committee has identified courses that support degree and certificate programs as the first priority for distance offerings.

The effectiveness of distance learning courses is assessed in the same manner as on-campus courses and programs. The Nichols Five Column Model has been used to assess the effectiveness of distance instruction. Evidence of assessment including analysis of student surveys, completion rates, and student achievement of learning outcomes is available with documentation of changes that have resulted from that analysis.

Systems to insure the integrity of student work include identification requirements at testing centers, on-campus testing, and application of the Student Code of Conduct regarding plagiarism and other academic dishonesty.

Standard Three: Students

The Spokane Falls Community College (SFCC) self-study report states that: "Student Services at SFCC and the IEL exist to meet the academic, personal, social, cultural, and recreational needs of students, faculty, staff, and visitors". These expectations support the overall mission and goals of the college and the department is fulfilling these goals. The staff and students were all very pleasant and seem to enjoy their relationships with SFCC and each other. The facilities in both student services and recreation areas are of good quality. There are plans to further improve the admissions/registration area to take advantage of space freed up as a result of students shifting to using on-line services. The only area of much concern was that of academic student advising, which will be addressed further on in this report.

The organizational structure of Student Services seems to be effective. All people interviewed (students, staff & faculty) were aware of this full-scale evaluation and all of these staff/faculty had at least some input into the process.

The department offers services in a dozen areas that are consistent in the support of its mission. The area is staffed with well qualified individuals who either have the academic and/or experience needed for their positions. Assignments for these positions are clear and published. The staffing in Student Services has been identified as inadequate in the 2002 Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) and in the Campus Climate Survey. There is an analysis of other community colleges, of comparable size, taking place to look at the staffing concern. The school is also waiting on data from the Washington State Student Services Commission on the same topic. In the meantime each area is addressing the problem in various ways; e.g., group advising to supplement individual advising, addition of a full-time faculty counselor, realignment of job duties (the recent loss of one of the employees in the Admissions/Records Office has resulted in other employees sharing in new responsibilities), and hiring of part-time employees.

Performance appraisals for faculty counselors are performed on a regular basis. In the Admissions/Records area new staff are evaluated prior to the end of their probation period, but other staff evaluations are not current. While the intention is to evaluate staff yearly, it is not being done. The supervisor recognizes this fact but feels that regular communication with staff make up for this deficiency. It is strongly recommended that the college take its staff evaluation responsibilities more seriously, and implement a system that is effective and can be kept current. (Standard 3. A. 2).

The staff development area was deemed insufficient in the SWOT analysis, but this "perceived weakness" has been addressed through funding from the vice president for a limited number of conferences and workshops, travel restrictions permitting.

Financial resources for Student Services come from 14.5% of SFCC's state appropriation, collections of various student service fees (academic transcript charges,

testing fees, registration fees, graduation fees, etc.) and chargebacks from the IEL for services provided by SFCC. This appears to be adequate to support the services in this department. Physical resources seem adequate, but concerns about staffing do exist, one employee stated, "we do more with less".

The department supports the academic endeavors of the school by providing a variety of services including Advising, Counseling, and Orientation. There are concerns by the faculty about their involvement with orientation. In January of 2003 the New Student Entry Center was established to assist with orientation. There is an evaluation of this center scheduled to take place by January 2004 to assure that they are on the right track.

Since 1996 academic advising has gone from mandatory for students with fewer than 60 credits, 30 credits and below by 2001, to 2003 where mandatory advising was lifted for most continuing students (some special populations are still required to have advising). Apparently many faculty were unhappy with this plan and expressed their displeasure. It was pointed out that the faculty contract suggests, versus mandates, participation in student advising. Student Services is monitoring students to see if the current plan is effective for students. The message in the catalog and course schedule is consistent with the school procedure that states students may obtain advising prior to registration.

The catalog and quarterly class schedule have a variety of information about the school and its policies. Both publications are widely distributed to both students and prospective students as well as available on-line.

Student's rights and responsibilities, policies on discrimination, sexual harassment, freedom of expression, etc. are published in the "Student Rights and Responsibilities Handbook", which is available through Student Services and distributed at pick-up-points around campus. It is unclear as to whether the *Student Handbook, which is intended for all new students, continuing students, faculty, and staff,* is being distributed. The Self-study indicates that a new *Student Handbook* is scheduled for publication and delivery during fall, 2003, but his has been pushed back to the winter of 2004. This required document was not provided prior to the visit.

The department gets information about student needs through the Student Interview, Point of Contact Survey and committee input. Overall students look kindly upon the administration and feel that when a need arises they are responsive.

The school has a strong student government that enjoys both administrative and faculty support and participation. Student government is investigating the possibility of having an ombudsman to assist students in grievance issues. Overwhelmingly students praised the faculty and the instruction they are receiving. The major concerns from students dealt with class size, tuition increases, food costs, and parking.

The CCS system uses an administrative software package that is common among the rest of the public higher education system in Washington. The mainframe computer is housed on the SCC campus and shared with SCC. The state is in the midst of a re-write

of this system and SFCC is expected to be impacted for the next few years. State and federal reporting is handled out of the district office and users are provided data in an Excel format for ad-hoc reporting. The data on this system is backed up nightly and stored off-sight.

