SPOKANE FALLS COMMUNITY COLLEGE

Five-year

Regular/Interim Report for

Reaffirmation of Accreditation

October 9-10, 2008

Prepared for Northwest Commission

on Colleges & Universities

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Introduction

Spokane Falls Community College (SFCC) is one of three instructional "units" in the Washington State Community College District # 17. The name used for the district is Community Colleges of Spokane. Spokane Community College (SCC) is separately accredited, as is SFCC. The Institute for Extended Learning (IEL) is not accredited and offers primarily basic skills and non-credit continuing education offerings. IEL does facilitate the offering of primarily SFCC but also some SCC credit courses in the rural counties surrounding Spokane County as well as at Fairchild Air Force Base. Recommendation 1 was revised three different times since the Full-Scale Evaluation conducted by the Northwest Commission on Colleges and Universities (NWCCU) on October 13, 2003-October 15, 2003.

The revisions of Recommendation 1 focused on recognition of some progress being made by the College and the District, but each revised recommendation focused on the lack of substantial progress made towards SFCC having full and direct control of its credit offerings. In 2007, NWCCU wrote that this recommendation had been substantially addressed. Two other recommendations focused on educational assessment and institutional effectiveness (Recommendations 3 and 5, respectively). SFCC was charged to build on existing foundations and progress in these areas, and the first NWCCU report on these recommendations, after the full-scale report, included a commendation for educational assessment.

Recommendation 2 addressed faculty professional development. SFCC responded quickly to this recommendation, and besides indicating the resources put towards faculty development that were not noted by the Full-Scale Evaluation Team, SFCC invested more than $100,000 to enhance faculty development opportunities. A positive recognition of this investment and other activities were reflected in responses by faculty members to two items about professional development on a Climate Survey administered in 2008. Growth in satisfaction was noted from the results of the same survey in 2003. Recommendation 4 relating to the need for a policy on handling debt was passed by the Board of Trustees.

Building on its strong course assessment of outcomes, SFCC has become a college that bases much of its decision-making and future planning on results of assessing its own strategic plan to be a comprehensive community college. Actions are based on the College's mission, values, and strategic goals. The College, in all of its efforts, manifests a culture of evidence.
Details for Standards 1 and 2 are essential to the responses to Recommendations 3 and 5. Responses have not been repeated in both Part A and Part B. Documentation of items listed in this report may be found on the SFCC Internet and Intranet and will be available in hard copy during the 5-Year Regular Interim Evaluation.

SFCC expects evaluators, NWCCU members, and the general public to find that SFCC offers high quality educational opportunities and implements a continuous process to improve its services.

Part A

Actions Taken Regarding Recommendations

Recommendation 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 itself 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 (Standards 6A., 6A.1., 6A.4).

Recommendation 1 (2003):

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). 2003 Full-Scale Evaluation Committee Report

Recommendation 1 (2005):

CCS has developed a detailed strategic plan of its own which sets forth goals, objectives and action plans for the District office and all three of its institutions. The Strategic Plan and associated *IEL Task Force Report* have communicated the District's intention to clarify "authority, roles and responsibilities" among the three institutions. There is no evidence, however, to indicate that the District's work so far has resulted in significant change. As a consequence, the evaluator is not satisfied that the spirit of Recommendation 1 has been addressed. CCS should take action to ensure that clarification is achieved and that the "system policies, regulations, and procedures" needed to support this clarification be "clearly defined" (Standard 6.A, 6.A.1., 6.A.4). 2005 Focused Interim Report

Recommendation 1 (2006):

The evaluator recommends that Spokane Falls Community College take all steps necessary to ensure that courses offered for credit by the Institute for Extended Learning "must remain under the sole and direct control of the sponsoring accredited institution which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract, with provisions to ensure that conduct of the courses meets the standards of its regular programs…as these pertain to…instruction in the courses…appointment and validation of credentials of faculty teaching the course" (Policy A-6.d). 2006 Focused Interim Report

Since the 2003 full-scale evaluation, recommendation 1 has evolved after each interim visit; therefore, this response will address the points in the original and revised recommendations.

Since the time of Spokane Falls Community College's (SFCC) full-scale evaluation in 2003, the Board of Trustees of the Community Colleges of Spokane (CCS) developed a strategic plan to guide SFCC's mission and direction. In 2004 the Board adopted a mission statement for the district along with developing Values for Success that have helped to define and elucidate roles and relationships among the entities

within Community Colleges of Spokane. http://www.ccs.spokane.edu/About-CCS/Mission,-values-and-goals.aspx. Also, the CCS Chancellor appointed a task force to define and formalize the relationships among the Institute for Extended Learning (IEL), Spokane Community College (SCC), SFCC and the district office. A cross-section of faculty, staff and administrators from all units presented its findings and recommendations in April 2005. The product of this effort was titled the IEL Task Force report, and it was intended to further respond to recommendation 1 of the 2003 full-scale report.

Despite the adoption of the CCS strategic plan and the work of the task force, one source of concern in past evaluations conducted by the regional Northwest Commission on Colleges and Universities (NWCCU) remained: the relationship between the Institute for Extended Learning (IEL) and Spokane Falls Community College. SFCC and the IEL had developed an operating agreement for the offering of credit instruction and the provision of student services prior to the full-scale evaluation in an attempt to define responsibilities of the two CCS entities. The first agreement was formulated and signed in 2001, and subsequent agreements were updated in 2004, 2005, 2007, and 2008 with amendments in 2006. The 2005 and later agreements were patterned after Policy A.6.

While the district, college, and institute subsequently responded to these concerns, SFCC received focused interim visits in 2005 and 2006. The evaluator on the April 2006 visit concluded that the college needed to "take all steps necessary to ensure that courses offered for credit by the Institute for Extended Learning must remain under the sole and direct control of the sponsoring accredited institution which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract with provisions to ensure these courses meets the standards of its regular programs….as these pertain to …instruction in the courses…appointment and validation of credentials of faculty teaching the course."

After receipt of the April 25, 2006 focused interim report, SFCC took more actions to address the recommendation. The following list summarizes key actions:

On October 19, 2006, SFCC published a working document, *SFCC/IEL Working Document*, which outlined specific accreditation compliance issues and topics to ensure credit course integrity. Each issue also had specific, delineated actions to be taken, responsible parties for the actions, and timelines and space for ongoing status updates that formulated further actions, as warranted. The items listed in the matrix followed the sections of the operational agreement and addressed accreditation concerns. The matrix included the following categories: faculty qualifications/hiring/evaluations; course offerings and support of instructional curricula; course outcomes/completion/accountability; committee participation and communication between SFCC and the IEL; fiscal arrangements; financial aid and library services; and annual reports to be completed by the IEL. The discussions preceding the publication of the document as well as the later use of the matrix provided opportunities to further clarify accreditation standards and policies and to develop strategies to ensure compliance.

Demonstrating a commitment at the highest levels of the district to address the recommendations, in October 2006, SFCC also hired a position that was titled, "Compliance Coordinator, SFCC Off-Campus Credit Delivery." The position was funded by both the IEL and SFCC, but the position directly reported to the president of SFCC. The position's general definition stated that the coordinator was responsible for monitoring and reporting on the integrity of the operational agreement. The position announcement also stated that the coordinator was to work to ensure the provision of high-quality learning opportunities that meet or exceed accreditation standards, including both instructional and support

services. The position was filled by a former SFCC tenured instructor who was familiar with the institution's instructional standards**.**

In January 2007 and September 2007, the Compliance Coordinator submitted two formal reports to the SFCC President. These reports included findings and recommendations. There was limited evidence of progress between the brief period of November 2006 to January 2007; however, the September 2007 report indicated significant progress in the area of compliance with Policy A-6, d, as required in the latest version of recommendation 1 given to the college. The operational agreement and the working document addressed the elements in the recommendation resulting from the April 25, 2006, Focused Interim Evaluation Report.
https://intranet.spokanefalls.edu/InetShare/Initiatives/Accreditation/SFCC%20Reports/2007%20Oct%2019%20SFCC%20Progress%20Report.pdf

Also, SFCC faculty and administrators made visitations to IEL's Colville and Pullman sites to work with IEL faculty on topics including but not limited to the following: course alignment, program assessment, textbook review, faculty qualifications, and required equipment for science labs. IEL faculty and administrators continued to attend SFCC's deans/chairs council meetings (sometimes via audio-conferencing), instructional administrators' meetings, and the semi-monthly SFCC Curriculum and Graduation Requirements Committee. In 2007, IEL gave the responsibility of a "liaison to SFCC in credit instruction" to one of its associate deans of instruction. This liaison assisted in the maintenance of the posting of syllabi from IEL faculty teaching SFCC credit courses, the matrix showing the approval of IEL faculty to teach credit courses, the matrix on required credentials of faculty by credit course, the document listing mandatory textbooks for certain SFCC courses, and other information that continues to aid in the maintenance of the integrity of SFCC credit courses. Further, he regularly attends SFCC management meetings related to instruction. Additionally, in order to maintain instructional integrity, SFCC also continues sole responsibility for the offering of e-learning/distance learning (e.g., online and telecourses) credit courses.

The activities to address recommendation 1 were summarized in a Fall 2007 report to the Commission, and because SFCC showed significant evidence towards addressing the recommendation, the compliance officer was hired on a part-time basis of less than 50% time for 2007-2008.
In the February 8, 2008, letter from the Northwest Commission on Colleges and Universities, President Sandra Elman stated that based on the Fall 2007 Progress Report submitted by SFCC with regard to recommendation 1, the college substantially met Commission criteria for accreditation.
https://intranet.spokanefalls.edu/InetShare/Initiatives/Accreditation/NWCCU%20Reports/NWCCU%20affirmation%20of%20Oct%2007%20report.pdf

The infrastructure and practices developed over the last few years solidifies a statement in the operating agreement between SFCC and IEL:

> All courses offered under this agreement will be consistent with the contracting college's educational mission and goals. Course offered for credit will remain under the sole and direct control of the sponsoring accredited college.

Recommendation 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 4A.3).

Standard 4.A.3 reads as follows: Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty, allowing sufficient time and support for professional growth and renewal.

When the 2003 full-scale evaluation team visited SFCC, it was true that fewer resources were available to faculty than over the previous five years. There were many indicators of the concentrated effort made by administration in the area of professional development; however, when assessing faculty development efforts in 2003, the team was presented with limited fiscal information. SFCC did take the finding very seriously and worked to address the recommendation and exceed the standard.

The following are key examples of actions to support professional development for faculty:

The college-wide Faculty Development Committee continues to receive approximately $50,000 per year to distribute in mini-grants, operate a mentor program, and provide for campus-based workshops and lectures as well as sending faculty to conferences. A faculty coordinator convenes this representative group of instructors from across the college to develop a strategic plan and disperse funds.
The Faculty Development committee continues to send faculty to the annual National Institute for Staff and Organizational Development and the Great Teachers Workshop. Additional funds have been contributed annually from the president's discretionary funds to support these opportunities.
The International Education Committee receives an annual budget, much of which is utilized to provide international education opportunities through the Council on International Education Exchange (CIEE) seminars, mini-grants in conjunction with the Northwest International Education Association, and other faculty-proposed activities.

The (ITALIC) committee also has an annual allocation over $53,000 per year. While this budget supports faculty working on educational assessment, the committee also offers Outcomes 101, which is open to faculty learning about outcomes/assessment. Instructors demonstrating what they have learned from the course receive a stipend. Also training opportunities are often supported by activities of the Learning Communities Steering Committee and the Center for Service Learning. Both faculty-driven initiatives have sent instructors for professional development and supported workshops coming to campus.

SFCC also provides funds to the Equity Committee, whose name recently changed from Multicultural Diversity. This cross-disciplinary college committee has provided mini-grants for faculty and staff for activities related to the college's strategic initiatives related to diversity and multiculturalism. Last year, the college funded faculty, staff and administrators to attend a Stop the Hate Training in order to develop a program on the campus. Since 2003, teams from SFCC were also sent to the Washington Center's diversity workshops/retreats.

Professional/technical faculty are further supported with the state's federal Perkins funds which annually provide them with resources to study best practices and receive updates in their field. The college's workforce director administers an application process for faculty to access these funds.

Additionally, since March 1, 2004, a 1K fund has been set up allowing any full-time and associated adjunct faculty member to access up to $1000 over a three-year period per instructor. The funds are to be used for professional development and are often combined with other college resources. This fund continues to be replenished annually to meet needs and is administered out of the president's office. https://intranet.spokanefalls.edu/Default.asp?daw=true&s=1299&w=91&p=2794 1K Fund: Check Use to Date 2006-09 Cycle

The college supports a full-time technology expert whose primary responsibility is to support faculty use of technology. This expert has her main office in the Teaching and Learning Technology Center, which is set up for hands-on instruction, although she also instructs faculty in their workspaces at their request. The distance/e-learning program manager provides ongoing individualized and group training on online instruction, Blackboard and other related topics. There is an annual faculty orientation for all new full-time and adjunct faculty held in the fall at the college. SFCC also invites any full-time instructor in his or her second year with the college to attend the state's fall faculty orientation in the Seattle area. Ongoing "brown bag" lunches and special training for adjunct faculty are offered. With a talented faculty, many development activities are shared among instructors both formally and informally.

Through a state provision, employees of SFCC may access college courses at the college and other state institutions, e.g. Eastern Washington University and Washington State University, at a reduced tuition/fee, provided space is available. The program is open to any full-time employee. The Human Resources Offices (HRO) provides a Leadership Development Program (LDP), a Management Training Program for supervisors (including some faculty), and workshops on topics such as Communication Skills, Leadership Styles, Performance Management and Employee Motivation. Over the last few years, more district-wide training has been offered in emergency management.

Since November 2005, the president's executive assistant has kept a list of the "personal" memberships requested by individual faculty to be members of professional associations and councils. While the list is not comprehensive, it reflects a $10,000 investment since the end of 2005. The list is posted on the following site https://intranet.spokanefalls.edu/Default.asp?daw=true&s=1299&w=91&p=2794 on the faculty intranet page.

Each year, faculty are invited to apply for sabbaticals of up to one academic year (three quarters). From 2004-2005 through 2007-2008, twenty three instructors have gone on sabbaticals for thirty-nine quarters, although no faculty applied for sabbaticals to be taken during this academic year of 2008-2009. A joint faculty and administrative committee recommends to the president the awarding of sabbaticals as outlined in the Master Contract between CCS and the Association of Higher Education, the faculty's union.

SFCC also worked with the union and district management to increase the amount of stipends that can be awarded to adjunct faculty per year. While not exclusively for professional development, adjunct faculty can receive funding for special projects and further education and training. Instead of allowing a maximum of $16,000 total for adjunct stipends, the college can now award up to $44,000 in adjunct faculty stipends per year.

The current Master Contract also has a salary compensation schedule that reinforces instructors involving themselves in professional development. The system includes Professional Improvement Units (PIUs) and Professional Development Units (PDUs). Any full-time instructor may participate in this process. http://www.ccs.spokane.edu/Employment/MasterContract/mstrcont.pdf

As part of professional/technical (vocational) certification process, faculty development plans relate to areas to maintain certification and to meet skill standards for these instructors.

The CCS Foundation also provides a mini-grant process to allow instructors to apply for resources for special projects. One recently funded project was for a music instructor to receive funds for tuition for a course from the Berklee College of Music. The Foundation has given funds to the college that have supported instructors attending the National Association of Community College Teacher Education, National First Year Experience Conference, and the National Students in Transition Conference. All of these conferences focused on initiatives undertaken by SFCC in response to the assessment of the efficacy of our actions to address college goals.

In order to assess SFCC's commitment to meeting this standard, a Climate Survey administered in 2003 and again in 2008 containing two items related to professional development was reviewed. Faculty who indicated that they were very satisfied or satisfied with the extent to which "My professional development is encouraged" went from 53.4% in 2003 to 69.6% in 2008. To the item, "Very satisfied or satisfied with the extent to which I am financially assisted in my professional development," in 2003 25.1% answered affirmatively and in 2008, 44.8% answered affirmatively. The extraordinary growth in the percentage of faculty who felt supported in professional development bears witness to the progress SFCC has made in this area.

While there may always be unmet professional development requests, SFCC believes that it has substantially addressed this recommendation and standard. The college continues to seek out external resources to support professional development costs.

Recommendation 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 others have not done so. SFCC must quickly and decisively move to implement its educational assessment program in all of its instructional programs (Standard 2B., Policy 2.2) .