The school has one dedicated security officer and has a contract with an outside agency to supplement this staffing. The campus is patrolled and the offices cell phone number is on signage around campus. The SFCC officer works a 5:30 am to 3:30 pm shift at which time the contracted service takes over. The school has an emergency and evacuation plan. Student safety and emergency information is published in the Student Rights and Responsibilities Handbook and in each building on Safety & Health bulletin boards.

SFCC has a mission to "serve diverse communities". The school has a minority population of approximately 13%, which they feel is representative of the Spokane area. The school serves approximately 200 international students per year and is hoping to increase this number and bring more diversity to the campus. There is a feeling that the Hispanic and Russian communities are underserved.

The awarding of credit is based upon clearly stated and distinguishable criteria as described in chapter 5 (5.4.00) of the State of Washington State Board for Community College Education Standard Policies and Procedures Manual.

It is published, "Courses numbered below 100 are not considered college level and are not designed for transfer".   First-year students normally take academic courses numbered 100-199 and second-year students normally take courses numbered 200-299.

Distinctions between credit and non-credit are well publicized. The college keeps a credit transcript on all credit students and also has a non-credit transcript available upon request.

Transfer credit is accepted from accredited institutions and consistent with accreditation practices.

Student academic records are well protected and the school adheres to the Family Educational Rights and Privacy Act (FERPA) by training its staff.

SFCC has adopted an open admission policy consistent with its mission. Qualifications for admission are well defined and adhered to.

Assessment/placement is done through the ASSET and COMPASS tests, and certain courses have pre-requisites ensuring reasonable probability of success. Students that apply late do not always have assessment completed and are not permitted to enroll in Math and English courses. Enrollment software system checks records before allowing enrollment into courses with prerequisites.

An Academic Standards process is in place, well publicized, and has an appeal process. There are steps for re-admission following suspension. There is an intervention procedure that was put into place, but studies have shown this to have little or no effect on academic standing. The Academic Standards Committee has initiated a review and put forth a three-point notification process to students letting them know about available services, explanations of academic suspension, and the appeal process.

Graduation requirements are stated and publicized clearly. Students apply for graduation when they have completed 45 credits and are then provided with a degree audit letting them know of their remaining requirements. SFCC is hoping to have its degree audit program on-line in the near future so that student may use it as a self advising tool. The Student Right-to-Know Act is available on-line.

The school offers and effective program of financial aid. Categories regarding financial assistance are available and published for review by both students and prospective students. The department monitors its loan programs and has a default rate of 8.4% (down from 11% – 12% in recent years). Loan repayment obligations are addressed by directing students to the website where an exit interview is located.

As in the Admissions Office, performance evaluations of employees are not current and are about a year behind. Again, the team recommends that a current evaluation system be put in place rapidly. (Standard 3 A. 2.)

 50% of the student population is on financial aid and the numbers are increasing. All students meeting deadlines and showing need are receiving aid. Students are being funded adequately for fall and winter terms, and then seek loans and Pell Grants for spring and summer terms.

Orientation sessions are in place for all students. While the school gives the impression that it is required, it is actually highly encouraged. Students get this service either through group sessions or individual contacts. Academic, social and personal topics are addressed during the sessions. On-line orientations are being looked at for the future.

Academic advising is a controversial topic at the school. All new students and special populations of students are required to get advising, while continuing students are not. The amount of employees in the counseling staff, which does academic advising as well as handles personal problems of students, does not appear adequate to handle the student need for advising. A comment that sometimes there is a three hour wait for students to see these counselors was noted. As stated in the self-study, many faculty are not happy that mandatory advising has been eliminated. The implementation of the New Student Entry Center hopes to alleviate some of this demand as a firm commitment to dialog, participatory process, and inclusive decision making all appear to be building trust. When students were questioned they did not indicate advising was of major concern and most seemed lukewarm to the topic. Students seem to know where to go to find an advisor and often end up in the faculty offices seeking advice from those that are in their

field of study. Once again, it needs to be realized that the New Student Entry Center is new and needs a fair amount of time to establish itself.

Career counseling and placement services are available to students through publications, website, and in consultation with professional staff.

Health care services are not provided by the college. However, students may purchase optional insurance through an outside vendor at the time of registration. The school has entered into an agreement with Washing State University/Intercollegiate College of Nursing to provide health services. Through allocated money from the Associated Students of SFCC the clinic operates across from SFCC for limited number of hours during the week.

SFCC has no housing and Alumni relations are handled through the district office.

The Food Services area has come under new management this past year.   The new management company offers a full menu, is well staffed, and has good operating hours. Students and some staff feel the prices are higher than they should be, but the administrator overseeing the area feels the prices are competitive.

Co-curricular activities are abundant and foster both intellectual and personal development consistent with the school mission. Students seem to be represented well on school committees. There is an effort to provide students to committees who do not sit on Student Government in order to get more varied representation and to avoid burnout. There has been some difficulty finding students to sit on the tenure review committee.

It is evident that the school supports co-curricular activities through the implementation of the "free hour" on Wednesdays. During this "free hour" most departments do not schedule classes, allowing students to participate in special events and club meetings.

There are plenty of events taking place during the day and some at night. There is a desire on part of the school to do more in the evenings. (See General Commendation #5).

Student Government is healthy at the school and both faculty and administration sit on the committee. There is a yearly evaluation of programs in this area and the information is used for planning.

The college offers and intramural program open to all students. Most of the activity takes place around the noon hour; they would like to do more. A nice bowling alley and recreation center are located in the middle of the student center. The school has membership in the Association of College Unions International. This affords students to compete at local, regional and national levels.

The athletic and recreation facilities at the school are to be envied. The school should be proud of what it has done in this area.

The bookstore is managed at the district level. While it does not offer supplementary readings (newspapers, magazine, etc.) it does have required texts, reference books and study aids. It also offers plenty of supplies and apparel. Surplus collections are used to benefit the Community College System with some of these profits coming back to SFCC. Students acquire identification cards here. The bookstore has an on-line service that students may utilize to order their books. The supervisor indicated a need for more storage space.

The school has a student run newspaper called "The Communicator". It is run with a faculty advisor and they have the "Communicator Handbook" outlining responsibilities.

Athletics is an integral part of the institution and support the education mission and goals. The school has 8 women's teams and 7 men's teams. The facilities to support these teams are good and shared with the Physical Education and Recreation departments. Intramurals and athletics are run through the same department and special attention is given to sharing the facilities.

The programs are mainly funded thorough student fees (33% of which go toward athletics) and also receive about $25,000 per year from alumni and booster club funds. The latter funds are administered thorough the CCS Foundation. Foundation expenditures are approved by the District Athletic Director. Evaluation of the department is performed by the Board of Trustees, college administration and the District Athletic Committee (DAC). The DAC is made up of students, faculty, administrators and athletic department personnel. Also, there are two state auditors housed in the district office monitoring the programs.

Each coach is provided with "The Coaches Handbook" which is currently undergoing revision. The director meets with the coaches monthly and they review different parts of the handbook in addition to other topics.

Admission requirements, academic standards, degree requirements, and financial aid awards for athletes are the same as all other students. Two hundred dollar per term scholarships are granted by coaches and administered through financial aid. The school has an academic success program for its athletes. Scheduling is performed according to guidelines intended to minimize conflicts with class and exam schedules. The ethnic diversity of both student athletes and coaches is reported to be higher than the rest of the campus. Student athletes are surveyed at the end of each year.

SFCC exhibits integrity and responsibility in advertising, recruitment and representation of accredited status.

On the Basic Institutional Data form the school list two programs, Orthotics & Prosthetics and Physical Therapist Assistant, as having specialized/programmatic accreditation. The Physical Therapist program lists this specialized accreditation in the catalog while the Orthotics & Prosthetics does not.

Standard Four: Faculty

Faculty/Policy on Faculty Evaluation

The institution employs professionally qualified faculty who typically have an earned masters degree for both the liberal arts departments and the vocational departments. They are involved in academic planning, curriculum development and institutional governance. Faculty members report that they are comfortable with the relationship existing between the faculty and the administration and that the faculty has sufficient influence in matters of academic affairs. Shared governance appears to be working well at Spokane Falls Community College with faculty involved in significant policy development and decisions through various faculty and institutional committees. (See General Commendation #1).

There is some confusion within the faculty regarding its role in advising, the way in which advising is carried out, the policies and procedures for advising students, and the coordination of advising between the instructional and student services areas of the college (Standard 4.A.2).

Faculty workloads are consistent with the mission of the institution that is primarily focused on education and teaching. Faculty members are expected to teach 15 credits of lecture courses or the appropriate equivalent number of contact hours. This typically results in a teaching load of three five-credit courses within the quarter system. In addition to time spent in teaching, faculty members prepare for courses, evaluate student work, hold office hours, and participate in appropriate professional activities including, professional improvement units, professional development units, committee service, community service, scholarship and research, and program development.

Concerns were raised relative to professional development including access to funding for expenses associated with conferences and statewide professional meetings. Since professional improvement units are used for advancement, some faculty members report using personal resources to pay for conferences and workshops. Given the limited funding available for professional development, the college has organized campus events where learning opportunities are provided by members of the faculty or outside presenters. Faculty members report their needs for additional professional development funding, but also understand the budget limitations. Even so, sufficient support for professional growth and renewal is critical for the college to be able to meet standards relative to the continually ensuring a competent faculty responsible for providing quality educational programs (Standard 4.A., 4 A.3). It is recommended that the college review its commitment to professional development in light of the college's mission statement that promises students "high quality learning opportunities." (See General Recommendation #2).

Faculty salaries and benefits appear to be adequate to attract and retain a competent faculty, although it was reported that faculty compensation may become a deterrent to

attracting competent faculty in the future if compensation levels are not monitored carefully. Policies on compensation are available to faculty and are administered through clear negotiated and articulated processes.