In response to this recommendation, SFCC wrote a progress report to the Northwest Commission on Colleges and Universities (NWCCU) in spring 2005. Dr. Linda Gerber, representing the Commission, visited the college on April 25, 2005, for a focused interim review of the college's progress in addressing this recommendation from the full-scale evaluation in 2003. In lieu of repeating many details of the 2005 report and findings, the first section of this response will highlight actions and progress between 2003 and the spring 2005 review. Also the link to the document submitted by the college and the report from Dr. Gerber are attached. The 2005 progress report from the college may be found at https://intranet.spokanefalls.edu/InetShare/Initiatives/Accreditation/SFCC%20Reports/2005%20Apr%2025%20SFCC%20Focused%20Interim%20Rpt.pdf and the report from Dr. Gerber may be found at https://intranet.spokanefalls.edu/InetShare/Initiatives/Accreditation/NWCCU%20Reports/NWCCU%20Focus%20Interim%20Prt%20Response%20042505.pdf

The final section of this 5-year interim response to Recommendation 3 will include progress in educational assessment and compliance with Standard 2.B and Policy 2.2 since the 2005 visit.
Highlights of the progress on educational assessment from 2003-2004 through 2004-2005:
Transfer: A faculty-led committee of long standing changed its name from the Outcomes Committee to the Institutional Teaching and Learning Improvement Coordinating (ITALIC) Committee to emphasize the role of outcomes assessment in the improvement of teaching and learning. Its membership expanded to include a professional/technical dean, an academic/liberal arts dean, the Director of Institutional Research, and faculty from across the college. The following mission statement was adopted:

> *The mission of the SFCC ITALIC committee is to promote effective teaching and to facilitate student learning by coordinating educational assessment from the course level through the program level. This mission will be accomplished by advising and supporting faculty as they develop, implement, review and monitor assessments, and implement revisions, where appropriate, based on the assessment results.*

This mission statement and details on the educational assessment processes for the college's instructional programs can be found in the revised ITALIC Handbook.
https://intranet.spokanefalls.edu/Inetshare/Committees/ITALIC/General%20Info/ITALIC%20Handbooks/Italic%20Handbook%202007-08.pdf

ITALIC initiated the offering of an "Outcomes 101" course for teaching faculty. It is offered annually to increase awareness of outcomes assessment and the cycle of improvement, illustrated in the ITALIC handbook as the process of assessment, effectiveness, and accountability. ITALIC also provided a special "Train the Trainer" Outcomes 101 session for faculty who teach off-campus.

SFCC continued its assessment of the transfer degree program that was started in 2001-2002. In 2003, discussions among faculty and administrators occurred about the best educational assessment measures of the transfer program. Ultimately, the college continued to use the methodology of assessing the General Education Learning Outcomes (GELOs) established for each of the distribution

areas that make up the Associate of Arts (AA) transfer degree. This process began prior to 2002-2003 and was vetted in a college-wide decision-making process, led by the former Outcomes Committee chair.

ITALIC continued its leadership in this assessment and published the first ITALIC handbook in 2005. The handbook was developed to provide clarity to the college community about the relationship between GELO assessment and degree assessment. This handbook and the current revised version illustrate how the assessment of College-Wide Abilities (CWAs) can be accomplished through individual course as well as program assessment. While individual course assessment is a common and well-accepted practice of every faculty member, continued reinforcement throughout the college was needed for program assessment, especially among some liberal arts faculty who initially did not consider the transfer degree to be a program despite SFCC's identification of the degree as a program in accordance with NWCCU Standard 2.B.

ITALIC, the Director of Institutional Research, the Vice President of Learning, faculty leaders, and academic deans were asked to continue to reinforce program assessment as well as course assessment. Another part of the process was to inform faculty where improvements might be made in the teaching and learning process. Faculty teaching courses from various disciplines in the same distribution area of the AA degree could then cull assessment information about areas for improvement (e.g., in type of delivery, type of learning activities, time spent on various topics, etc.).

Since 1999, any new course or revised course coming before the faculty-driven Curriculum and Graduation Requirements Committee (CGRC) was required to have Course Abilities Learning Outcomes (CALOs) included in the proposal. The CALOs illustrate the relationship of any given course outcome and its assessment to the SFCC mission, the CWAs, and GELOs (if appropriate). In 2004-2005, the CGRC mandated that every course in a general education distribution area of the transfer degree must have a CALO form approved through the CGRC. Prior to this action, CALOs were not required for courses if those courses had been approved by the CGRC prior to the outcomes effort. This declaration and its implementation reinforced educational assessment of the AA degree. Leadership and funding have both reinforced the importance of the relationships between levels of assessment in SFCC educational programs. https://intranet.spokanefalls.edu/default.asp?s=1303&w=27&p=1088

Other criteria utilized to assess transfer programming include, at a minimum, the following:

- Success, as measured by GPAs earned by SFCC transfer students at public baccalaureate institutions (BIs) in comparison to students who started their bachelor degree program at the BI. This comparison between SFCC transfer students and "native" or direct-entry students continues to be used as an indicator to assess whether the college is meeting its mission of "high quality transfer" offerings to students. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466
- Progress, as indicated by the triennial administration of the Community College Student Experience Questionnaire (CCSEQ) that measures students' perceptions of whether they met the GELOs. The CCSEQ had been administered in 1997, 1999, 2002, and after the review, in fall 2005. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2465 As a result of an analysis of findings of the CCSEQ, SFCC initiated the discussion and led the adoption of the diversity (D) requirement. The CGRC later adopted a graduation requirement that every student earning the liberal arts transfer degree (AA) must take a "D" designated course. A faculty sub-committee made up of members from this college and its sister institution, Spokane Community

College, receives applications from faculty desiring to have a course designated as meeting the diversity requirement. After study and deliberation, the recommendation of award of the "D" designation or not is sent to each of the colleges' curriculum committees for final action. ITALIC has begun to research the success of this requirement.

- Compliance of SFCC's transfer degrees with the state adopted transfer degree requirements as stated by the Intercollege Relations Commission. http://www.washingtoncouncil.org/icrc/

Notebooks showing the full assessment of the transfer programs are available in the Evaluators' Resource Room.

Professional/Technical: Based on Recommendation 3 and other information from the NWCCU's report of its full-scale evaluation, SFCC continued to utilize a matrix or tool that supported the continuous improvement of its professional/technical programs as well. Often called the "Nichols" model, this matrix shows a program's expected educational outcomes, means/criteria for assessment (benchmarks), data collected with regard to the benchmarks, and improvement strategies. This process had been instituted prior to the full-scale evaluation; however, implementation of this assessment cycle was uneven. SFCC continues to use the model and process in its appraisal of the teaching and learning in its professional technical programs and to inform what improvements and/or changes might be needed in the curriculum or in pedagogy. Notebooks for each professional/technical program are available in the Evaluators' Resource Room.

Also during academic year 2004-2005, it was decided to take a vacant administrative instructional position and disperse its responsibilities for distance learning and continuing education to other administrators. A new dean's position was created for oversight of workforce education (including many newly mandated state and federal workforce programs and rules), as well as three instructional departments. One responsibility of this dean and the workforce program coordinator was to work with division deans and faculty on ongoing professional/technical program assessment. Though faculty lead educational program assessment, it continues to be critical that reinforcement and assistance comes from the appropriate division dean. All but one instructional division at SFCC now has at least one professional/technical program. Professional/technical notebooks showing program requirements, assessment, curricular changes, faculty qualifications, course outlines, and advisory committee information are available in the Evaluators' Resource Room.

Other criteria utilized to assess professional/technical programs include, at a minimum, the following:

- Compliance with industry skill standards as shown through educational assessment matrices;
- Compliance with requirements for related instruction in each program of at least 45 quarter credits;
- Annual follow-up of program graduates, checking on whether they were employed in the field or related field, continuing their education, and/or seeking employment;
- Consideration of input from program advisory committees, whose primary role is to represent business/industry employers related to the program and program graduates;
- Program review as mandated by the State Board for Community and Technical Education (Washington State);
- Certifications and licenses awarded to students and program graduates; and
- External accreditations awarded. http://www.apta.org/AM/Template.cfm?section=PT_Programs&template=/aptaapps/accredite

dschools/acc_schools_map.cfm&process=2&ProgramID=383 and
http://www.ncope.org/info_students/schools.asp

Developmental Education: The developmental education program is not considered a program by SFCC, and there is no separate developmental education department. Developmental mathematics courses are part of the math department, and developmental reading and developmental writing courses are part of the English department. Nonetheless, during the two years following the full-scale evaluation by NWCCU, the developmental education committee continued to meet, and many studies of the success of developmental offerings were conducted. Two changes made during this time were in mathematics and included the study of all of its developmental courses with the intent of curriculum revision. Also there was an increased effort to pair developmental math classes with success strategy courses in learning communities. Reading faculty also initiated a pilot program, Read Right, during this time.

Results of 2005 Focused Interim Report of Recommendation 3
SFCC was proud to have received a commendation from evaluator Dr. Gerber as stated in the NWCCU April 25, 2005, Focused Interim Report. The commendation reads as follows:
SFCC has accomplished much during the past two years to put in place an educational program planning and assessment process. The College community is commended for its diligence and the strong collaboration among faculty, administrators and institutional research personnel that has characterized this work. The college is assessing the learner outcomes identified for each of its degree and certificate programs and using the results of assessment to improve courses and programs. The evaluator found that the educational program planning and assessment process meets the expectations set forth in Standard 2.B and Policy 2.2.
https://intranet.spokanefalls.edu/InetShare/Initiatives/Accreditation/NWCCU%20Reports/NWCCU%20Focus%20Interim%20Prt%20Response%20042505.pdf

Also in the conclusion section of the same report, the following commendation was shared:

1) *SFCC has moved quickly and decisively to create and implement a sophisticated and well-designed educational assessment program. The assessment program has identified learner goals for each of its degree and certificate programs, developed means by which these goals can be assessed, and begun to systematically utilize the assessment results to improve programs and courses. The college is to be commended for the quality of this work and the enthusiasm and vigor the faculty, staff, and administration have brought to the effort.*

Continued progress on educational assessment at SFCC after the 2005 Focused Interim Visit
Since the commendation and report in 2005, SFCC has continued its work in educational assessment, building on its foundational work. Results of this process also continue to help inform the college in what additional resources (e.g. personnel, equipment, building, etc.) are needed and are referenced in program and department strategic plans as well as the annual college Technology Plan. Other processes in which educational assessment information helps in decision-making include but are not limited to the following: requests to the Community College of Spokane Foundation (e.g. acquisition of equipment and remodel of space to fit program needs); annual application for supplemental funding and campus improvement funding; requests for full-time faculty; capital proposals and major renovation asks; and requests for marketing funding for new pamphlets, videos, publicity.

In 2006-2007, after a two year review of the instructional administrative structure, the college added an academic dean position to allow for an existing dean to focus on transfer education (Dean of Instruction

for Social Sciences, Philosophy and Transfer Education) and to have oversight of only one academic department (Social Sciences and Philosophy Department) instead of five. One responsibility of this dean was to provide leadership in the assessment of the college's AA transfer degree and to review the fit between the states's new direct transfer degree initiatives and Major Related Program pathways (MRPs). http://www.spokanefalls.edu/Programs/Degrees/Home.aspx At the beginning of academic year 2007-2008, the dean received a promotion and is now the CCS District's Chief Academic Services Officer. This district-wide position now provides some of the services once provided primarily by SFCC. In the transition that resulted, the oversight of the transfer degree assessment is being handled by the Director of Institutional Research, the ITALIC Coordinator, the Dean of Instruction for Computing, Math and Science (also a seasoned NWCCU evaluator), and faculty.

Following are some highlights of the assessment activities for each of the distribution areas in the transfer degree since the 2005 progress report was written:

Communication
The communication distribution area has two GELOs: 1) Demonstrate effective reading/listening skills and provide useful feedback to other writers/speakers; and 2) Demonstrate clear and thoughtful written and oral communication to a specific audience. Each year since 2001-02, the Communication distribution area has assessed its learning outcomes by randomly selecting a number of Speech 101 students to deliver the final class speech to English 201 writing students. Faculty, independent of the classes that are paired for this assessment activity, use a rubric to assess both the oral presentations and the written responses by the English 201 students to those presentations.

Students have consistently scored higher in the speech rubric than the benchmark score. Overall both past and new data show that students demonstrate satisfactory speaking skills from the curriculum. One finding suggests that disparity does exist between the assessors' scores. The distribution area plans to use that information to evaluate the speech rubric and overall assessment methodology.
The average scores of students participating in the English 201 assessment over the past seven years have not been as consistent in terms of meeting the benchmark. The writing faculty have strengthened their rubric and assignment in meaningful ways that show student learning improvement. In addition, curriculum modifications have occurred within the distribution area's writing courses to improve teaching and learning within the six areas the rubric measures.

Quantitative Symbolic Reasoning
The Quantitative Symbolic Reasoning distribution area had five GELOs until the 2007-08 academic year. The GELOs were assessed in various courses offered within the distribution area. The courses selected operationalized each GELO for their discipline and set benchmarks independently. Assignments and tests within the courses were scored and evaluated against those benchmarks. Based on their assessment findings, curriculum and teaching practices were modified to improve student learning annually.

In 2007-08, the distribution area decided to refine the GELOs and unite assessment efforts. The new Quantitative Symbolic Reasoning distribution area's GELOs, approved by the CGRC in 2007-08, are 1) Attach meaning to abstract symbols and know when to apply the appropriate symbolic/quantitative process, model or skill; 2) Interpret and make inferences from graphical and numerical data, and be able to translate data to graphical representation; and 3) Demonstrate the ability to reason using axiomatic principles, definitions, and theorems. Additionally, the distribution area faculty committee developed an assessment instrument to be used across disciplines. The assessment instrument invites students to

read an article and answer questions specific to each of the learning outcomes. The instrument will be piloted fall quarter 2008.

Humanities

The Humanities distribution area has six GELOs: 1) Become familiar with foundational expressions of human thought and creativity; 2) Comprehend elements of tradition and change within disciplines of the humanities; 3) Participate in more than one discipline as a scholar, as a practitioner, or as an active and critical member of an audience community; 4) Make connections between humanities disciplines; 5) Know the relationship of more than one humanities discipline to the larger intellectual community; and 6) Gain increased understanding and appreciation of the human condition. The assessment methodology directed a number of courses to survey students about their learning in the classroom, experiences within the humanities, and their ability to make connections between the disciplines. The survey instruments were slightly modified for each discipline to include specific examples for reference and explanation for each question. The results of the surveys were tallied independently for each discipline and provided to the faculty. The Humanities distribution area continuously works to improve and refine this instrument. In addition, faculty assess students' self-reported gains by tracking through the CCSEQ how many humanities courses are completed for each student. Results from this study show that, as expected, students with more humanities coursework completed report significantly higher gains in the related humanities learning outcomes.

In 2007-08, the Humanities distribution area determined a need to revise their GELOs and create a more authentic learning assessment methodology. The CGRC is expected to consider and approve the revised GELOs during fall quarter 2008. In addition, the faculty Humanities Distribution Area Committee, with representation from the humanities disciplines, developed a plan to revise the assessment methodology. A faculty workshop to introduce and develop an appropriate rubric to assess students' GELOs specific to humanities will be held during fall quarter 2008. The assessment methodology will be similar to a portfolio review where instructors in humanities classes will submit randomly chosen students' work that address a GELO. Other faculty within the discipline will assess the student work with a common rubric. The scores will be recorded and evaluated against the established benchmarks. Faculty will use the results to identify and implement learning improvement strategies.

Social Sciences

The Social Science distribution area has four GELOs: 1) Acceptance of the intellectual obligation to subject personal preferences and inherited assumptions to the scrutiny of critical theory and the test of evidence; 2) An understanding of human beings within themselves and within their communities: a recognition of them biologically, socially, and historically; 3) Knowledge of the range of methods and interpretive structures, empirical and analytical, by which the social sciences investigate the lives of individuals and societies; and 4) An ability to critically employ the methodologies of the social sciences. The GELOs have been assessed annually since 2003 through a survey measuring students' perceptions of their learning associated with the GELOs. The survey was given to a sample of classes with the highest number of students in the most disciplines. Benchmarks were established and survey findings were evaluated for all respondents. Responses were grouped by the number of social science credits completed and were analyzed to examine if students who took more social science classes would demonstrate a greater command of the social science learning outcomes than students with fewer social science credits.

The results consistently showed that students are meeting the learning outcomes, with a couple of exceptions. Students self-reported lower levels of learning in information reliability and research

methodology. The Social Sciences responded by adding a Research Methods course, strengthening their curriculum throughout the disciplines in research methodology, and partnering with library faculty to offer within courses across the disciplines more opportunities for information literacy. The latest assessment demonstrated improved learning outcomes in these areas. The instructors in the social science distribution area will re-evaluate their assessment methodology during 2008-09.

Math and Science

The Math and Science distribution area revised their GELOs during the 2006-07 academic year. Prior to the revision, the GELOs were assessed in various courses offered within the distribution area. Courses were selected. Faculty representing disciplines and courses independently operationalized each GELO for their discipline and set benchmarks. Assignments and tests within the courses were scored and evaluated against those benchmarks. Based on their assessment findings, curriculum and teaching practices were modified to improve student learning annually. During 2006-07 the Math and Science distribution area decided to refine the GELOs and unite assessment efforts. The distribution area has two GELOs: 1) Use sound scientific practices to develop and apply techniques to solve problems and evaluate the relevancy and accuracy of information; and 2) Use appropriate language and vocabulary to demonstrate concepts in mathematics, physical sciences, and life sciences.

The distribution area faculty committee developed a multi-faceted assessment methodology to be used across disciplines. One methodology invites students to read an article and answer questions specific to each of the learning outcomes. Another measures how well students perform in the subsequent course within the Math and Science distribution area. After completing the first assessment cycle for the GELOs, the faculty committee shared the information across disciplines for improvement in teaching and learning. In addition, the assessment methodology was improved and implemented during the 2007-08 academic year.

Health, Physical Education, Leisure, and Recreation

The HPELR distribution area revised their GELOs during the 2006-07 academic year. Prior to the revision, the GELOs were assessed in various courses offered within the distribution area. Courses were selected. Faculty representing disciplines and courses independently operationalized each GELO for their discipline and set benchmarks. Assignments and tests within the courses were scored and evaluated against those benchmarks. Based on their assessment findings, curriculum and teaching practices were modified to improve student learning annually.