The college has a systematic evaluation process for its full-time faculty that determines advancement and tenure. The climate survey provides evidence that both faculty and administration are satisfied with the process and criteria in which faculty members are evaluated.   The process is ongoing and continuous for both non-tenured and tenured faculty. The tenured faculty is evaluated every third year. Students, colleagues, administration and the individual faculty member under review participate in the faculty evaluation process. Administration has access to the raw data that results from the evaluation process. Multiple indices are used to determine faculty effectiveness and quality, including student, peer and administration evaluations. Evidence of professional improvement, scholarship and service to profession, school and community is also be utilized within the faculty evaluation process. However, it is not clear how the evaluation process is related to faculty development efforts (Policy 4.1). Further, while procedures are in place to evaluate part-time faculty, the site visit did not confirm that the adjunct evaluation process is being fully implemented.

With regard to the IEL, SFCC academic units have representation on IEL screening and tenure committees and have sufficient control over the quality of the curriculum and IEL faculty per the Operational Agreement.

The college has a clear selection process for hiring new faculty. This selection process is documented in the Community Colleges of Spokane Recruitment and Selection Guide. The college protects academic freedom in policy and articulates this within the Master Contract. Faculty members report that the college fosters a climate supportive of the free expression of ideas and scholarly inquiry.

The college is to be commended for initiating the "Associate" status for adjunct faculty members who have displayed loyalty to the institution (Standard 4.A.9). This status recognizes long-term adjuncts and provides for certain privileges including additional stipends. Where possible, the part-time faculty adheres to the minimum qualification standard of the master's degree. Procedures are in place which call for adjunct faculty members (credit or non-credit) to undergo student evaluations and distant learning faculty members have separate evaluation forms for their courses.

Standard Five-Library and Information Resources

Spokane Falls Community College takes proper pride in its ability to employ professional librarians with an American Library Association approved Masters of Library Science Degree. This credential tied with full faculty status for the professional librarians makes them effective members of the instructional efforts of the college. The professional librarians are accepted as full partners with the teaching faculty. Assigning all professional librarians as liaisons to teaching departments provides an outstanding quality of communications between the professional librarians and the faculty of the department. The presence of professional librarians on faculty committees and, in particular, as voting members of the Curriculum Committee allows valuable input for both the professional librarians and the faculty to meet the library and information resources needs of SFCC students.

Professional librarians seek out opportunities to provide bibliographic instruction for students at SFCC. During the 2001-02 academic year, the library faculty provided instruction to 195 SFCC classes. Librarians teach two credit courses dealing with the access to electronic resources available on campus and through access to the World Wide Web. Those activities help better prepare the SFCC students to effectively use the Internet and electronic databases as information resources for research and educational purposes.

Media Services has established a very workable distribution system for videos requested by instructors at remote sites, as part of the IEL delivery of courses. Once a request for a video has been received the video is dispatched via UPS and generally is delivered to the instructor at the remote site within two days. The major complicating factor is if the video is a high use item on the SFCC campus; in such cases Media is unable to allow it off campus for seven to ten days.

As part of an ongoing effort to acquire faculty and student input into the electronic needs of SFCC, Computer Services has a twenty-four-member computer advisory committee. That advisory committee provides input about the computer needs of faculty and students and makes strategic decisions about the purchase and replacement of computer equipment.

Computing Services at SFCC has insufficient space for the needs of a modern and active educational computing organization. Of immediate need is additional space for servers. Likewise the space for computer maintenance and repair along with storage of computer equipment is insufficient to meet the needs of the college community. Computing Services staffing levels are in need of review.

Spokane Falls Community College should be concerned about the level of funding of library and information resources. During the current year the Media and Computer Services division had to eliminate two part-time positions in an effort to stay within current budgeting levels. The library has had to eliminate two part-time staff positions in an effort to manage within the reduced funding levels of the 2003-04 budgets.

Acquisition of materials, particularly periodical subscriptions have been greatly reduced due to the lack of funding. During the last few years Media and Computer Services have had the total budget reduced by over twenty percent.

Spokane Falls Community College has continued to add additional financial obligations for the Library and Media in the form of needed services for students within the IEL delivered courses. There is need for additional support to provide services in the forms of bibliographic instruction and library support at the IEL sites. Currently the Library employs a full-time library technician at the Colville IEL Center; however this employee often is assigned non-library duties. The Library staff has created a virtual reference service, in part, to address the information inquiry and research needs of students taking courses at the IEL sites. Providing adequate and appropriate services to both faculty and students within the courses offerings at IEL sites continues to challenge the staff and places a drain upon the resources of all aspects of the library and information resources of SFCC.

Current organization of learning resources [library – media] presents issues with uniform availability of media [video] for classroom instructional purposes. Some of the video formats are available through the library catalog and interfiled within the book collection – some video formats are available within Media. After-hours – evenings and weekends - instructor request instructional videos from Media at the Library. The librarian on duty then must leave their assignment, go outside the building, unlock Media, and then leave written check out information for Media to enter into the media circulation system during the next work day. With the completion of the current construction on the library building, the necessity to exit the library to enter Media will no longer exist. Another issue surrounding the handling of videos is that both the Library and Media have separate checkout systems for videos. Videos available through the Library and Media are cataloged and searchable through the Library catalog – but the problem arises depending upon where the video is located as to which system checks out the item. It would seem that the multiple checkout systems are simply a duplication services and places a drain on valuable resources of the institution.

The Library at SFCC currently does not provide an appropriate number of electronic databases to meet the needs of transfer programs. Efforts should be made to locate resources or collaborations with other libraries and or consortiums to provide an adequate level of databases for the students at SFCC. Students graduating with Associate of Arts degrees and transferring to four-year institutions will enter those institutions without appropriate exposure to the breadth of available databases. Additional resources should be identified to support the obvious needs for acquisitions of materials. In particular there is a need to ensure a current and adequate print collection: both books and periodicals.

The current number of professional librarians presents issues about the ability to provide all the appropriate and necessary services of a twenty-first century academic library. The professional librarians are a very positive and motivated staff with total commitment to the students and faculty at SFCC.   SFCC should review its library staffing levels.

The SFCC Library continues to make efforts to provide professional growth opportunities for the library faculty. The Library is a member of the Inland Northwest Council of Libraries (INCOL) that provides in-service educational opportunities for member librarians. The faculty and staff of the SFCC Library regularly attend national, regional and state-level workshops and conference for professional development.

All units within library and information resources have active strategic planning efforts. Both assistant deans serve on the college strategic planning committee and take forward the strategic planning concerns of their divisions.

The faculty support and appreciate the efforts of the Library, Media and Computer Services to provide adequate and appropriate services to support instruction at SFCC. The faculty generally expressed concerns about the need for additional personnel and funding to enable the Library, Media and Computer Services to continue their excellent tradition of service to SFCC. The faculty was particularly appreciative of the extra efforts by the Library and Computer Services personnel to provide the needed library and information resources necessary for appropriate instruction. The faculty was pleased with the efforts of the Library to provide requested resources in support of their teaching assignments and students learning and research needs. Likewise the faculty expressed appreciation for the frequency of the replacement of the desktop computers within their offices and often commented on the efficient and speed of assistance from Computer Services.

Standard Six: Governance and Administration

SFCC is a separately accredited college that is part of the multi-unit Community Colleges of Spokane District. The Bord for Community and Technical Colleges (SBCTC), for budget allocation purposes, considers the District as a single entity and makes a single appropriation to the district for operating purposes. The CCS District then makes sub-allocations to its operational units. These sub-allocations are done using a "historical shares" rationale. As could be expected in any multi-unit organization, there are some parties that would like to review the rationale used for allocation decisions, but it was interesting to note that these observations were advanced in passing and without much passion.

The CCS district retains a number of district-wide functions that centrally serve all its constituent units. Among these retained functions are: Human Resources, Finance, Facilities, Computing, Foundation Relations, and Public Relations. This organizational structure has been in place for many years and seems to work well for the constituent units. All parties seem to understand and accept the basic division of responsibilities and have organized their operations accordingly. District Human Resources operations, a source of some SFCC criticism in the past, was given special praise for recent improvements.

The District is governed by a 5 member Board of Trustees. The trustees demonstrate real pride in the work of the entire District and are well pleased with the harmony and stability currently evident in District operations. The Board works well together and some members of the Board are active leaders in the state-level Trustee organization. The Board acknowledges that its role is to set policy and broad direction for the District; it defers appropriately to the Chancellor on operational matters.

The Chancellor is well-respected in the community having completed a successful tenure as the Superintendent of the local school district. Recent turmoil in the CCS District caused the Trustees to select a Chancellor who could bring stability and local credibility to the position; SFCC personnel believe that Trustees have accomplished their purpose.

The President of SFCC reports directly to the Chancellor. However, the President has good access to the Board of Trustees and participates in Board Executive Sessions.

The CCS District, through the Chancellor and the Board of Trustees, needs to address its lack of strategic planning. In particular, the District needs to become much more clear and explicit about the roles and responsibilities of the IEL, SFCC, and SCC. It is the sense of the evaluation team that the Chancellor and Board of Trustees underestimate the level of frustration that SFCC and IEL employees have with issues that lead to competition, confusion, and duplication.

The evaluation team does not suggest that IEL programs are haphazard or of poor quality. The evaluation team's primary concern is that there is a lack of clarity within the District about roles and responsibilities for its constituent institutions. Standard 6. A. 4 requires that a District clearly delineate authority and responsibility between the District office and the institution. In this case, the charge to District under the Standard involves more than one institution, but the Standard applies nonetheless. It is critical that the District engage in strategic planning around the roles and responsibilities of its constituent institutions. A clear strategic plan will help avoid painful confrontations that appear to be building, and…of equal importance…will allow college level planning at SFCC to proceed from an express set of expectations. (See General Recommendation #1).

Internal governance on the SFCC campus is conventional in its organization, but remarkable in its execution. The evaluation team was uniformly struck by the level of trust and confidence expressed in the administrative team and the decision-making processes employed by the college. Faculty, students, and staff all expressed appreciation for the multiple opportunities provided to them for consultation and involvement. Support for the administrative team did not begin and end with the President of the college; the support extended through all administrative layers of the college.