The distribution area decided to refine the GELOs and unite assessment efforts as had been attempted and piloted in earlier assessment cycles prior to 2005. The distribution area has three GELOs: 1) Gain the knowledge and skills that allow a person to live a healthier and richer life; 2) Participate in activities that provide personal growth and development in such areas as visual arts, performing arts, health, and physical education; and 3) Develop an appreciation for active engagement in health and leisure activities.

The distribution area faculty committee developed an assessment methodology to be used across disciplines. Students are surveyed about their experiences, perceptions, and learning within the disciplines both in class and in voluntary engagement in the disciplines' activities. The first survey was conducted in 2007-08 across disciplines. The findings led faculty to improve the survey and sampling and recommend emphasizing the connection between each discipline and healthier and richer life. The second methodology measures how many A.A. degree graduates completed more than the required six credits within the discipline, measuring appreciation for health and leisure activities.

Outside of individual distribution areas, the effectiveness of the totality of transfer degrees at SFCC continues to be measured using multiple indices. SFCC was able to note its success in meeting performance measures for transfer-ready students as mandated by the State Board for Community and Technical Colleges (SBCTC).
http://www.sbctc.ctc.edu/docs/data/research_reports/performance_reporting/2005-07_performance_reporting_plan.doc

Because 37% of all students transferring from SFCC continue on to Eastern Washington University, making EWU SFCC's primary transfer institution, the AA degree is also assessed by the performance of those students transferring from SFCC to EWU. This comparison is recorded on the institutional effectiveness scorecard. Since fall quarter 2003, SFCC transfer students have achieved higher grade point averages at EWU than EWU's direct-entry (native) students, except during fall 2004. Within SFCC's Institutional Effectiveness Scorecard, seven benchmark indicators measure SFCC's progress in meeting its mission of providing high-quality learning opportunities. Continued assessment of the teaching/learning process shows improvement since the beginning of the use of these benchmarks with the latest scorecard 2006-2007 showing the most improvement.
https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466

Since the full-scale evaluation, SFCC has continued its assessment of the Associate of Arts (AA) degree and intends to review the Associate of Science Transfer (AS-T) in General Science Education, AS-T in Chemistry Education, AS-T in Biology Education, AS-T in Physics Education, AS-T Track 2 Engineering, Elementary Education – Direct Transfer Agreement (DTA), Math Education DTA, Business DTA, and Pre-Nursing DTA. These degrees as well as the Associate of Fine Arts (AFA) use the same distribution areas that are included in the Associate of Arts transfer degree, but they may have fewer courses eligible to meet the particular distribution area. These statewide degrees were created to allow for more discipline/degree specific courses to be taken at the community college and fewer general education courses required before transferring to the four-year institution. The general education courses could then be taken at the baccalaureate institutions. Through GELO assessment, these degrees are being assessed; however, the numbers of students and graduates in all but the long-standing AFA degree have not had significant enough numbers to completely assess the degrees.

Additionally, SFCC will be looking to statewide assessment results to supplement its own assessment efforts. For instance, The Joint Access Oversight Group (JAOG) is made up of leaders from the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), the Independent Colleges of Washington (ICW), and the Higher Education Coordinating Board (HECB); representatives from the community and technical colleges Instruction Commission (state chief academic officers) and the Student Services Commission (chief student services administrators); and administrators of undergraduate programs of all public baccalaureate institutions and some private four-year institutions. JAOG has on its work plan in the current and future years to assess the efficacy of these new statewide degrees. Currently both SFCC's Vice President of Learning and the CCS Chief Academic Services administrators serve on JAOG. http://www.sbctc.ctc.edu/College/_e-transferjaog.htm

Ongoing educational assessment in professional/technical programs
Professional/technical programs continue to assess educational offerings as established and discussed previously. In 2005-06 the Institutional Research Office revised the Annual Instructional Status Report to include information pertinent to program review for each educational program. The information offers another source for employment information once students leave the program.

Employment information is compared between graduates of the program and those who drop-out of the program. Students who transfer to another college or university are counted as well. Additional information measuring enrollment, retention, degree/certificate completion, and student demographics is also provided.
https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2467

Both professional/technical programs that require external accreditation, Physical Therapy Assistant and Orthotics/Prosthetics Technician programs, have been awarded on-going accreditation. The in-depth process for accreditation specific to their programs mirrors the self-assessment and regional accreditation processes.
http://www.apta.org/AM/Template.cfm?section=PT_Programs&template=/aptaapps/accreditedschools/acc_schools_map.cfm&process=2&ProgramID=383; http://www.ncope.org/info_students/schools.asp

In 2007-08 SFCC purchased a software program that supports educational assessment, Strategic Planning Online (SPOL). SPOL has all of the components of educational assessment, integrating all of the continuous improvement activities as they relate to the college mission and goals. A primary goal of educational assessment is to improve the teaching and learning process. SPOL provides a way to approach the continuous improvement process utilizing criteria that can best provide information for modifications and affirmation as appropriate. Program faculty will be encouraged to use SPOL in the future.

As noted previously, SFCC does not have an identified developmental education program; however, assessment of developmental education offerings continue. As a result of a concentrated review of developmental math courses and their outcomes, two major examples of curriculum evaluation and enhancement by the faculty of the Mathematics Department include the following:

- Since the spring of 2004, the math department has been working with the institutional research office to produce an annual report for the math department. Originally motivated by a desire to test the effectiveness of placement tests as an indicator of student success, the report also examines student success based upon format, instructor, and a number of other factors. Recognizing the sequential nature of math curricula, the report measures success rates in all mathematics courses and progression through the developmental sequence as a key indicator of student success in developmental mathematics courses. Based on the results of these reports and additional assessment by the department, the mathematics department has reduced enrollment in the Mathematics Learning Center, a self-paced competency-based lab format. Using funding from SFCC's Title III grant, the department is also piloting a new developmental math sequence in 2008-9.
- Continued active participation in the state's Transition Math Project (TMP), funded by the Washington State Legislature and the Gates Foundation (SFCC has been active in the project since its inception). SFCC is also the grantee of the one of the projects in the state. Members of the Spokane area project include representatives from Eastern Washington University, Washington State University, Spokane Community College, and multiple local public school districts. http://www.transitionmathproject.org/partners/sacc/sacc.asp
  TMP facilitated the drafting of the College Readiness Standards and has been a driving force behind having the standards recognized by relevant state-level entities. http://www.transitionmathproject.org/standards/doc/crs_march23_2006.pdf SFCC is reviewing both its developmental math curriculum and the prerequisites of its college level math courses

with these standards in mind. http://www.transitionmathproject.org/ The Mathematics Department is piloting its revised developmental math curriculum as a result of the assessment of its offerings as compared to the expected outcomes of the courses.

- Ongoing study of its current use of the COMPASS and ASSET as a math placement tool as well as the cut-off scores. Math instructors at SFCC had discussions regarding the development of a home-grown math placement tool. The current Dean of Instruction for Computing, Math and Science (also former mathematics instructor and math department chair) is an active member of a statewide group working with the Office of Educational Assessment of the University of Washington in creating and adopting a new statewide tool whose results will show readiness or not for college-level mathematics courses. http://www.transitionmathproject.org/placement/index.asp While this placement tool does not directly provide educational assessment for developmental mathematics courses offered by SFCC, results of the test will inform the college with regard to developmental math completers. The test will also give high school students the ability to acquire college level placement prior to admission and will inform the department's existing analysis of the placement test's role in student success and any proposed revisions in SFCC's process.

A major initiative of the faculty who teach developmental writing and reading is the pursuit of National Association of Developmental Education certification (NADE). This process is to promote student improvement and success through the use of best practices and continuous evaluation and improvement in developmental education. The NADE certification process includes a self-study using NADE guidelines based on standards from the Council for the Advancement of Standards (CAS) in higher education. www.cas.edu In addition, statistical analysis of several levels of assessment including a cohort study are required for certification of the assessment procedures used in developmental English. Developmental English faculty have begun the self-study, and the institutional researcher is working on the data analysis. The predicted date of application submission is the end of winter quarter 2009. http://www.nadecertification.net/index.asp

Faculty in the English Department have had a number of research studies conducted by the college's Institutional Research Office to assess its offerings. One key research finding has shown consistently over the past five years that no statistically significant difference exists in the performance in English 101 between students who complete developmental writing coursework and those students who assess into college level writing, indicating the successful transition of developmental students into college-level curriculum.

COLLEGE-WIDE ABILITIES

SFCC has four college-wide abilities: 1) Analysis/Problem Solving and Information Literacy, 2) Communication, 3) Responsibility, and 4) World Views. All students who earn a degree or certificate of 45 college-level credits or more are expected to have these four abilities. For transfer students, each distribution area has identified which ability or abilities are directly related to the general education learning outcomes within that distribution area. As students are meeting the learning outcomes within each distribution area, they are also achieving the college abilities. The college wide abilities are also assessed within each professional/technical program. These CWAs apply to all students who earn a degree at SFCC.

The CCSEQ offers rich data that measures students' perceptions in the abilities' learning outcomes. SFCC administers the CCSEQ every third fall quarter. Consistently over time, students who have

completed more coursework with SFCC report higher gains in each ability's learning outcomes. The survey will be administered again during fall quarter 2008 as part of its educational and institutional assessment process.

Each course that supports a program, degree, or certificate of more than 45 credits must have a completed course ability learning outcome (CALO) form that identifies the college-wide ability incorporated into course curriculum. Faculty must select the learning outcomes for each college-wide ability in developing their course information on the CALO form. To ease this process and store all of the course information electronically, a CALO Wizard was created to guide faculty through revising and creating CALO forms. The functionality of the CALO Wizard application allows courses to be queried by the ability learning outcome. Therefore, assessment of the learning outcomes of each ability across the curriculum will be possible through the development of a common assessment instrument. Implementation of the CALO Wizard is scheduled during the 2008-09 academic year. https://intranet.spokanefalls.edu/Inetshare/Committees/ITALIC/General%20Info/ITALIC%20Handbooks/Italic%20Handbook%202007-08.pdf

SFCC has continued to mature in its initial educational assessment processes and has developed a culture of evidence in which improvements are based on ongoing assessment and evaluation. Each level of assessment, from course outcome through college ability, is dovetailed into the next, with students and faculty at the center of a continual cycle of improvement. In this way, SFCC has fully implemented a systemic program of educational assessment.

Recommendation 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 investment. The district governing board should adopt these required policies. (Standards 7A.4, 7C.4)

The policies below were approved by the Community Colleges of Spokane Board of Trustees on February 17, 2004. In addition to these policies, the board directed the college to establish and maintain a 5% operating reserve. As of June 30, 2007, the college's operating reserve was $971,502, which represented 5% of the 2006-07 base operating budget.

5.20.01 Cash Management

The Chief Financial Officer (CFO) and delegated staff in the District Business Office will take necessary actions to ensure the effective cash management of district funds. The CFO shall estimate and manage the cash flow of all district funds consistent with state law and the policies and procedures established by the Office of Financial Management [Adopted 02/17/04; Amended 11/15/05; effective 01/01/06].

5.20.02 - Investments

Community Colleges of Spokane shall invest funds in a manner which provides maximum security with the highest investment return, while meeting the daily cash flow demands of CCS and conforming to all state laws governing the investment of public funds.
The Chief Financial Officer shall invest district funds and is responsible for the CCS investment program. The Chief Financial Officer will take necessary actions to ensure the prudent investment of district funds. The Chief Financial Officer shall provide consistent periodic reporting to the Chancellor/CEO and Board of Trustees. The report shall provide an accurate and meaningful representation of the investment portfolio, its performance and proof of compliance with this policy [Adopted 02/17/04; Amended 11/15/05; effective 01/01/06].

5.20.03 – Use of Debt

Community Colleges of Spokane may incur debt in accordance with RCW 28B.50.140 (6) and chapter 39.94 RCW.CCS debt shall be effectively managed to insure adequate resources are available to meet debt service requirements of short-term and long-term indebtedness. CCS shall not incur debt or borrow money which will cause the aggregate debt contracted by CCS to exceed that amount for which payments of principal and interest in any fiscal year would require CCS to expend more than seven percent of the average general operating revenues for the three immediately preceding fiscal years [Adopted 02/17/04; Amended 11/15/05; effective 01/01/06].
These and other policies may be found at http://www.ccs.spokane.edu/About-CCS/CCS-Board-of-Trustees/Board-policies.aspx

In a letter from the Commission, dated January 21, 2005, Executive Director Sandra E. Elman stated that the Commission was satisfied that sufficient progress had been made to address the recommendation. Based on the adoption and implementation of these policies and the subsequent confirmation from the Commission, SFCC believes it has adequately addressed Recommendation 4.

Recommendation 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 1B.)

SFCC has settled on and implemented a consistent institutional effectiveness model since the 2003 full-scale evaluation. The following narrative is a chronological account of the model and the ways in which institutional effectiveness has been institutionalized.

Spokane Falls Community College (SFCC) began college-wide planning in fall 2000. The college and all the units, e.g. departments, divisions, and educational programs, have been engaged in planning, assessment, and continuous improvement efforts. In 2002 the *2002-07 SFCC Strategic Plan* was finalized. Immediately, SFCC implemented the institutional effectiveness model. The model represents the map for continuous improvement activities at all levels of the college. The four components are 1) Achieve SFCC's Mission, Strategic Goals, and Core Values; 2) Develop and Implement Plans, 3) Conduct Assessment Activities, 4) Assess, Understand, and Use Results: "Close the Loop." https://intranet.spokanefalls.edu/default.asp?s=1304&w=170&p=1548

In the academic year 2002-03, before the 2003 Full-Scale Evaluation, the Institutional Effectiveness Committee brainstormed a variety of indicators that measure the progress toward and successful completion of each of the 2002-07 SFCC goals, related to the mission. The indicators integrated educational assessment indices specific to transfer and professional/technical educational outcomes assessment and student services.

The first *2003-04 Institutional Effectiveness Report* was a comprehensive report that provided data for each of the indicators where data and information were available. The Institutional Effectiveness Committee identified key indicators that measure more succinctly how well SFCC is meeting each component of the mission as it related to the college goals. The key indicators collectively became the Institutional Effectiveness Scorecard and the source of the subsequent annual institutional effectiveness reports. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466

After the release of the *2003-04 Institutional Effectiveness Report*, the Institutional Effectiveness Committee evaluated the Scorecard. Each key indicator was evaluated by how well SFCC met the established benchmark and was scored with one of three grades: 1) Green--the goal is met, 2) Yellow--goal is not met and action is needed, and 3) Red--performance is significantly below goal and immediate action is needed. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466

The results of the Scorecard prompted committee members to formulate and propose college priorities. The SFCC Cabinet adopted the four priorities during early spring of 2005 for the 2005-06 academic year. Many college-wide activities ensued to support not only the college goals but these college priorities. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466

One activity of most notable mention occurred in 2005-2006 when SFCC was selected in a competitive process to participate in the inaugural year of the Foundations of Excellence (FOE) project for two-year institutions. This selection afforded SFCC the opportunity to pilot the comprehensive assessment of its own first year experience program for students using the nine proven foundations developed by the

Policy Center on the First Year of College. John Gardner of the Policy Center was the special consultant assigned to SFCC for the year. The result was an action plan to improve the first year actions and programming that would enhance student success for all first year students (college priority 1). Also in 2006-2007, SFCC established a special budget of $100,000 for plan implementation and to fund proposals submitted by faculty and staff that met our established first year goals. One funded proposal, the First Year Introduction initiative and course, continues to be researched for efficacy. https://intranet.spokanefalls.edu/default.asp?s=1304&w=175&p=1862

The FOE findings also provided additional information to guide SFCC's Title III grant application, submitted in the summer of 2006. The grant application was soundly rooted in findings from the college's institutional effectiveness implementation, especially including but not limited to the following: college goals and priorities, educational assessment, especially in mathematics and "gateway" courses to the transfer degree, and assessment of academic advising. https://intranet.spokanefalls.edu/default.asp?s=1304&w=157&p=3850

At the same time, the college invested in the Institutional Research Office by hiring a part-time staff person. This additional staff enhanced the resources to conduct many studies pertaining to educational assessment and student progression, identifying risk factors and characteristics and services that support student success (college priority 2). With the heightened awareness of continuous improvement resulting from the institutional effectiveness activities, the demands for the implementation of a culture of evidence weighed heavily on the existing Director of Institutional Research. In August of 2007, SFCC had two full-time positions in the Institutional Research Office, the Director of Institutional Research and the Research Analyst II.

The institutional effectiveness model and structure was further refined by integrating college-wide strategic planning efforts and institutional effectiveness efforts within one committee structure. The SFCC Institutional Effectiveness Committee (2002-04) and the SFCC Strategic Planning Committee (1997–2004) merged, forming the SFCC Strategic Planning and Institutional Effectiveness Committee in 2005. This committee's charge is to assure that institutional effectiveness is integrated into all units of the college. The committee completes this charge by annually measuring key indicators of SFCC's mission, strategic goals, and climate and by making recommendations to the SFCC Cabinet to improve SFCC's effectiveness.