The most serious issue confronting the administrative team at SFCC is the need to more forcefully engage the entire college community on Institutional Effectiveness and Educational Assessment issues. As cited earlier in this team report, some good work has been done by some departments in developing program learning outcomes and

completing an assessment cycle on those outcomes. Moreover, the Institutional Effectiveness model for the college is rooted in references to the institutional mission. However, it is abundantly clear that not all departments take the Educational Assessment effort seriously (some actively oppose it), and the Institutional Effectiveness model is still far from a fully-conceived and fully-implemented program. (Standard 1 B., 2. B., Policy 2.2. See General Recommendations #3 and #5).

Standard 7: Finance

Financial planning and budgeting are ongoing, realistic, and based upon the mission and goals of the institution.

Spokane Falls Community College has autonomy in establishing financial planning and budgeting within the guidelines developed by the Board of Trustees for the Community Colleges of Spokane. The college can make local decisions and participates in Board meetings that determine financial decisions.

The institution finance committee, comprised of faculty, staff and administrators use the strategic plan, along with the facilities master plan to formulate budget requests. A minimum of three years of projections of income and expenditures are used for budget development.

The institution publishes an annual budget. It is made available to the District and the college community. The budget is also filed on the college network as informational. The public has access to the budget if desired.

The budget may be revised by the president according to Board policies.

All debt for SFCC is managed by the District under Board direction. The Board reviews the amount of debt and resources available to repay the debt. The State of Washington gives the Board the authority to borrow funds, but the Board does not have a written policy on the use and limit of debt. (Standard 7 A.4., See General Recommendation #4).

The adequacy of financial resources is judged in relation to the mission and goals of the institution, the scope and diversity of its programs and services, and the number and kind of its students.

Due to the economic situation, CCS has raised tuition two years ago by 6%, last year by 12% and this year by 7%. An expected raise in tuition by 7% is set for next year. SFCC operated last year with 450 unfunded student FTE (450 fulltime students above budget, not funded by the State).

Sources of funding for SFCC include tuition, student fees, auxiliary income, and state support. The Running Start program also contributes additional dollars to the revenue side of the budget. The budget is based upon the strategic plan, which closely follows the institutions mission and goals. A positive net operational excess for the last two years is a

good indicator of adequate funding for programs and services. There is adequate funding for the support of SFCC's programs and services.

Adequate resources are available for the college to meet is debt service. One outstanding loan of $3,750,204 for the Energy Savings Conservation Project will be repaid from utility savings.

SFCC does not have any accumulated deficit.

Financial statements indicate a history of financial stability for the last five years. Sources of financial aid are annual private contributions, Government State Aid, Pell, SEOG, WS, endowment earnings, Federal Student Loans, and Nonfederal Workstudy Aid.

The District maintains a current reserve of approximately 2.5% of its total operating budget. SFCC maintains a reserve around 2%. SFCC's goal is to increase its reserve to a minimum of 5%. Since SFCC is a state institution, this is adequate for fluctuations in operating revenue, expenses and debt service.

SFCC understands the relationship between its educational and general operations and it auxiliary enterprises and their respective contributions to the overall operation of the institution and does not use auxiliary generated funds to fund ongoing expenses.

The financial organization and management, as well as the system of reporting, ensure the integrity of institutional finances, create appropriate control mechanisms, and provide a basis for sound financial decision making.

The president of SFCC meets every month with the Board of Trustees. There are three standing reports that are reviewed each month. They are the Capital Projects Job Progress Report, the Operating Budget Expenditure Report, and the Report of Additional Resources from SBCTC.

Although the chief financial officer reports to the Chancellor of the District, there is a good working relationship between the president and the chief financial officer. SFCC also has a financial manager who works closely with the president and the chief financial officer. SFCC business functions are centered at the District. The chief financial officer is a CPA and an MBA. The financial manager has a CPA and MBA.

The administration of scholarships is through the CCS Foundation. Student loans and student employment is controlled by SFCC. These functions are also included in the college planning and budgeting. Internal auditing is preformed under the direction of the financial manager at SFCC.

The District implements policies regarding cash management and investments approved by the Board of Trustees. Investment income is allocated back to each of the institutions according to their fund balance. Although the State of Washington has given the Board

authority to invest funds, the college does not have a written policy on cash management and investments that has been approved by the Board. The college recognized this as a future direction in the Self-Study and implied they needed an investment policy. (Standard 7.C.4., See General Recommendation #4).

The accounting system used by both SFCC and the District follow generally accepted accounting principals. Financial statements are prepared using the accrual basis of accounting.

The District is audited by the State of Washington. In the last audit a recommendation was received indicating SFCC needed to improve internal controls over amounts owed and collected in the accounts receivable area. The college agreed with the finding and is taking steps to ensure that the appropriate controls are in place. The college received no findings in the two previous audits. Grants and financial aid are also audit by the state and no findings were reported.

Internal auditing is preformed under the direction of financial manager of SFCC. The last three internal audits covered were, Student Activities – Student Funded Programs, Performing Arts, and Youth College. Findings were issued and the appropriate departments are addressing the findings.

All of the audits with the findings and responses, both State and internal, are available to the evaluation team.

Any organized development program to seek financial support from outside sources is closely coordinated with academic planning and reflects the mission and goals of the institution.