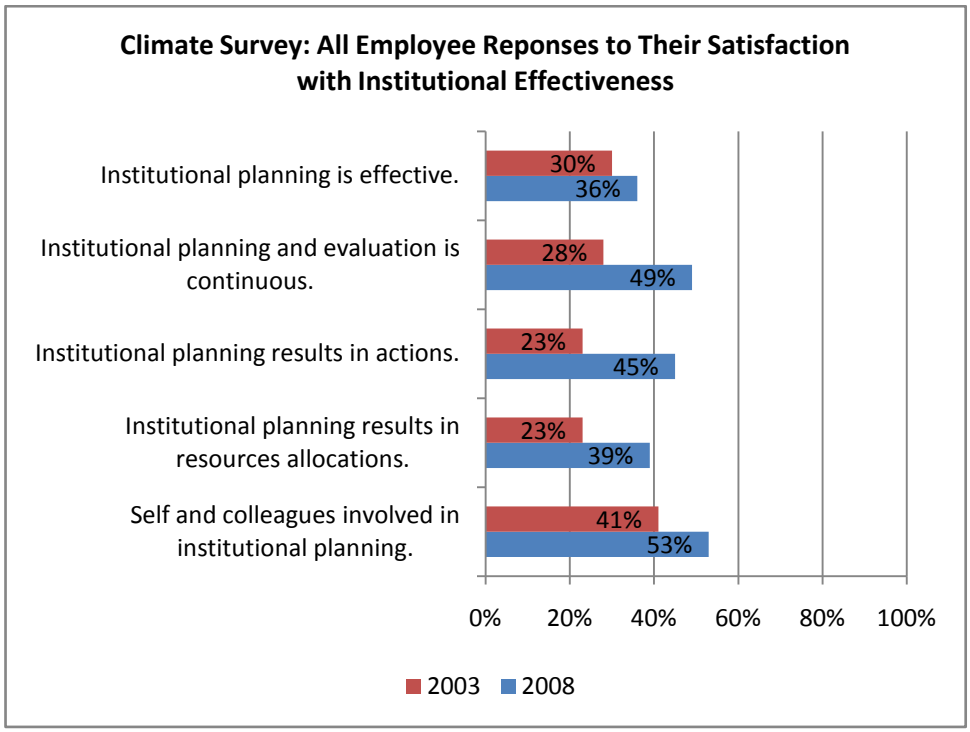
Planning and institutional effectiveness efforts increased momentum as the second cycle was complete. The *2004-05 Institutional Effectiveness Report* and Scorecard was released. The evaluation of the Scorecard affirmed the college priorities for the next academic year and added a new priority pertaining to transfer success. The SFCC Cabinet approved the college priorities recommendation. Directly related to college priority five, improve transfer success, SFCC reorganized in 2006-07 by re-aligning instructional divisions and adding a dean so that transfer issues and new initiatives could be thoroughly addressed (See Recommendation 3).

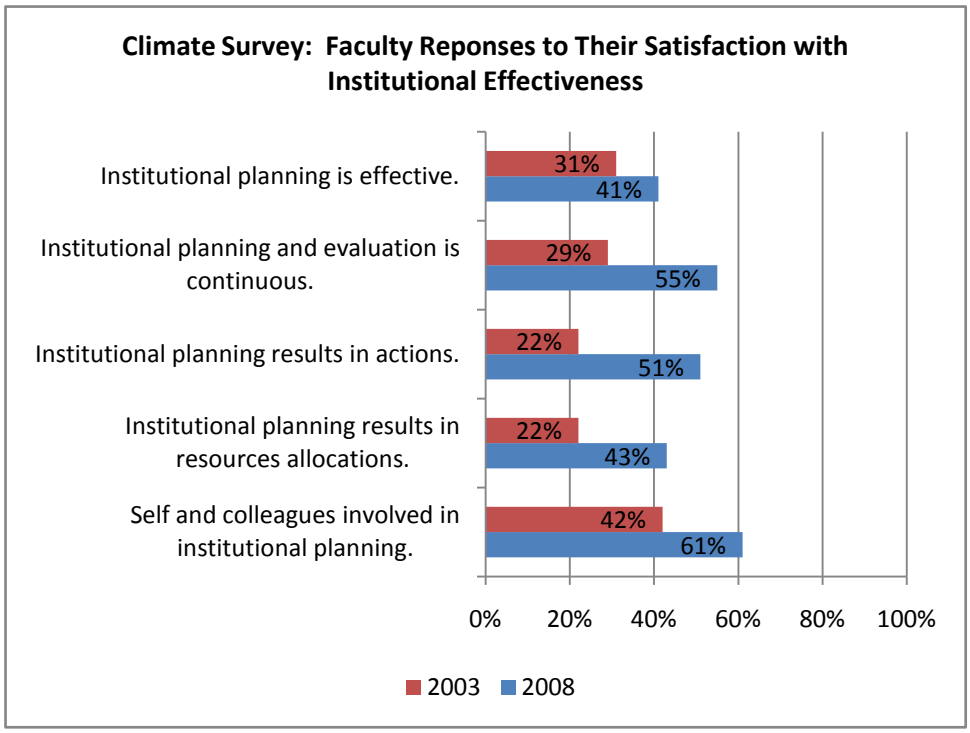
SFCC strategic priority emphasized planning and effectiveness. The 2006 Fall Conference, the annual college-wide orientation to the academic year, focused on strategic planning and institutional effectiveness. The institutional effectiveness model and the college priorities were presented. All units within the college left orientation and engaged in strategic planning activities specific to the college mission, goals, and priorities. This emphasis at the fall conference was repeated in fall 2007 and is planned for 2008 (See Standard One Notebook). As a result, all departments strategically plan their

activities that support the department's objectives, tied directly to the larger college-wide goals, priorities, and mission.

In addition to seeking and receiving external resources to support the mission and goals, the SFCC Cabinet developed special budgets and reinforced the processes for allocation of resources to support the college priorities. To access additional resources over base budgets, college departments and committees were required to illustrate the need for funding based on strategic plans and assessed needs based on the college priorities and goals. Some of these processes include the following: requests for technology fee funds, requests for supplemental funds over base budgets, requests for new full-time instructors, requests for campus improvement funds, requests for marketing funds, requests for funding to serve first year students, and requests for funding to improve student achievement. The *2005-06 Institutional Effectiveness Report* and *2006-07 Institutional Effectiveness Report* conveyed improvements in some of the key indicators. Overall, SFCC strategic activities at the college level were effective. The priorities were reaffirmed for the 2007-08 academic year. Budget allocation strategies, priorities, and organizational effectiveness activities were institutionalized (See Standard One Notebook).

The 2005 interim accreditation follow-up identified that planning, institutional effectiveness, and continuous improvement activities were conducted throughout the college. However, when faculty were asked to describe the institutional effectiveness plan or activities, they did not recognize the term. When probed further about their contributions to assessment and planning, however, they were able to articulate their contributions and involvement. To further measure the progress of support among all college constituents in the institutional planning and assessment processes and outcomes, SFCC conducted a climate survey sponsored by the Strategic Planning/Institutional Effectiveness Committee during winter quarter 2008. The results showed significant improvements in the knowledge and perception of planning and continuous improvement throughout the college among all employees, especially faculty.





Simultaneously and in concert with all of the institutional effectiveness activities, all planning processes at the college have been and are integrated into an overall strategic effort. These additional planning efforts not only include resource allocation processes but also include technology planning,

facilities/capital planning, as referenced in Standard 8, curriculum development and program/institutional planning and assessment.

SFCC has implemented the institutional effectiveness model with resolve manifested by four completed cycles of continuous improvement. SFCC has demonstrated an improvement in institutional effectiveness and student learning and experiences based on the planning and evaluation activities described in this response. The model is completely institutionalized and is embedded within the culture with vast participation among all units of the college, students, faculty, staff, and administrators.

Part B

Questions Related to Other Institutional Changes

Standard One – Institutional Mission and Goals, Planning and Effectiveness

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

Spokane Falls Community College has been actively engaged in assuring the mission and goals of the institution lead the college toward excellence in serving both the student and the community since the last full-scale evaluation (See additional detail in Part A, Recommendation 5). The assurance activities include alignment between all units' strategic plans with the college goals, the institutional effectiveness continuous improvement cycles, environmental scanning, analysis of the *2008-11 Community Colleges Spokane Strategic Plan*, and college-wide participation in the planning and evaluation process. These activities led to the completion and implementation of the *2008-13 SFCC Strategic Plan*. https://intranet.spokanefalls.edu/default.asp?s=1304&w=170&p=1548

The planning process for all of the college units authenticates that all of the units' objectives support SFCC's strategic plan. Since the *2002-07 SFCC Strategic Plan*, planning at the unit level, e.g. department, division, committee, etc., identifies the college goals that the units' activities support. This process not only unites the college functioning and performance but evaluates the substance of the college strategic plan. Moreover, priorities in resource allocation are given to college units that demonstrate alignment with the college goals and priorities. These comprehensive strategic planning activities have been incorporated into the 2008-13 college-wide strategic plan with more specific and holistic college goals.

In the fifth cycle of institutional effectiveness continuous improvement, SFCC assesses and identifies the college priorities to ensure the college meets its strategic plan. Key indicators were developed to measure how well the college was accomplishing its strategic plan. These key indicators formed the Institutional Effectiveness Scorecard. The Scorecard is an evaluative tool and is used to establish the college priorities for the next academic year. Since they were first developed in spring of 2005 by the Institutional Effectiveness Committee[1], the college priorities have focused on first year experience, student progression, and access. Since the college priorities were first established, they have been linked to funding priorities and acquisition of external resources. The college priorities are reflected in *2008-13 SFCC Strategic Plan*. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466

In 2007-08, the institutional research departments of the Community Colleges of Spokane (CCS) completed *The Weight of Change: Community College of Spokane 2007 Environmental Scan*. The document identifies the changes in the service area projected within the next five to ten years. The projected changes in the region's population demographics, economy and workforce, college readiness, and technology were incorporated into the college goals of the 2008-13 strategic plan. https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=2466

[1] The Institutional Effectiveness Committee had broad representations from faculty, classified staff, vice presidents, and administrators of instruction and student services. In 2005-06, the Strategic Planning Committee and the Institutional Effectiveness Committee merged, forming the Strategic Planning/Institutional Effectiveness Committee, co-chaired by the Vice President of Student and Administrative Services and Director of Institutional Research.

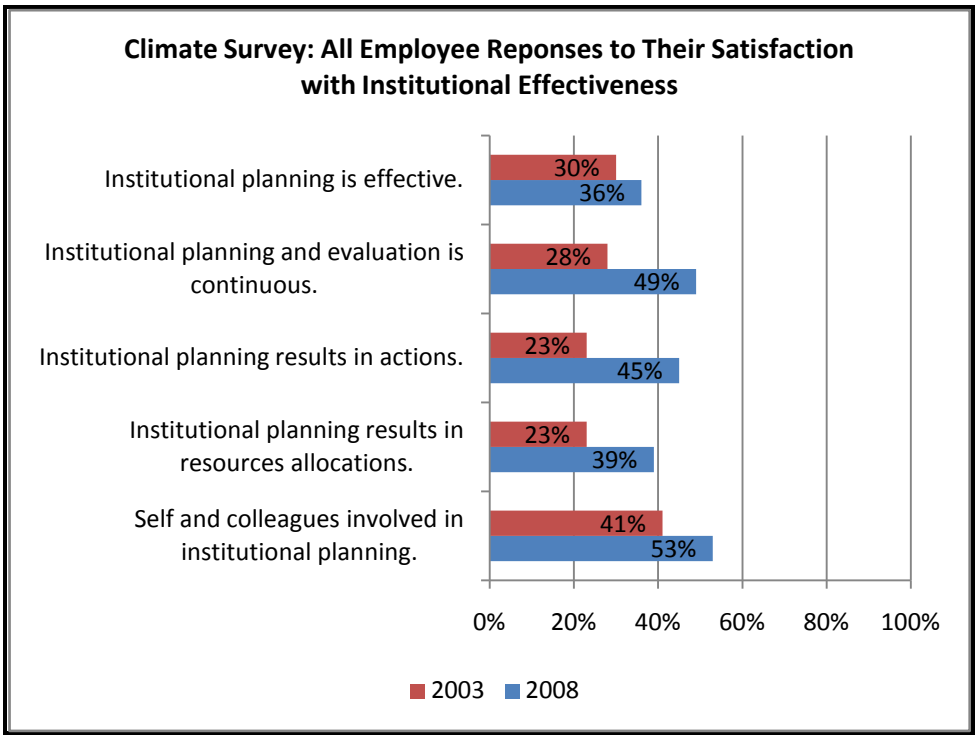
The CCS Board of Trustees developed and approved the *2008-11 Community Colleges of Spokane Strategic Plan* winter 2008. The SFCC Strategic Planning/Institutional Effectiveness Committee developed *the 2008-13 SFCC Strategic Plan* to be directly reflective of the CCS strategic plan. The SFCC goals identified the methods and priorities by which SFCC will contribute to accomplishing the CCS strategic plan. http://www.ccs.spokane.edu/About-CCS/Mission,-values-and-goals.aspx
In addition, the *2008-13 SFCC Strategic Plan* was developed with a large representation of people throughout the college. The development of the plan was led by the Strategic Planning/Institutional Effectiveness Committee, co-chaired by the President and the Director of Institutional Research. Representative faculty from all academic units, both vice presidents, deans of instruction, student services administrators, and representatives of classified staff comprise the structure of the committee. A representative of the Associated Student Body Government was invited and chose to participate but was unable. The committee members fulfilled their responsibility of communicating the work and proposed changes in the strategic plan to the college committee. Many college constituents critiqued the draft mission, values, and goals, resulting in an improved and collectively valued strategic plan. The feedback was solicited through intranet postings and surveys, department meetings, all-college faculty meetings, and informal discussions committee members shared at the Strategic Planning/Institutional Effectiveness committee meetings.
https://intranet.spokanefalls.edu/default.asp?s=1303&w=79&p=997

The addition of the college priorities to the mission and goals have been reflected in the educational programming and functioning of the college. SFCC has been more strategic in identifying the activities and resources to support its strategic plan. Two examples are the award and participation in the Policy Center on First Year Experience's Foundations of Excellence[2] and the Department of Education's Title III grant.[3] These awards were a direct result of the college priorities identified through the institutional effectiveness continuous improvement cycles. With these two initiatives, the college's functioning and educational programming has emphasized increased student achievement by supporting educational programming such as:

- Supplemental instruction
- Tutoring
- Mentoring
- Strategic composition of learning communities
- Reconfiguration of the New Student Entry Center
- Improved policies of advising
- Revisions and continuous improvements in the math curriculum
- Realignment of the instructional divisions
- Deliberate process of allocating resources to support the strategic plan and college priorities
- Improved confidence among all college constituents in the college-wide planning and institutional effectiveness process and resulting actions

As a result of our improved, systemic efforts at strategic planning, all employees report more satisfaction with, and hence more buy-in to, the planning process, as measured by a 2008 Employee Climate Survey (see graph below).

[2] https://intranet.spokanefalls.edu/default.asp?s=1304&w=175&p=1862
[3] https://intranet.spokanefalls.edu/default.asp?s=1304&w=157&p=3850



(See Standard One Notebook)

What existing plans for the future have been achieved and what new plans have been formulated?
The *2002-07 SFCC Strategic Plan* has been accomplished through a myriad of activities within all levels of the college. The mission, *SFCC provides high quality learning opportunities that are affordable and accessible*, has been kept at the forefront of all activities the college engaged. Some examples of achieving the provision of high quality learning opportunities are assessment and achievement in educational programs and outcomes (referenced in Standard 2), assuring faculty qualifications are discipline-specific (referenced in Standard 4), and offering learning communities and other innovative learning options. Furthermore, SFCC has focused on improving the affordability and accessibility of learning. The college has engaged in increased funding resources for students such as greater access to financial aid through additional funding opportunities and partnering with the CCS Foundation for student scholarships. Accessibility has been improved through organizational changes in student services such as the New Student Entry Center (referenced in Standard 3) and offering classes in times and in subjects students need to complete their educational goals.

SFCC has significant momentum in providing students and the community high-quality learning opportunities that are affordable and accessible. The essence of the 2002-07 mission statement has been carried over into the 2008-13 mission statement with one addition. SFCC realized that the focus needed to be more directed to student achievement. The 2008-13 mission statement, *SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities*, makes the focal point of all work conducted within SFCC student achievement and scholarship, SFCC's ultimate value.

Overall, the most significant change to the college's existing plan since the last full-scale accreditation visit has the completion of the entire *2002-07 SFCC Strategic Plan* and implementation of the *2008-13*

SFCC Strategic Plan. Significant progress has been made since 2003 in the alignment between the college's activities and strategic plan, measured in the performance improvements through the institutional effectiveness evaluation process. The essence of 2002-07 plan's goals was also incorporated into the *2008-13 SFCC Strategic Plan*. SFCC deems the achievement of 2002-07 plan as a significant accomplishment due to the implementation of many initiatives and improved outcomes born from the strategic plan and evaluation.

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B - Planning and Effectiveness.

The planning and effectiveness process (Standard 1B) is clearly defined for the college and all college units. The institutional effectiveness continuous improvement process uses key indicators that measure how well SFCC is meeting each component of the mission as related to the college goals. The key indicators comprise the Scorecard and are evaluated annually. The results are the college priorities, annually adopted by the SFCC Cabinet (See Recommendation 5).

College resource allocation is based on the college goals and priorities. This allocation process makes it necessary for each college unit receiving resources to have a strategic plan aligned with the college goals and priorities. Requests for supplemental budget, campus improvement, technology, marketing, and special initiatives all must demonstrate alignment with the college goals for priority funding (See Standard One Notebook).

Student services departments engage in strategic planning and continuous improvement efforts annually. The progress has been documented in the student services annual reports. The strategic planning activities within the instructional units also link the college goals to their strategic plans through the objectives (See Standard One Notebook and Division/Department Notebooks).

The Strategic Planning/Institutional Effectiveness Committee improved the strategic planning process for units by developing and implementing a five year strategic plan form as well as an annual operating plan form in spring 2007.

- The five year form identifies the college mission and goals and the units' purpose, vision, mission, objectives, and benchmarks for the next five years. https://intranet.spokanefalls.edu/default.asp?s=1304&w=170&p=1548
- The annual operating plan form, similar to the revised Nichol's model, identified the objectives from the five-year strategic plan, the college goal(s) associated with each objective, the activities associated with that objective to be conducted within the year, the benchmarks, the assessment findings, and the use of results for continuous improvement. https://intranet.spokanefalls.edu/default.asp?s=1304&w=170&p=1548

Each unit is expected to complete the continuous improvement cycle within the operating plan annually.
What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

SFCC expects that it will accomplish its mission and goals by engaging in activities consistent with the college's values. The accomplishments will continue to be measured through the continuous improvement process defined for the college units and the institutional effectiveness process defined for the college.

The assessment and evaluation of the *2008-13 SFCC Strategic Plan* will be modified in 2008-09 to include not just the evaluation of college-wide activities as they lead to improvements, but to systematically incorporate all of the continuous improvement activities throughout the college as all objectives and activities support the college goals. Through the funding of the Title III grant, SFCC purchased Strategic Planning Online (SPOL) from Think Education Solutions. SPOL provides the means for SFCC to link all unit objectives to the college goals, accreditation standards, annual college priorities, and budget requests and allocations, including special monies such as Technology Fee, Campus Improvement, marketing, etc. The structure of SPOL supports, with enhancements, all of the current strategic planning and continuous improvement processes for the college units. With this tool, institutional effectiveness as all efforts of each college department, program, division, and committee can be explicitly tied to a component of the mission statement, goals, and priorities. It is expected that SPOL will enhance strategic planning as well as further embed strategic planning into the college's culture.

Overall, SFCC has made significant progress and improvements to the institutional mission and goals, planning and effectiveness. Actively engaged in planning and continuous improvement efforts, SFCC is positioned to be deliberate in achieving its strategic plan, specifically the mission and goals. The planning and effectiveness process incorporates the entire college and unifies all of our efforts in one strategic direction, toward living out our mission to foster student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities.

Standard Two – Educational Program and Its Effectiveness

What changes, if any, have been made in the requirements for graduation and why?
Since the full-scale evaluation in October 2003, no changes have been made in graduation requirements, but one was introduced during that year. In the 2003-2004, the Community Colleges of Spokane catalogue printed a new diversity (D) requirement for the Associate of Arts (AA) transfer degree. It became effective for any transfer-intent students who entered under the 2003-2004 catalogue. The requirement, which was passed both by Spokane Community College (SCC) and Spokane Falls Community College (SFCC), was approved by the colleges' respective curriculum and graduation requirements committees the previous academic year. SCC and SFCC are separately accredited colleges that "share" the same transfer degree. The requirement states that a candidate for the AA degree must have at least 5 credits in a D designated course, an indication that the course is one which has diversity infused throughout the course. https://intranet.spokanefalls.edu/default.asp?s=1303&w=147&p=1140

As stated in the response to Recommendation 3, SFCC reviewed student responses to a question relating to global and diverse views on the Community Colleges Student Experiences Questionnaire (CCSEQ). Three administrations of the CCSEQ showed no improvement in the responses to the item that read, "In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in … learning more about other parts of the world and other people (Asia, Africa, South America, etc.)?" Also given that, at that time, the SFCC student population was 84% white, SFCC decided that a more concerted effort was needed to increase student learning opportunities with regard to diversity as one of the college's College Wide Abilities (CWA) reads*: WORLD VIEWS – Students will demonstrate an awareness and appreciation of the world: its scientific complexity, its social diversity, and its artistic variety.* The impact of this requirement will be studied by the ITALIC committee, and information should be gained in the fall 2008 administration of the CCSEQ.

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued?

SFCC studied new statewide transfer degrees formulated by committees made up of discipline experts from both the community colleges and baccalaureate institutions in Washington State. SFCC's Curriculum and Graduation Requirements Committee (CGRC) studied each of the degrees as faculty of the college brought them forward. The following link provides copies of minutes and a list of curricular changes and new degrees approved since the full-scale evaluation.
https://intranet.spokanefalls.edu/default.asp?s=1303&w=27&p=1088

The following list includes the new professional/technical degrees and certificates (at least 45 quarter credits) approved by SFCC and subsequently approved by the Washington State Board Community and Technical Colleges (SBCTC) and included in the college's inventory of program offerings:

Audio Technology Degree and Certificate, Transportation and Logistics Management Degree and other certificates were approved; however, they contain fewer than 45 credits. The statewide Corrections Program which oversees the offering of courses in correctional facilities, through the Institute for Extended Learning (IEL), brought forward two certificates that were approved: Upholstery at the Airway Heights Correctional Center and Interactive Media Design Specialist at the same facility.

In the 2004 Annual Report to the Commission, it was reported that the Interior Merchandising Certificate had been terminated based on lack of need for the certificate. In the 2008 report, the

following degree and certificates had been taught out and terminated: Accounting Associated of Arts Science Degree, the Accounting Assistant Certificate, and the Accounting Clerk Certificate. The deletion of these programs occurred to eliminate the unnecessary duplication of a program at SCC. In all cases, advisory committees were involved, and the deletions had to be approved by the CGRC.

The new statewide- articulated degrees that SFCC approved were as follows: The Direct Transfer Agreement (DTA) transfer degrees in Elementary Education, in Math Education, in Business, and in Pre-Nursing. The Associated of Science (AS-T) transfer degrees in General Science Education, in Chemistry Education, in Biology Education, and in Physics Education. The Major Related Program/Associate of Science-Transfer Degree, Track 2 in Engineering was also approved. All of these degrees were adopted based on assisting students to reach their educational goals and decreasing time to degree. SFCC made sure that they offered all of the courses necessary to obtain the degree.

What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?

No transfer degree can be earned totally through e-learning or at foreign centers. SFCC withdrew its participation with the Washington Community College Consortia for Study Abroad (WCCCSA) starting in 2007-2008. SFCC dropped its membership in the consortia because faculty and administrators believed that, in some cases, the program management (based at another community college) did not demand the appropriate credentials of the faculty teaching the credit courses abroad.

As a result, SFCC faculty members conducted small study abroad opportunities in 2008 in which course credit could be earned in Spanish and art. SFCC is working with its International Programs Office, which is shared with SCC, in an attempt to develop more opportunities. The strategic plan of the Social Sciences and Philosophy Department includes the development of more international study abroad programs as a goal. A set of criteria for the offering of study abroad programs has been developed at the district and is being vetted through the faculty union at this time. The criteria were formulated by the Dean of International Programs and the Chief Academic Services Officer of the district.

SFCC credit courses continue to be facilitated by the Institute for Extended Learning and offered at rural centers in Colville, Inchelium, Republic, Newport, Ione, Colfax, Pullman and Fairchild Air Force Base. These centers existed at the time of the 2003 full-scale evaluation and measures to guarantee the direct control of these credit offerings by the college are elaborated in the detailed response to Recommendation One in Part A of this report. SFCC utilized campus-based faculty to teach credit courses during 2005-2006 and 2006-2007 at the CenterPlace facility in the Spokane Valley. These faculty also taught on the SFCC campus. SFCC also offers two college courses at the Havermale High School/Medicine Wheel Academy (MWA) site. The college-level academic courses are taught by campus-based faculty specifically chosen to work with the Native American population attending MWA.

Three professional/technical programs have put their courses, leading to a degree or certificate, online. These programs include Interpreter Training, Hearing Instrument Specialist, and Library Technician. The only program new to distance learning since the 2003 report is Library Technician, which has been going through a conversion process this last year. All of the instructors are campus-based and offer on-ground courses. The decision to accommodate students through the distance learning/online modality was in response to program Advisory Committee input, student needs and enrollment patterns. The revised curriculum was vetted through and approved by the CGRC.

https://intranet.spokanefalls.edu/InetShare/Committees/Curriculum/Inventory%20reports%20from%20P%20Ward/SFCC%20Inventory%207-1-08.pdf

What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes? In light of the requirements of commission Policy 2.2 – Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning? Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

The answers to the above questions are thoroughly covered in the responses to Recommendation 3 and Recommendation 5 in Part A of this five-year *Regular Interim Report for Reaffirmation of Accreditation*. SFCC realizes that the continuous improvement process in our instructional programs is essential for meeting our college goals. Per the NWCCU request to not repeat responses, the reader is directed to the links below, resource and program notebooks in the Evaluators' Resource Room, as well as Part A of this report. These questions capture the essence of SFCC fulfilling its mission to provide high-quality learning opportunities. Ongoing educational assessment is systemic at SFCC, also addressing the college's core values for academic excellence, academic freedom, respect, diversity, and student success.

Graduates with an SFCC degree are expected to have acquired and to possess the following abilities and their respective learning outcomes: Analysis/Problem Solving and Information Literacy, Communications, Responsibility, and World Views.
http://www.spokanefalls.edu/College/MissionHome.aspx and
http://www.spokanefalls.edu/College/Outcomes/AbilitiesHome.aspx are links to the internet to access mission statement, core values, goals, and college abilities and learning outcomes. The ITALIC Handbook provides more information on the assessment of the educational outcomes.
https://intranet.spokanefalls.edu/Inetshare/Committees/ITALIC/General%20Info/ITALIC%20Handbooks/Italic%20Handbook%202007-08.pdf

The 2003 recommendations -- one, two, three, and five -- and SFCC's actions in response to these recommendations are critical to substantially addressing Standard Two – Educational Program and Its Effectiveness. SFCC has seen many retirements in its faculty ranks and turnover among instructional administrators over the last two years. The Vice President of Learning has been at the college since 1998, and there was significant stability among deans until 2007-2008 (See Standard Six). The practice of shared-governance is especially important to the culture within instruction. Adherence to the development of strong planning, committee work and collaboration, academic freedom, and procedures allows the college to continue to fulfill its mission despite personnel changes. Also written agreements, established practices and monitoring, as reflected in the response to Recommendation 1, help to address recommendations regarding the relationship with the Institute for Extended Learning that had appeared in the full-scale evaluation of 1993 and again in 2003. Substantive progress has been made to be in compliance, and SFCC, the IEL, and the District Administration of Community Colleges of Spokane support sustaining this progress. SFCC is confident that all standards have been met.

Standard Three – Students

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs and student support services. Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

No substantive changes have been made in admissions policy or practices since the last self-study largely because of the open admissions mandate of Washington's Community and Technical College system.

Changes in grading
The district's grading policy was reviewed and revised by the Board of Trustees in 2005-06. Many of these changes were made to consolidate redundant policy statements, clarify practices, and simplify the language. The few substantial changes are reflected below:

- I grade (incomplete) – The revision requires that all incompletes are made up by the contract date or default to the contract grade. This eliminates the special provision for technical and industrial divisions and applies to all incompletes for consistency.
- P grade (passing) – The pass/fail option now must be declared before the quarter begins. This replaces the former catalog language stating that the pass/fail option is to be designated before the course begins.
- W grade (official withdrawal) – The official withdrawal date changed to the date reflecting 60 percent of the quarter instead of the 7th week of the quarter. This change reflects current practice to comply with financial aid timelines. http://www.ccs.spokane.edu/getdoc/0281caf1-4194-4e23-89fb-278dc0458263/4-40-01.aspx
-

Changes in non-academic student programs
Student government is active at SFCC and collaborative with the college's administration in implementing campus-wide initiatives. SFCC values peer connections among students and has developed a cadre of student ambassadors to assist in orienting new students and to serve as a tool in student retention and success. Below is a sampling of the 2007-08 activities and projects SFCC's associated students led:

- *Stop the Hate Train the Trainer* Workshops – Provided $500 towards the program to sponsor workshops for SFCC in collaboration with SCC, Gonzaga University, and the IEL. This is now an important committee on our campus with representation from students, faculty, and staff.
- Security Uniforms – Contributed $1,200 toward uniforms for student security officers patrolling our campus.
- Event Equipment/Supplies – Allocated $1,500 toward grills and propane for club and organization events.
- Editing Equipment – Gave $1,700 to the Video Production club for making better quality videos for SFCC.
- Blue Emergency Phones – Awarded $20,000 towards emergency communication equipment for campus safety.
- Diversity – Established three new clubs last year—Japanese club, Gamers club and LDSSA club. Through our clubs, our diverse student government includes African American, Hispanic, Native

American, GLBT (gay, lesbian, bisexual, and transgender) and international students; male and female students are represented in nearly even percentages.

Changes in registration and enrollment services

In 2006, student services began working on an organizational realignment that would result in increased resources being devoted to recruitment and retention initiatives. A Manager of Admissions and Recruitment position was created; the Registrar laterally moved into the position. A classified employee working in the New Student Entry Center (NSEC) was reassigned to admissions and recruitment to assist with outreach and marketing initiatives. Other changes are noted below:

- Initiated a new unit for Recruiting and Outreach with dedicated funding.
- Established a student ambassador's organization to assist with tours and special events.
- Updated the online degree audit system to assist students and advisors with degree requirements.
- Implemented a common course numbering system that integrates courses in a standard format with all Washington public community colleges.
- Implemented electronic messaging for notifications to students.

Changes in financial aid

Financial aid funding provides major access to educational programs by offering financial assistance to students seeking a certificate or degree who may not otherwise be able to afford the cost of higher education. In order to accomplish this, the changes in financial aid are enumerated and grouped in three categories – access, service and resources.

Access

In conjunction with newly implemented laws, grants and waiver programs such as the Higher Education Reconciliation Act (HERA), Academic Competiveness Grant, Opportunity Grant, State Board Athletic Waiver and Tuition and Fee Waiver for dependents of disabled or deceased veterans, SFCC has experienced an increase in financial aid applications and awards. To help additional students in need, SFCC added the following funding streams or other ways in increase access:

- Integrated Basic Education Skills Training (I-BEST) Programs – Two I-Best programs were created to help un- and under-employed men and women who benefit from basic educational support to strengthen their math, writing and/or English as a Second Language skills while acquiring the workplace skills to get and keep entry-level jobs in high-demand career fields.
- Less Than Half-Time State Need Grant - SFCC was one of eight colleges/universities in the state selected to participate in the less than half-time State Need Grant pilot.
- STAR Funding - Students who met the priority application date were guaranteed grant funds to meet the costs of tuition and books. Students had to be Washington residents and qualify at the 50 percent Washington median family income level for the State Need Grant. Student government provided funds for this program.
-

Services

Since more students are accessing financial aid, the department reviewed its practices and implemented the following changes to provide better service:

- SFCC, SCC and the District developed procedures to make seamless financial aid payments to concurrently enrolled students.
- Ford Direct loans were included in the initial financial aid review. Prior to 2006-2007, students received an award notification for grants and work study funds. Students wanting loans would complete a separate process later. This change sped up the processing of all financial aid.
- Staff evaluated and modified the internal application process, which significantly reduced processing time for students.
- Staff worked collaboratively with District, SCC & IEL staff to create procedures to identify and serve students qualified for the I-Best programs.

Resources

The following new resources were secured to better track and serve SFCC students:

- The financial aid office space was remodeled to better accommodate student traffic.
- Forms and helpful links were posted on the college's website.
- SARS scheduling software was installed to reduce the drop-in waiting time for students and provide administration a tracking and reporting instrument.
-

Changes in the Career & Transfer Centers

A part-time position in the Career Center was converted to a full-time position to provide better and more consistent student support. When the Career Center and the Placement/Transfer Center were combined, a full-time position had been eliminated. However, the center grew and additional assistance was needed to support transfer initiatives, career placement, and workforce development. Funding for these positions came from combinations of soft money and/or the state operating budget. A current institutional priority is to reduce reliance on soft funding for personnel.

Changes in the New Student Entry Center (NSEC)

In 2007, the position of Manager of Admissions and Recruitment was re-titled to Director of Recruitment and New Student Entry Center. This person was relocated to the NSEC and began overseeing orientations, tours, and assessment/testing. The vacant position in the NSEC was re-defined to provide support to first-year advising, general advising, and continuing retention initiatives. In addition, a part-time support position in the NSEC was increased to full-time. The former manager of the NSEC was moved into the vacant Registrar position and began overseeing the renamed Admissions/Registration department. Other changes are summarized as follows:

- Established this new center as a single pathway of entry for new students.
- Moved the recruiting and outreach unit and staffing to the center along with the student ambassadors program.
- Started a pilot assessment testing project at local high schools to encourage college readiness and early applications to the college.
- Restructured post assessment educational planning and counseling referrals.
- Offered special events for community and prospective students to showcase college programs and student services information.
- Reinstituted online appointments for assessment and enlarged COMPASS availability.

- Instituted a SARS software program to assist in scheduling and orientations for new students.