The Community Colleges of Spokane Foundation was founded in 1967. In that time it has accumulated assets of 21 million dollars. Included is a 2.8 million dollar endowment for scholarships. Over the last seven years, more than 1.5 million dollars have been awarded to students in scholarships. There are currently three projects that affect SFCC. Among these are a Life Sciences Laboratory and Learning Greenhouse, and a 12 million dollar plan to address the District's short and long-term technology needs.

The foundation is a separate 501(c) (3) nonprofit corporation. It exists solely and exclusively for the purpose of soliciting and obtaining charitable contributions to provide financial support to the educational, scholastic, athletic, and other programs of CCS (articles of incorporation). The president of SFCC along with the Chancellor of the District, the Chief Officers of the other institutions, and one CCS Board member, are ex-officio nonvoting members of the Foundation Board. One faculty member from SFCC is appointed to the Board for a three year term, this is a voting position. A student from the District is also appointed to a one year term as a voting member.

The executive director and fund-raising coordinator follow the National Society of Fundraising Executives code of ethics.

The foundation has appropriate committees and policy governing investments.

The foundation planning retreat should serve to help align the foundation's objectives with the strategic plan for the college.

In the Self-Study, SFCC has identified the following Future Directions:

- Encourage the use of the college's Fiscal Committee on budget issues.
- Involve the District's Director of Budget and CFO at the college level finance and budget meetings.
- Increase operating reserve to 5%.
- Continue program review to ensure program relevancy and effectiveness.
- Establish a clearly defined process for communicating college priorities from SFCC to the CCS Foundation.

SFCC is encouraged to establish a timetable, procedures and action items necessary to accomplish these directions.

Standard Eight: Physical Resources

Sufficient physical resources, particularly instructional facilities, are designed, maintained, and managed (at both on- and off-campus sites) to achieve the institution's mission and goals.

SFCC main campus and Colville Center consists of 19 buildings containing approximately 552,224 square feet of owned space. The college also leases another 66,820 square feet of space for instructional use. The campus was established in 1967. The newest building was constructed in 1994. Over the last 10 years, $21,000,000 has been spent in capital improvements and repairs. The campus has 16 parking areas with more than 3000 parking spaces.

Current construction in progress includes an addition to the Chemistry and Life Science Building and a major renovation to the Library. By January of 2004 the auditorium in the Music Building will have a major face-lift.

The majority of faculty, staff, and students interviewed agreed that the facilities and furnishings are adequate for the effective operation of the institution. The college has some high quality instructional space. Visual Arts, Performing Arts, Physical Education, Orthotics and Prosthetics, and the electronic classrooms are some examples of outstanding facilities at the institution. Condition and size of faculty offices range from good to poor. There is some fulltime faculty sharing an office.

The facilities staff for SFCC does a good job of maintaining the facilities. Each custodial staff member is assign in excess of 30,000 square feet to maintain. This is above a desired goal of 25,000 square feet. Some attention should be made to try to reduce the maintained square footage per custodian to something closer to 25,000. There are only two grounds positions for the 125-acre campus. This far exceeds the amount of acreage a groundskeeper can maintain.

All buildings meet or exceed ADA requirements. SFCC has done a good job of making the buildings and room more easily assessable by the physically disabled. All buildings have automatic doors and restrooms fully ADA accessible. Labs and classrooms have ADA stations.

Evaluators traveling to off-campus sites report that the facilities are appropriate for the programs offered. The Colville Center is an excellent facility. All of the leased space is also adequate and appropriate for the programs offered and also meets all ADA requirements.

Equipment is sufficient in quality and amount to facilitate the achievement of educational goals and objectives of the institution.

Equipment for instructional programs was reported as adequate or good for most programs. Fine Arts and Music reported that their equipment is in need of repair and/or replacement and there are not enough funds available for supplies. The Technology Fee has provided some support for equipment needs for educational programs. There is a good process in place for departments to obtain some instructional equipment. The Technology Fee was instituted in 2000 by a vote of the students. Three dollars per credit up to a maximum of thirty dollars per quarter is collected to fund student related equipment. Currently, this amounts to approximately $400,000 per year. The Technology Plan was devised to address the dispersion of these funds. It basically has departments forward their request up to their divisions where they are prioritized. A committee, which has significant student representation, helps to determine the distribution of funds. This plan is helping SFCC reach their goal of replacing instructional computers on a four-year cycle.

As the instructional computers are replaced, the used computers are placed with faculty, staff and other areas of need.

The District, through Central Services, with the help of the departments keeps the inventory of equipment current.

SFCC is a medium producer of hazardous waste. The college is registered with the EPA as producer of hazardous waste. The Environmental Health and Safety Department has produced a Hazard Communication Program ands Hazardous Waste Management Plan. This plan deals with the collection, storage and disposal of the hazardous waste.

SFCC also has an Emergency Management Plan that lays out procedures in case of emergencies or disasters.

A safety and health committee has been formed that meets regularly to provide assistance and support for SFCC safety and health programs. First Aid/CPR training is provided to college employees on an annual basis. New employees undergo orientations that can involve instruction in such areas as chemical safety, blood-borne pathogens, lifting, hazardous waste management, and hearing conservation. This committee also does walking inspections of public areas of buildings and walkways. Any problems are reported to the appropriate department.