Changes in advising

As indicated in the full-scale evaluation of 2003 and in the Title III grant application submitted in 2006, advising was a concern of not only faculty, staff, and administrators but also students as reflected in responses to various surveys. See CCSEQ and Noel-Levitz information at the following intranet site https://intranet.spokanefalls.edu/default.asp?s=1298&w=16&p=4345

Academic advising is under the direction of and implemented by faculty at SFCC. Teaching faculty as well as retired faculty and administrators supplement, during high "traffic" times, the ongoing work of faculty counselors to provide academic advising to students. The current Master Contract between the Community Colleges of Spokane Board of Trustees and the CCS Association for Higher Education does not mandate that faculty must participate in advising. As a result, SFCC has worked on various models to fill the need for advising to all students, especially at entry into the institution and until the student earns at least 30 college-level credits. SFCC has spent resources working continuously to refine the student flow and experiment with various approaches to advising students. Examples representative of these efforts are as follows:

- Student Services contracted with National Academic Advising Association (NACADA) to provide consulting services looking at improvements in the current SFCC advising program. A copy of this report is among supporting documentation. The report may be found at https://intranet.spokanefalls.edu/default.asp?s=1304&w=94&p=4344
- SFCC secured Title III grant funding to help improve the advising process. More information on SFCC's Title III program is available at: https://intranet.spokanefalls.edu/default.asp?s=1304&w=157&p=3850
- Mini-grants, funded through Title III, have been awarded and also provide an impetus to increase academic advising opportunities in FYI, learning communities, and throughout instructional departments.
- In summer and fall 2007, SFCC hired a local consultant to facilitate a task group including counselors, teaching faculty, administrators and staff to brainstorm about what functions and goals should be accomplished during student advising. This work was shared with the SFCC Cabinet in winter 2008 for further review. The Cabinet requested that the Vice President of Learning convene a smaller team to provide information to the Cabinet regarding the task group's recommended structure and staffing, especially given that the plan from the original work group was an "ideal" proposal without budget and other considerations. This smaller task group met during spring and summer 2008 and is still working. The group is made up of the Vice President of Learning, the Vice President of Student Services, the Title III Activity Director, the Department Chair of Counseling, the Associate Dean of Student Life and Programs for New Students, the Dean of Enrollment Services and Student Development, a counselor who worked on FYI, and the Dean for Professional/Technical Education. The latest matrix of advising functions and minutes can be found at the following site under Standard 3: https://intranet.spokanefalls.edu/default.asp?s=1304&w=94&p=4344

Changes in counseling

Counselors are faculty members at SFCC, and they provide the foundation for addressing student needs, including but not limited to counseling (life, mental health, etc.) and academic advising. In 2007-2008, a counselor from the Institute for Extended Learning transferred to SFCC to replace a counselor who had just retired. Besides general counselors, there are counselors who specialize in work with students with

disabilities, high school students in the Running Start program, and students of color (multicultural). Many of the counselors have also been actively involved with other faculty and staff in the development of success strategies and in the Foundations of Excellence assessment. Some new activities include but are not limited to the following:

- Established a first year experience program for African American students when a counselor applied for mini-grant to serve first year students.
- Provided additional counselors and teaching faculty advisors to improve student retention and advising through student persistence funding offered through the state.
- Worked with instructional faculty to develop a first year introduction program to provide coursework and student success strategies before the formal college classes begin.
- Utilized a SARS software system to assist in scheduling, student educational plans and follow-up in counseling sessions.

Changes in Multicultural Student Center

The multicultural specialist, who is also a counselor, works to recruit, retain, and address students who come to the center. The Multicultural Specialist and staff also look to provide more supports to these students. The following are some of the activities instituted since the 2003, full-scale evaluation:

- Provided quarterly student orientations for multicultural students.
- Established an emergency book loan for students with lack of funding resources.
- Offered a credit class especially designed to meet the needs of underrepresented students.
- Provided informal tutoring and mentoring through the center on an ongoing basis.
- Provided staff members to serve as community outreach volunteers to attend and assist with diversity activities throughout the district to better address the mission of the college.
- Worked with instruction to provide college courses at Havermale/Medicine Wheel Academy initially begun through a grant from Antioch University to the Spokane Public Schools.

Changes in student code of conduct

Community Colleges of Spokane (CCS) codifies its student conduct code in the Washington Administrative Code (WAC). The previous CCS code, though revised as recently as 2003, proved to be cumbersome, difficult to administer, and hard to understand. The previous codes were written in legalistic language and contained quasi-legalistic process and procedures, and had an appeal process that included the Board of Trustees. In order to help students and faculty members better understand the rules enumerated in the WAC, CCS reexamined the code and determined that additional information and further revision was needed.

With the assistance of Maureen McGuire, senior counsel, Washington State Office of the Attorney General, the District Student Services Council (representing SFCC, IEL, SCC and District student services administration) revised the applicable codes to improve their utility. The new code is modeled after the Washington State University student code, which was recently updated. The new CCS code is entitled the *Standards of Conduct for Students*.

The proposed rule changes were reviewed by the respective institutions with their student leaders. After advertising in the student newspapers and in the Washington State Register, The CCS Board of

Trustees held a hearing on March 20, 2007, to consider testimony on the propose changes. The proposal passed unanimously to adopt chapter 132Q-30 WAC, amend WAC 132Q-02-340 through 400 and repeal WACs 132Q-02-010 through 340 and 132Q-02-420 through 450 effective June 25, 2007. More specific changes are included in a document (Specific changes in CCS Washington Administrative Codes—WACs) located in the appendix.

Changes in Code of Conduct Handbook

After the WACs were updated in 2007, the colleges determined that they wanted to distribute the information differently. In the past, the district office was responsible for creating a *Student Rights and Responsibility Handbook* for the entire district. Each unit would order the number of handbooks they wanted. Printed copies were sent to the colleges for distribution to students and employees. Electronic copies were posted on the Intranet and Internet sites district-wide.

In order to reduce costs, in 2007 SFCC decided to create a handbook incorporating the WACS and have copies distributed to administrators and building secretaries. Electronic copies would be posted on the SFCC Intranet and Internet sites in a concerted effort to reduce paper. The IEL's handbook was distributed to employees and students at all the IEL centers in our six-county service district. In 2008, SFCC and the IEL unified the student handbook (SCC publishes its own). Editing this document and preparing for publication is in process. Copies will be ordered and distributed to employees and students. Electronic copies will also be posted on the Intranet and Internet sites. A copy of the newest handbook is available for review. A copy of the Code may be found in the Evaluators' Resource Room.

Changes in campus and district security operations

To better serve students, faculty and staff of each campus, security was decentralized from the district facilities office to the SCC and SFCC campuses beginning in July 2006. SFCC's security department was provided additional resources and began providing services to the SFCC, IEL and River Point One (RP1) locations under a memorandum of understanding. Beginning in 2007, the IEL and RP1 began assuming more responsibilities for security at those sites.

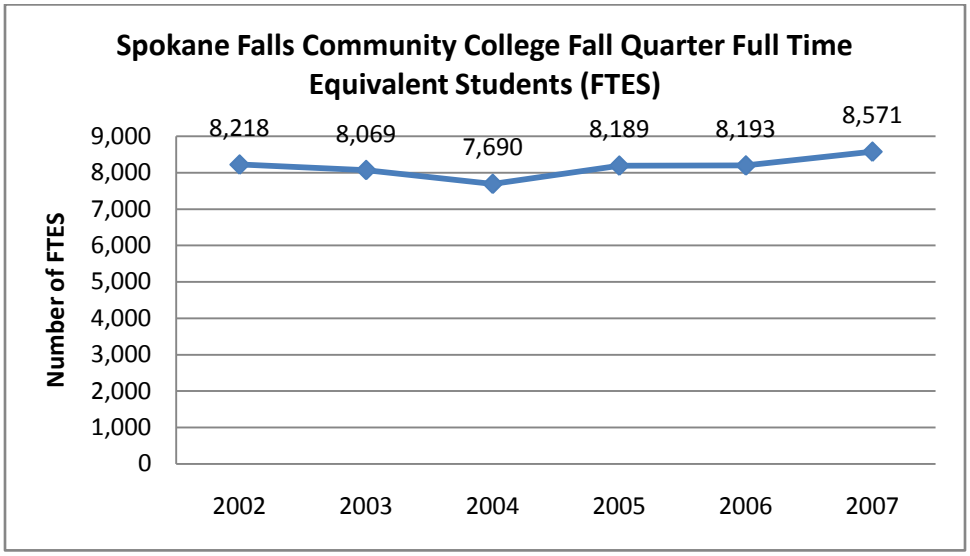
These changes coincided with nationwide concerns for safety and security at schools, colleges, and universities. CCS parlayed work in progress into a district-wide revision of its Emergency Management Plan and the development of more formal drill procedures, an emergency text messaging system now in place across the district, and blue emergency phones that SFCC's students allocated $20,000 to install. The CCS district works closely with the Spokane Police Department to grant limited commissions to selected full-time security personnel at each campus. These officers may detain and/or arrest students or community members, but they do not carry firearms nor are they designated as campus police. New duties assigned to campus security included:

- Clery Act reporting
- Record keeping
- Training – Emergency management, fire alarm, workplace safety, panic alarms
- Emergency response
- Building key and key card access control
- Call outs – nights, weekends and holidays

- Vehicle and bicycle patrols
- Point of contact for the sheriff's office for sex offender notifications

Changes in SFCC enrollment

Compare the current enrollment figures with those reported in the last institutional self-study report. The following graph illustrates the changes in FTEs, as reported in the college's annual instructional report from the time of the full-scale evaluation and including data from the 2008 annual report.



Standard Four – Faculty

What significant changes have been made in policies affecting the faculty?

Since SFCC's comprehensive evaluation, there has been only one major change in policy affecting faculty. It focuses on certification of professional/technical (i.e. vocational or career/technical) faculty. To be in compliance with Washington State Washington Administrative Code (WAC) 131-16, the Master Contract between the CCS Board of Trustees and the CCS Association for Higher Education adopted the language mandated in this WAC. http://apps.leg.wa.gov/WAC/default.aspx?cite=131.16.080

This adoption began with the contract in effect starting July 1, 2005. Article XIX Section 8. *Professional/Technical Certification* outlines the processes for initial instructor certification and the requirement for the development of a 3-year professional development plan, the five-year cycle for re-certification after standard certification, evidence of addressing state-mandated skill standards for instructors, and a 5-year professional development plan for professional growth related to the standards. http://www.ccs.spokane.edu/Employment/MasterContract/mstrcont.pdf

To better support the implementation of this WAC and to comply with the Master Contract, SFCC re-organized an administrative position. In 2005, the position of Dean of Instruction for Business and Workforce Education was created utilizing funds from a vacant instructional administrative position, and responsibilities related to distance learning were transferred to the dean over library services. Besides overseeing the business division, this dean was designated to oversee the total implementation of the certification WAC for all professional/technical instructors at SFCC. SFCC is in compliance in meeting these certification requirements for its professional/technical faculty and in recording activities that demonstrate how continued certifications are maintained.
https://intranet.spokanefalls.edu/default.asp?s=1302&w=156&p=3561

An additional change in the Master Contract now allows not only the award of associate status for part-time faculty but also includes a "longevity stipend," in recognition of long-standing service of adjunct faculty who do not yet qualify for the associate faculty status.
http://www.ccs.spokane.edu/Employment/MasterContract/MCaddendum.pdf

SFCC also requested an increase in the amount of adjunct stipends that could be awarded to adjunct instructors. This proposal was adopted into Article XXIV Section 6 that addresses adjunct academic employees' salary schedules. The college is allowed to offer a maximum of $40,000 in "affiliated" adjunct stipends that do not count against the teaching load of these instructors.

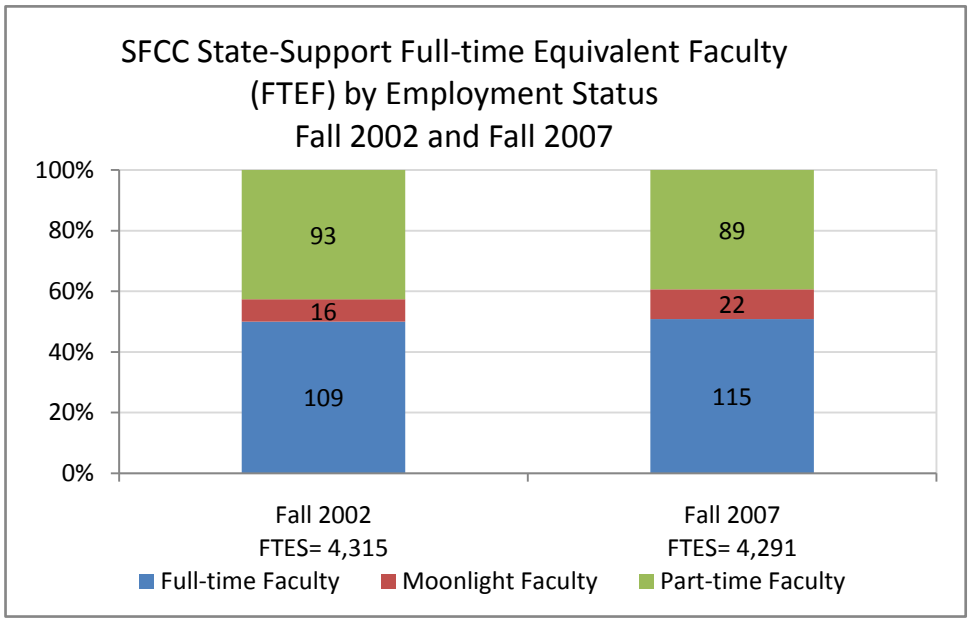
Have the characteristics of faculty changed?

The primary change in the characteristics of the faculty is the actual increase in the number of full-time faculty. Actions since 2003 reflect a concerted effort by faculty and administration to increase the number of classes taught by full-time faculty versus the number offered by part-time faculty. SFCC committed to at least maintain the number of tenured instructors and also added a category of faculty, called annualized faculty. These instructors receive the same salary and benefits as full-time faculty, as well as opportunities for advancement on the full-time salary schedule. However, they are funded utilizing locally-generated or soft-funding. This practice allows the college to meet instructional demands that may not be long-term (i.e. caused by changes in the economy and/or high school

graduation rates) in specific disciplines. It also allows for flexibility and innovation in instructional programming.

Each November of the academic year, the college's vice president of learning and the instructional deans, after consultation with their faculty department chairs, discuss what instructional programs and disciplines need additional full-time faculty. These needs are often generated by enrollment trend changes, faculty who will be on sabbatical or leave, retirements and resignations, and which instructors are and will be re-assigned to lead special initiatives within the college.

Since the 2003 full-scale evaluation, SFCC has added new tenure track positions in English, mathematics, geography, geology, and philosophy. These positions were created as new positions without utilizing funds from faculty vacancies in other disciplines and programs. SFCC did create new tenure-track positions in Japanese, interior design, education, chemical dependency/social services, hearing instrument specialist, mathematics, English, and music theory by shifting vacated position funds to these areas of greater need. For instance when the tenured instructor in German retired at the end of academic year 2007-2008, during its November 2007 deliberations, SFCC studied the historic demand for German versus the demand for Japanese. With enrollments in German language courses diminishing and the enrollments in Japanese language courses continuing to grow, a tenure-track Japanese language tenured position was created.



The Institute for Extended Learning (IEL) has also increased its utilization of full-time and annualized instructors in adult basic education math, college prep, Integrated Basic and Educational Skills Training (I-BEST), and history. IEL has also recently hired two new annualized counselors (faculty) for adult education and special transitional programs (e.g. Displaced Homemaker, Business and Community Training).

SFCC has been more intentional in trying to attract faculty of diverse ethnic backgrounds, and for the last two years has participated in faculty diversity recruitment fairs held in California. Of the fourteen

new full-time, tenure-track faculty hired for 2008-2009, three of the instructors appear to be ethnically diverse. This statistic is based solely on observation since the college does not have access to the voluntary self-declaration form addressing ethnicity since they are confidential and held in the district's Human Resources Office (HRO).

SFCC expects to see a growth in diversity once the 2008-2009 data are shared. In 2003, SFCC reported that 89% of its faculty were self-identified as Caucasian and 11% as persons of color. In information provided by the CCS district's director of institutional research for 2007-2008, 12% of the faculty were self-identified as persons of color. While SFCC has not made major gains, it has not lost ground with regard to ethnic diversity with the growth in full-time faculty.

SFCC has also participated in the faculty internship program, administered through the CCS Human Resources Office, in hopes of increasing the diversity in its faculty search pools. Also based on a proposal and recommendation from social sciences and English faculty, the college is supporting the development of a cultural studies program. It is hoped that new courses will be developed that might also increase the probability of attracting culturally diverse applicants in addition to offering enriched learning opportunities to students. SFCC continues to host international teaching assistants to not only enhance the modern language courses but to provide experiences for the college community to interact with individuals from Colombia, Japan and Germany.

How have faculty salaries and other benefits been improved?

As a state institution of higher education, SFCC may only grant salary actions as provided by the Legislature. The Legislature limits salary actions to only those increases explicitly enumerated in the budget act: Promotions and increases related to faculty and professional staff retention; faculty increments; and part-time salary increases. No other increases may be granted. Unfortunately, due to statewide budget difficulties, the Legislature did not provide a cost of living adjustment (COLA) for the 2003-05 biennium; they provided minimal funding for full-time increments and salary improvement funds for part-time faculty. The table below illustrates legislatively approved salary funding since 2003:

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
COLA (FT & PT)	0.0%	0.0%	1.2%	2.8%	3.7%	4.4%
FT Increments	$144,200	$-0-	$233,400	$97,800	$165,300	$166,960
PT Salary Improvement Local Match	$116,100	$-0-	$190,500 $74,295		$335,700	$317,743
PT Increments				$45,300	$78,300	$74,510

The salary schedules for Community Colleges of Spokane faculty are determined through the collective bargaining process with the CCS Association for Higher Education. It is through this process that the

allocation of the above funding is determined. In 2005 a salary taskforce conducted a comprehensive review of the salary schedule and the process for faculty movement through the schedule. The key recommendations of the taskforce were the addition of a step to the top of the schedule, increased flexibility in the initial hire step, and a decrease in the total time needed to move through the schedule.