Comprehensive physical resources' planning occurs and is based upon the mission and goals of the institution.

SFCC with the Districts assistance maintains a facilities master plan; the college also maintains a comprehensive landscape plan for the 125 acre campus. The facilities master plan was approved by the Board in 2002. The landscape plan was developed in 1996 and

at this time is not slated for revision in the near future. The strategic plan was the driving force for the facilities master plan.

Capital projects and major renovations can be funded in any of the following ways, State appropriation, auxiliary revenue, loans, and/or private funding.

When a new building or renovation is designed appropriate departments and agencies review the plans for access (ADA), safety and security concerns.

When SFCC plans for a new building, the concept for the project must be in facilities master plan. The president requests that the Board approve the project. If approved, it is forwarded to the State Board for Community and Technical Colleges. From SBCTC it may be forwarded to the Office of Financial Management. If approved at this level it may get predesign funds in the Legislative session. The next legislative session it may receive design funds (it may be possible to bypass the predesign stage and go directly to the design stage). In the next legislative session it would be awarded construction funding. SFCC's Board would then approve the project. This process can take five to ten years before a building is available for use.

In the Self-Study, SFCC has identified the following Future Directions:

- Increase facilities staff to meet industry standards.
- Increase security patrols on campus.

SFCC is encouraged to establish a timetable, procedures and action items necessary to accomplish these directions.

An equipment replacement plan should be developed for equipment not covered by the Technology Fee.

Standard Nine: Institutional Integrity

SFCC demonstrates an extraordinary level of concern for high ethical standards. Faculty were clear about their sense of freedom in the classroom. Additionally, both faculty and staff emphasized that their views are not only welcome in campus debates, but also actively solicited by the administration.

Students also expressed deep appreciation for their inclusion in campus policy discussions. The rich array of student activities and programs also make evident the fact that students have access to challenging and diverse viewpoints.

College publications accurately reflect college programs and policies. Major public relations initiatives are handled by the District office, but a review of sample publications did not reveal any inaccurate or misleading information.

The Chancellor reports that the District does have an official Code of Ethics to guide the operation of the District and its employees.

Several interviews were conducted with individuals holding leadership positions within the various employee labor associations. These conversations were marked by expressions of appreciation for the straightforward and fair manner in which the college deals with employees. Every concern expressed by these employee representatives dealt with issues that exist at levels beyond the campus administration (e.g., state level funding for community colleges, technology challenges, etc.).

It is not insignificant that the mission statement for SFCC contains seven companion core values that are meant to guide college employees as they carry out their work. Among these core values are commitments to Academic Freedom, Respect, and Personal Excellence (Personal Excellence being defined a value that "reflects integrity and caring in the entire work of the college).

GENERAL COMMENDATIONS

1. SFCC is commended for its pervasive positive climate. Faculty, staff, and students all demonstrate high morale and deep support for the college, its mission, and its administration. Faculty participation in governance and day-to-day decision-making is pronounced and constructive. Community support of the college and its work is obvious.

2. SFCC is commended for its academic creativity and support for innovative instructional delivery. The college's commitment to service learning, learning communities, distance education, and highly creative applied, visual, and performing arts programs are only a few examples of its determination to enhance student learning.

3. SFCC is commended for its strong and capable faculty, staff, and administration. These employees are accessible to students and are tireless and enthusiastic advocates for student success.

4. SFCC is commended for its ambitious international studies and Study-Abroad programs. Both programs diversify and enrich the college community.

5. SFCC is commended for its rich array of student activities and student programs. The college environment is vibrant and offers students multiple opportunities for engagement.

GENERAL RECOMMENDATIONS

1. SFCC has developed a strategic plan to guide its future development. However, SFCC is one part of a multi-unit district that includes two other instructional units (Spokane Community College and the Institute for Extended Learning). Since the district has yet to develop a detailed and specific strategic plan of its own, it cannot be determined if SFCC's strategic plan assumes roles and responsibilities that are consistent with the district's vision for the college. It is recommended that the Community Colleges of Spokane District develop a strategic plan that clarifies "authority, responsibilities, and relationships" among its constituent institutions. (Standard 6. A., 6. A. 1., 6 A. 4.)

2. SFCC makes a serious effort to support professional development, but this effort is compromised by the lack of financial resources needed to support professional development activities at an adequate level. It is recommended that SFCC increase its support for professional development activities. (Standard 4 A., 4 A. 3.).

3. SFCC does not have a fully implemented program of educational assessment. While some programs have developed student learning outcomes and other indicators of a mature educational assessment program, many other programs have not done so. SFCC must quickly and decisively move to implement its educational assessment program in all of its instructional programs. (Standard 2 B., Policy 2.2)

4. SFCC does not have governing board policies that guide "the use and limit of debt". Likewise the college lacks a policy to guide its cash investments. The district governing board should adopt these required policies. (Standard 7 A. 4., 7 C. 4.).

5. SFCC's institutional effectiveness program, whereby it "evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based continuous planning and evaluation", has not been fully implemented and institutionalized. SFCC needs to settle on a workable institutional effectiveness model and implement that model with resolve. (Standard 1 B.).