The table below illustrates the impacts on full-time faculty compensation resulting from legislative salary funding as well as changes to the salary schedule. The percent increase in the full-time average salary from 2003-04 through 2006-07 is 4.0%. Except as noted in 2004-05, the CCS average full-time faculty salary is comparable to the Washington Community & Technical College system full-time faculty average salary.

	CCS Average Salary	State System Average Salary	Highest Step	Beginning Step	Average Starting Salary
FY 2003-04	$48,729	$48,303	$56,658	$39,730	$39,811
FY 2004-05	$46,500	$48,240	$56,658	$39,730	$39,988
FY 2005-06	$49,582	$49,518	$58,790	$40,190	$40,430
FY 2006-07	$50,455	$50,766	$62,290	$40,080	$42,475
FY 2007-08*			$64,589	$41,565	

(Source: SBCTC through 2006-07. SBCTC data not available for FY 2007-08) *Per CCS salary schedule

Part-time (adjunct) Salaries

Even during difficult budget times, the Legislature has made a conscious effort to provide colleges the funding to improve part-time faculty salaries. The salary improvement funds, increments and COLA have allowed the college district to increase the average part-time faculty salary from $24,943 in 2002-03 to $27,759 in 2006-07. As noted above, the Legislature generously provided for part-time faculty improvement in both years of the 2007-09 biennium. The addition of part-time salary improvement and increment funds are critical to reducing the disparity between full and part-time faculty salaries.
In addition to salary enhancements for part-time faculty, the Legislature, in 2006, amended the existing law of the averaging of part-time workload for the purpose of determining on-going eligibility for employer provided health insurance. This change makes it easier for an adjunct faculty member to maintain benefits from quarter to quarter. An analysis of CCS records indicates that 134 part-time faculty received employer provided benefits in fall quarter 2003. The number in fall 2007 was 195.

How does the institution conduct a substantive performance evaluation of all faculty?

SFCC was found to be in compliance with Policy 4.1 *Faculty Evaluation* during its 2003 full-scale evaluation. The process for reviewing probationary faculty seeking tenure is conducted as specified in Article IX of the Master Contract and the CCS Tenure Committee Handbook. All evaluation materials are kept in the division dean's office and with HRO, as required.
http://ccsnet.ccs.spokane.edu/Human-Resources/CUSTOM-PAGES/Evaluation-Forms---Web-

applications.aspx and http://ccsnet.ccs.spokane.edu/Human-Resources/CUSTOM-PAGES/Labor-Relations.aspx

Post-tenure evaluations are conducted every three years. This comprehensive evaluation is specified in Article XIV of the Master Contract. The comprehensive performance evaluation includes self evaluation, student evaluations, peer evaluation, and administrator evaluation including classroom observation. The process also involves four meetings between the administrator and faculty member during the year:

1. Informal meeting to explain process and requirements for faculty and instructor,
2. Pre observation to brief the administrator in relation to the classroom observation,
3. Post observation meeting to discuss the classroom observation, and
4. Formal meeting to review all documentation and complete appraisal.

The Performance Appraisal Summary is forwarded to Human Resources. All evaluations are kept in the division office. The Arts and Humanities Division has begun to save evaluation materials in electronic format, guarded by NT File System (NTFS) at C2 level security.

New adjunct instructors are evaluated in each of the first two quarters of employment. Evaluation consists of student evaluations and in most instances department chair classroom observations. In some instances, the dean also conducts classroom observations of adjuncts during the first or second quarters of employment. Student evaluations are forwarded to the dean for review. As necessary, the dean shares student evaluations with the department chair, who is responsible for scheduling classes and instructors. The department chair and dean discuss performance of new adjuncts especially, with special emphasis on any performance issues. If necessary, the dean will follow up with a meeting with the instructor. All evaluations are kept in the division dean's office.

On-going adjunct instructors receive student evaluations in at least one class annually. Evaluations are forwarded to the dean for review. As necessary, the dean will share student evaluations with the department chair and discuss and address any performance issues. If necessary, the dean will follow up with a meeting with the instructor. In instances where significant performance issues arise and persist, the dean and the department chair will decide on a course of action to best address the issue. In some instances, peer and or administrative classroom observations have been used. All evaluations are kept in the division.

For professional/technical faculty, the *Professional Development and Certification Tracking System* is monitored by the office of the Dean of Instruction for Business and Workforce Education and by the appropriate professional/technical program dean.
https://intranet.spokanefalls.edu/default.asp?s=1302&w=156&p=3561

In compliance with the Master Contract, the Human Resources Office also maintains some of the faculty evaluation forms and the tenure review documents. Specific appraisal processes also address faculty who are librarians or counselors. The Master Contract also provides direction for the evaluation of instructors who teach in distance learning. The forms that are utilized for faculty evaluations are contained in the appendices of the Master Contract and are therefore agreed upon both by faculty and management. http://www.ccs.spokane.edu/Employment/MasterContract/mstrcont.pdf

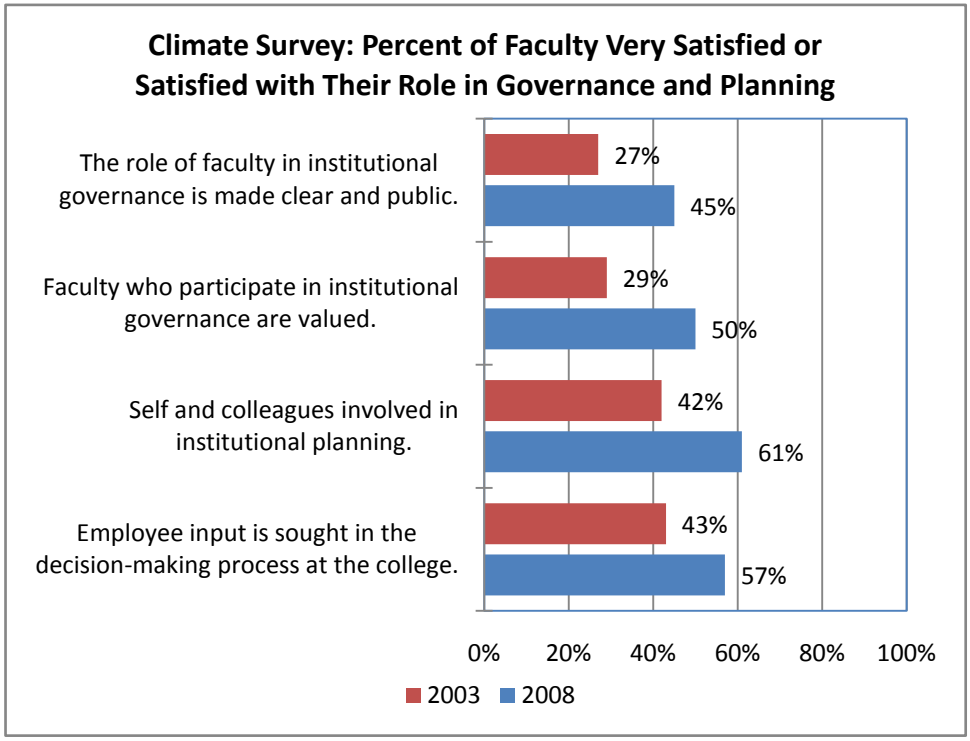
One primary reason for the re-alignment of instructional divisions and the addition of academic deans was to allow the appropriate amount of time for academic administrators to conduct faculty appraisals as mandated and in support of the teaching/learning process. This transition occurred in academic year 2006-2007.

Ongoing faculty involvement in decision-making

In the general commendations section of the 2003 NWCCU Full-Scale Evaluation Committee Report, the first general commendation reads as follows:

> *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.*

The following chart was developed based on data from the most recent 2008 Climate Survey administered by the Institutional Research Office. Growth in faculty participation between 2003 and 2008 is indicated.



As the above graph indicates, SFCC continues to be an institution where ongoing faculty involvement in decision-making is part of the larger campus culture.

Standard Five – Library and Information Resources

How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

The first part of this response will address library/learning resources. The second part will provide information on resources provided to keep educational programs updated and to meet the needs of new programs.

Purpose and Scope

The library supports the college by providing physical and virtual environments where students can connect with the power of information, enhancing their growth as life-long learners. The SFCC Library supports free access to information resources which are selected to support the college curriculum and provides information literacy instruction to help prepare students to transfer to other higher education institutions or enter the workforce. The library staff values the *human touch* as essential to the college community and provides services designed to serve students where they are, either in the online virtual library or within the physical library.

Resources and Services

In spring 2008, library staff surveyed students to assess their satisfaction with library services and resources. 75% of those surveyed indicated they used the library one or more times per week. 87% indicated they used the library to access computers in order to complete class assignments or to prepare for class. Although most students are very satisfied or satisfied with the quality and quantity of library resources (71.2% very satisfied or satisfied with the book collection; 75% very satisfied or satisfied with the online databases), the library staff has set a higher standard, wanting at least 80% of SFCC students to be satisfied with the library's collection of information resources. These results were part of the 2007-2008 library's assessment of its strategic plan, and the information will be reflected in updates of strategies to address the results in the 2008-2009 strategic plan.

Recognizing many students prefer to access resources online , the library has begun purchasing more resources in electronic formats. In 2007-2008, the library added the full text version of Art Index, music resources from Alexander Street Press (African American Music, American Song, Contemporary World Music, Classical Music Library, and Smithsonian Global Sound), Discovery Streaming Video, Science Online, and Social Explorer. Additional reference resources from the Gale Virtual Reference Library were also purchased. Titles purchased included the *Encyclopedia of Lesbian, Gay, Bisexual and Transgender History in America*, the *Encyclopedia of Alternative Medicine*, *Encyclopedia of Social Welfare History in North America* and the *International Encyclopedia of Marriage*. Finally, the library was also able to acquire three complete sets of e-books from netLibrary at an attractive "sale" price prior to year end. The newly acquired sets include the Academic (472 titles), Community College (405 titles), and Reference (158 titles) collections. Student satisfaction with the library's resources will continue to be assessed in the future. The survey administered spring 2008 affirmed the choice to focus on the acquisition of online resources when 53% of the students responding stated that they access library resources online from home.

Beyond the resources provided, students appear to be very happy with the services provided by the library. 90% of those who reported they had asked library staff for assistance reported they were very satisfied or satisfied with the help they received; again, the focus on the human touch so essential to the college community comes through in this survey result.

Facilities and Access

A major renovation, completed in spring 2004, provided the library facility with three new classrooms and a large reading room/computer-equipped reference room. Use of the facility increased 86% in the years following the renovation. While heavy utilization of the library building has made it difficult to maintain the facility, requests are sent to the Facilities Department to re-paint the interior spaces, replace broken clocks, repair fraying carpets and clean up the outside landscaping on an annual basis to ensure students have a comfortable, welcoming library to use while at SFCC.

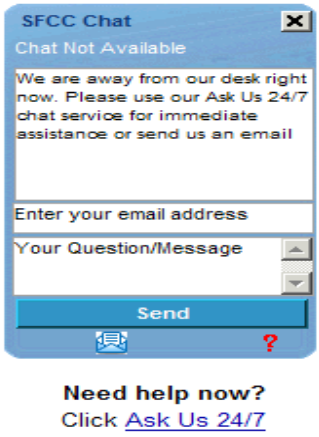
Although the renovation project resulted in significant improvements, several challenges remain in the building. A minor capital improvement request to reduce the noise level on the second floor mezzanine was authorized in spring 2008 which will make the study space in that area quieter. An architectural firm was also hired to develop a proposal to improve the working environment at the Circulation Desk in 2008. Funding for this project will be requested during the 2008-2009 campus improvement request cycle.

The library reference area also serves as the college's major open computer lab. As a result, students' Technology Fee Funds are used to replace the student workstation computers every year. Unfortunately, the library does not have enough computers to meet student needs. When students were asked in the 2007 Technology Survey if they had to wait to use a computer, 74% said yes. Of those indicating they had to wait to access a computer, 69% said they had to wait over five minutes.

Recognizing not enough computer workstations are present in the library reference lab, library staff initiated a plan to checkout laptop computers to students. As a result, the library was able to utilize student Technology Fees to develop a substantial collection of laptops which are checked out to students. Originally available for "library use only," as the collection has grown over the past two and half years, it has became possible to check out laptops for 24 hours at a time. Laptops are the single most popular item checkout from the library, representing a quarter of all transactions at the circulation desk. During the 2007-2008 school year, laptops were checked out 8629 times.

The library implemented a new, federated search product at the end of spring quarter 2008 which allows students to search across a number of library databases as well as for books and videos. Similar to Google, the librarians believe this new tool will simplify the "search and find" process integral to information literacy instruction.

Librarians also implemented a new reference tool offered as part of the QuestionPoint suite of services which is based on instant messenger software. Students can now chat online with SFCC librarians during regular business hours using the tool found on the library's home page, request help 24/7 from partner libraries located throughout the United States or send questions by mail.



Prior to 2007, all computers located in the library defaulted to the library's home page http://library.spokanefalls.edu/ . However, when student accounts were set up in 2007 and the default was reset to the SFCC's homepage, web statistics indicated a 39% decline in visitors accessing the library website. Total visitors to the library's web site went from 346,315 during the 2006-2007 academic year to 212,964 in 2007-2008. As a result, there were fewer hits on the library's resource pages. One remedy suggested to mitigate this decline is to return the library web page to the default page.

Personnel and Management

The SFCC Library division has undergone changes along with the rest of the college. A significant change has occurred in the relationship between the Institute for Extended Learning (IEL) and the SFCC Library. In June 2007, IEL assumed full responsibility for library services to students enrolled at the rural centers. Although SFCC librarians maintain a close relationship with the IEL librarian and continue to provide access to electronic resources to IEL and SFCC students and faculty, day-to-day responsibilities for library operations no longer reside with SFCC library staff.

As SFCC continues to examine its organizational structure, the Library Division has grown. In July 2005, the Distance Learning Office was moved into the new Library and Distance Learning Services Division. In July 2007, the Media Office along with the Videography/Photography and Graphic Design services were reassigned to the Library Division as well.

In the past five years, the library has experienced significant staff turnover; two library faculty members have retired or resigned and been replaced with new staff while one classified staff member resigned during the same period of time. Several staff positions have also been reallocated to align duties and responsibilities with the state's updated job classifications.

Library, Distance Learning and Media/Graphics staff members are well trained for their assigned responsibilities. However, as incumbents reach retirement age or move into new positions, an opportunity has been provided to reconsider existing work processes and responsibilities. For example, with the retirement of the library faculty member originally responsible for developing the media collection, a decision was made to hire a new librarian with advanced technical skills that would allow us to begin developing new services for students and faculty. The librarians will be meeting in the Fall to work on a list of specifics services to be developed that will also be reflective of the continuous improvement process. A need for professional development at all levels exists and each library staff member is able to participate in workshops, seminars and other activities to ensure they have the skills necessary to carry out their job duties.

Additionally, the library faculty and dean contribute to the profession, presenting at numerous conferences throughout the year and filling leadership roles in professional organizations. This list will be in the Evaluators' Resource Room and may also be found at https://intranet.spokanefalls.edu/default.asp?s=1304&w=94&p=4344 .

Planning and Evaluation

The library staff and faculty participate in college-wide planning activities and update the Strategic Plan on an annual basis.

Data is gathered from surveys and standard library sources (circulation data, reference desk statistics, patron counts, etc.) to help make data-driven decisions to implement new services and purchase new resources. http://sfcclibrary.pbwiki.com/AllPages is a link with information including the library's strategic plan and reviews.

Resources to Support Changing Instructional and Significant Program Changes

SFCC has made significant resource allocations since 2003 to support new educational programs and to continue to meet the technology and other equipment needs of its programs. Funding sources include but are not limited to the following: student technology fees, revenues from vending machine sales, revenues from bookstore sales, revenues from food service sales, Washington State allocation for equipment for high demand programs, federal Perkins funding, Foundation funding, donations, and local dollars. As noted in the response to Recommendation 5, SFCC utilizes allocation processes that meet funding guidelines but also fit its strategic planning and institutional effectiveness/educational assessment findings.

The following are examples of the IT department's efforts to address needs, over and above the processes noted above:

- The Information Systems/Computer Science Department did take over the computer classroom in 18-218. That room is now isolated from the rest of the campus network, allowing activities that might compromise the security and reliability of the main campus network, creating a technology "sandbox." Faculty are also using removable hard drives to facilitate different classes and projects, so students can preserve their work in progress and work on the same system from class period to class period.
- Computers for student use in the Library have been upgraded annually since the inception of the student technology fee, and other labs on campus are upgraded generally every two years from the same fee and support from other fund sources.
- Some labs at SFCC are restricted to students who are enrolled in specific instructional programs. This practice is to ensure availability of resources for students who need them. A complete list of these labs can be found at: http://stuhelpdesk.spokanefalls.edu/page.asp?id=1341
- IT has rolled out wireless Internet over the last 5 years. Secure encrypted wireless internet is available in nearly all buildings on campus, for both college and privately owned portable computers. http://www.spokanefalls.edu/Resources/Wi-Fi.aspx
- All registered students at SFCC have individual student accounts. A student account has several advantages. It provides 1 GB of network storage and automatic links to class folders (network locations for class work). Each of these class folders includes a Pickup, Dropoff, and Temp folder for each class the student is registered in. Use of the class folder is at the discretion of the instructor.
- Student login instructions and a 24/7 password reset function are available at the following web site: http://stuhelpdesk.spokanefalls.edu/page.asp?id=1793

SFCC is a comprehensive community college, and its primary program is transfer education. Therefore, many purchases enhance not only professional/technical programs such as those in allied health (Orthotics/Prosthetics, Physical Therapist Assistant, Hearing Instrument Specialist) and information and business technology but also the liberal arts. The following list is an example of new equipment and materials that were purchased since the last full-scale accreditation that illustrates equipment and technology acquired for programs. There are currently 111 electronic classrooms at the college. https://intranet.spokanefalls.edu/default.asp?s=1304&w=94&p=4344

Standard Six – Governance and Administration

Explain significant changes in the governing board, leadership, and management of the institution.

Community Colleges of Spokane (CCS) is governed by a five member board of trustees, appointed by the governor of the State of Washington. The current five members were appointed since the last full-scale evaluation visit. The board members have been effective and well-respected members of the Spokane Community. They work closely with the Chancellor, the presidents of both Spokane Falls and Spokane Community Colleges, and the Institute for Extended Learning CEO to create and monitor policies that guide the direction of the institutions. Each new Board member participates in orientation activities at both the local and state levels. Patty Shea serves as the current chair of the board.

Table 6.1 History of CCS Board of Trustees Appointments during the Accreditation Review Period
Biographies are noted for current board members only.

Appointee	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Ben Cabildo (first appointed 11/1/04) Ben Cabildo was appointed in 2004 and is founder and executive director of AHANA Business and Professional Association. He serves as the board representative to the CCS District Equity Council, CCS Finance Committee and the CCS Foundation Board of Directors.	X	X	X	X	X	
Patty Shea (first appointed 10/5/05) Patty Shea is regional business manager for business and public affairs with Avista Utilities in Spokane. She currently serves as chair of the board.	X	X	X	X		
Don Cox (first appointed 10/1/06) A long-time resident of Whitman County, Don Cox was a member of the Washington State Legislature through 1999, retiring in 2006. He is also the former superintendent of the Colfax School District (1990-98). He currently serves as vice chair of the board.	X	X	X			

Greg Bever (first appointed 10/1/07) Greg Bever, publisher of *The Journal of Business* in Spokane, began his five-year term on Community Colleges of Spokane's Board of Trustees in October 2007.	X	X				
Carol Landa-McVicker (first appointed 3/01/00; reappointed 3/1/00; reappointed 10/1/03 thru 09/08, then for an additional term, 10/08 through 9/13;) Carol Landa-McVicker is a human resource analyst with Spokane County and a long-time civic activist. She is serving her second term as a CCS trustee, through September 2008; she sits on the executive board for the statewide Trustees Association for Community and Technical Colleges (TACTC) and serves as chair of its Creating Opportunities Committee.	X	X	X	X	X	X
Helen Malone (first appointed 1/29/98; reappointed 10/01/02 through 9/30/07)			X	X	X	X
Elizabeth "Betty" McInturff (first appointed in 1995. Betty served through 2005.)					X	X
Thomas "Tom" McKern (first appointed in 1995. Tom served two terms, through 2004.)						X
Tom Kneeshaw (first appointed 11/26/96; reappointed 10/1/01 – 09/20/06) Tom had served a term from November 26, 1996, through September 30, 2001, and was reappointed October 1, 2001. He completed his service on September 20, 2006.				X	X	X

CCS Board of Trustees Biographies: http://www.ccs.spokane.edu/getdoc/f4b7d232-a22d-477d-9e20-1093e67082dd/Meet-the-CCS-Board-of-Trustees.aspx

Every three to four years, the CCS Board of Trustees, in collaboration with faculty, administrators and staff at Spokane Community College, Spokane Falls Community College, the Institute for Extended Learning and District Administration, review and refine a comprehensive long-range plan for delivering top-quality educational services to residents in Eastern Washington. In the 2007-08 academic year, the CCS Board of Trustees wrote and approved the 2008-11 CCS Strategic Plan.

http://www.ccs.spokane.edu/getdoc/37495ef1-224a-4cb9-8966-10f74de60a78/Mission,-values-and-goals.aspx

The board of trustees sets the policies and administrative procedures for the Community Colleges of Spokane. The procedures are subject to federal and/or Washington State law and rules. Administrative procedures are compiled and published on the CCS Internet and accessible to the public and college community. Changes in policy and administrative procedures are documented in the monthly board meetings and minutes. http://www.ccs.spokane.edu/getdoc/fc54b9fc-aacc-484a-83cd-04dc23162129/Board-meetings---minutes.aspx; http://www.ccs.spokane.edu/getdoc/0c4b8429-ef90-49a1-9c5f-0a870cf0ec10/Board-policy-manual.aspx; http://www.ccs.spokane.edu/About-CCS/admin-procedures.aspx

CCS Leadership

The Chancellor reports directly to the CCS Board of Trustees. The chief financial officer, chief human resources officer, public information officer, district academic services officer, chief operations officer, the two college presidents and CEO of IEL report to the chancellor. All positions, except the chief operations officer and the recently established district academic services officer, have served in their capacities for more than six years. Changes in district and SFCC leadership have been few, providing continuity of leadership and momentum of growth in institutional functioning.

Community Colleges of Spokane reorganized to improve service to the colleges, IEL, students, and community based on their planning and assessment efforts. These efforts led to the identification of the need for effective collaboration and partnership among the colleges and IEL, especially in supporting each college unit's mission in meeting the community's educational needs. The new district level district academic services officer position was created and filled in 2007. This position provides leadership and facilitates collaboration on instructional issues across the district colleges and the IEL. The primary role for this person is to work with the colleges and IEL on cross-institutional issues. The filling of the vacated chief operations officer was postponed in 2007 and remains vacant in favor of filling the position of district academic services officer.

SFCC Leadership

Changes have occurred in leadership and management positions within SFCC, both in instruction and student services, since the last full-scale evaluation visit. These changes result from transitions to other institutions as well as retirements. Changes also resulted from college reorganizations to support the mission and priorities of the institution. The following sections summarize major changes.

Changes in Student Services Administration

In academic year (AY) 2004-2005, the vacancy in the special assistant to the president position continued, and in November 2004, oversight of the college-wide Facilities and Grounds Committee, which addresses campus improvements, major and minor capital projects, remodeling and general facilities requests was moved under the position of Vice President of Student Services. The position title changed to Vice President of Student and Administrative Services. All other student services positions stayed the same as in the full-scale evaluation.

In AY 2005-2006, the CCS Human Resources Office audited the position of Associate Dean of Student Records and Development and in a move to equalize this position, which directly supervises faculty counselors, the position was elevated to Dean of Enrollment Services and Student Development. There was no change in the incumbent. Also the presidents of SFCC and SCC worked with their respective student services officers to combine their international student services offices. In doing so, the former Assistant Dean for International Programs, who was full-time at SFCC, was moved to a Dean of International Programs but served both SFCC and SCC. There were increases in support staff to manage the responsibilities of the combined programs.

In AY 2006-2007, the Assistant Dean of Media and IT Support Services position was moved from the oversight of the Vice President of Learning to report to the Vice President of Student and Administrative Services. The Vice President of Student and Administrative Services left in March 2007 to take a position at another college, and the Associate Dean for Student-Funded Programs and Special Projects announced his retirement as of the start of the 2007-2008 academic year. The President appointed the Assistant Dean for Financial Aid to be the interim vice president. The Associate Director of Financial Aid was elevated to act in the place of the Financial Aid Assistant Dean.

In recognition of the vacancy and the pending retirement, the student services leadership re-aligned their positions and responsibilities to take effect in AY 2007-2008. In AY 2007-2008, a search began to fill the newly named position of Associate Dean of Student Life and Programs for New Students. This position had been re-named from the vacated student-funded programs position resulting from the retirement of its incumbent. The new position was filled in November 2007.

The interim Vice President of Student Services left in January 2008 to take a position at another community college. The President then appointed the Dean of Enrollment Services and Student Development to be the acting vice president. The exempt registrar took on some of the responsibilities of the dean but not the supervision of the faculty counselors. The formal search process for a permanent Vice President of Student and Administrative Services began in December 2007.

The interim vice president's resignation also caused a vacancy in the position of interim Assistant Dean of Financial Aid. The person in the interim position continued as the college began another search for a permanent replacement for this financial aid position. The President hired the interim as permanent assistant dean, thus culminating the search process.

In AY 2008-2009, the newly hired Vice President of Student and Administrative Services started. All positions were filled at the start of the new year for student services. In June of 2008 the Assistant Dean of Media and IT Services retired and a search for a College Director of IT was started. The position would be reporting directly to the President of the college. The position has yet to be filled. In order to allow for more attention to be paid to technology needs of the campus, some duties such as graphic designer and videography/photography were assigned to the Dean of Library and Distance Learning. This transfer of responsibilities will allow the College Director of IT to focus on technology.

Changes in Instructional Administration

In AY 2003-2004, changes occurred in the administration of instructional/academic programs. At the end of December 2003, the Dean for Professional/Technical Education, Human Services and Workforce Education retired. The administrator over continuing education and distance learning was appointed the acting dean to fill this position, and the oversight of distance learning was temporarily assigned to

the Assistant Dean of Media and IT Support Services. In May 2004, after a national search, the acting dean was hired to fill the permanent Dean for Professional/Technical Education.

Due to increases in funding and regulations for workforce programs both from the state and federal governments, it was decided to take the responsibilities of "workforce dean" and develop a new position. The funds for this position came from the funding dedicated to the continuing education and distance learning administrator, a position permanently vacated. Continuing education was put under the responsibility of the service learning administrator.

A finalist for the Dean for Professional/Technical Education was offered the position of workforce dean, to be filled in July 2004.

In AY 2004-2005, college-wide discussions and deliberations started for reorganizing departments and divisions when it was assessed that the existing configuration did not allow for adequate attention to curriculum development, new statewide transfer education initiatives, increased mandates, faculty evaluations, and general instructional support, including educational assessment and continuous improvement. Also with the start of a new workforce dean, this position could oversee some departments besides having responsibilities for compliance with workforce initiatives and mandates. The position also had responsibility for distance learning.

The .25 FTEF physical education dean also announced retirement at the end of 2004-2005. This position is shared with Spokane Community College and the CCS district administration; therefore, the search process was led district-wide.

The reorganization decision resulting from the year-long discussion was to move three business-related departments (managements, accounting/economics, and administrative office systems) under the workforce dean, resulting in the position of a dean Business and Workforce Education. This move was implemented at the start of AY 2004 – July. This move also lightened the workload oversight for another dean, resulting in a newly titled Dean of Instruction for Computing, Math and Science. This division was very large, and the reorganization was to allow for this dean to better meet mandated responsibilities.

In AY 2005-2006, some of the duties of processing visas for international faculty and teaching assistants coming to SFCC were transferred from the dean over humanities and social sciences to the international student program office because this office has expertise in working with visas. The district Chancellor, in concert with the two college presidents, appointed an acting person for the physical education position.

More discussions with faculty and administration occurred in fall 2005 because the realignment moves made were not substantive enough to relieve the load of the humanities and social sciences dean. A facilitated follow-up discussion on possible resolution to this problem and a question relating to how to more effectively focus on SFCC's transfer mission ensued. Deans and faculty chairs were involved; a proposal developed which was later vetted college-wide. It was decided to take the still vacated special assistant to the president position and utilize the funds from it to hire a new Dean of Arts and Humanities. The incumbent in the former humanities and social sciences position would take on the responsibilities of being dean of the department housing social sciences and philosophy and be the transfer dean. That position would also have oversight of learning communities, special academic initiatives, and provide back-up to the chief academic officer.

In AY 2006-2007, the new dean over arts and humanities was hired. The dean over computing, math, and sciences resigned his position to move to a university in Utah, effective June 2006. Since the resignation was submitted in 2005-2006, to be effective in the following academic year, SFCC conducted a nation-wide search and hired a permanent replacement dean, who started in July 2006. The district search for the PE/Athletics dean position was also ended and a new hire began in July 2006.

The media and computer support position moved to report to the Vice President of Student and Administrative Services.

In AY 2007-2008, the Dean of Instruction for Social Sciences/Philosophy and Transfer Education was promoted to a position with central administration in the district office. In this newly created position coordinating academic services, many of the responsibilities for transfer education were maintained at the centralized district level. Due to the late announcement of this resignation and transfer, SFCC did not fill the vacated position, and various responsibilities were divided among the Dean of Instruction for Computing, Math, and Science; the Vice President of Learning (VPL) ; and the Department Chair of Social Sciences/Philosophy. A search was begun in fall 2007 for a permanent dean to fill the position. The position was titled Dean of Instruction for Social Sciences/Philosophy and Academic Initiatives. The search was declared unsuccessful in May 2008. An interim search was started in June 2008.

Also at the start of AY 2007-2008, the Director of Service Learning, Continuing Education and Community Engagement was offered a promotion to move to Whitworth University. The oversight of the position's responsibilities moved to the Vice President of Learning, who gave a faculty member re-assigned time to assist in service learning and hired a retired administrator to work on a part-time basis assisting with continuing education.

In November 2007, the Dean of Instruction for Professional/Technical Education announced a move to become an administrator at the Institute for Extended Learning beginning the start of January 2008. The VPL again consulted with faculty, staff, and administrators, as has been and continues to be a practice in shared governance, to get input on a plan of action. The resulting decision was to bring the retired professional/technical dean back to serve from January 2008 through mid July 2008. A search for a permanent replacement began, culminating in the hiring of a new permanent dean starting July 2008.

In AY 2008-2009, the college began the academic year having hired an interim dean for the social sciences/philosophy position. During that search, another finalist was interviewed. That finalist was asked to serve in a special appointment to assist the entire college in the area of diversity, equity, multicultural education, service learning, student success, cultural studies, honors programming, and other critical initiatives of the college but over which there was not designated administrative leadership. The new position was titled Dean for Equity, Diversity, and Special Initiatives and Visiting Scholar in Multicultural Education. The incumbent is a well-known published scholar in racism, prejudice, holocaust and genocide. The funding for this position came from the vacant service learning, continuing education, and community engagement position.

Lastly, on September 9, 2008, the Dean of Instruction for Business and Workforce Education resigned from the college to serve at an institution in western Washington. SFCC met with faculty chairs and staff and swiftly moved to appoint an acting dean in the position. The appointee served as an associate dean for basic skills and credit instruction for the Institute for Extended Learning.

Over the past five years, SFCC leadership has worked diligently to build a culture of evidence. To support this direction, the institutional research position was increased to full-time, then elevated to a director, and additional staff was hired. The Director of Institutional Research is a member of the Administrative Council and actively participates in initiatives, committees, and task forces. The IR Office widely distributes monthly reports and works proactively to provide information to leadership relevant to all decisions made within the college. In addition, the annual institutional effectiveness reports and instructional status reports have been more comprehensive and utilized by both administration and faculty throughout the college.

Although these changes have been extensive, they ultimately have led to a more effective institutional structure, one both more streamlined and better suited to meet the mission of SFCC. Throughout the processes, shared governance has been in place in that all stakeholders have had a hand in crafting these reorganizations. Additionally, throughout this period of change, strong enrollment trends have indicated that public confidence in the institution has not wavered. SFCC feels confident in the administration framework going forward.

College Governance Model Includes Committees

The college governance model functions as it did since the last full-scale evaluation visit. The governance committees still active since 2003 continue to work with management and students. Among these bodies are: Curriculum and Graduation Requirements Committee, Equity Committee (formerly the Multi-Cultural Committee), Facilities and Grounds Committee, Strategic Planning/Institutional Effectiveness Committee, and the Fiscal Committee.

Changes were made to two committees to strengthen contribution to the governance structure. In 2005-06 the Strategic Planning Committee and the Institutional Effectiveness Committee merged to assure continuity of the planning and institutional effectiveness efforts and activities in the continuous improvement process. In addition, the Fiscal Committee provides three or four “fiscal workshops” each year to promote wider participation and to tie resource allocation to strategic planning and institutional effectiveness.

The majority of the changes in Governance and Administration have been changes in personnel within the Board of Trustees and SFCC’s middle management level, i.e. deans and other administrators. Other changes have resulted to improve service to students and the community. These changes are attributable to career growth opportunities, retirements, and reorganizations to support the college’s mission and goals.

Standard Seven – Finance

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future?

The State's economic condition has presented the biggest challenges for SFCC since 2003. During the 2003-2005 biennium, the Legislature implemented system-wide budget reductions, and while the Legislature authorized tuition increases to help off-set the impact of the general fund reductions, managing the college budget is never easy. In addition to budget reductions, the Legislature and the State Board for Community & Technical Colleges (SBCTC) have moved away from including general fund enrollment growth in the budget to funding enrollments for targeted initiatives. The table below illustrates the various state funded full-time equivalent student (FTE) categories allocated to CCS since 2003-04. Until 2003-04, new state funds were generally provided for general enrollment growth, apprenticeship and worker retraining programs. As noted in the table, FTE funding is now earmarked for seven targeted initiatives. The impact of this change to SFCC is worth noting because several of the initiatives are geared toward high demand workforce occupations, and SFCC's primary mission is academic transfer.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
General Growth		73	131	138	71	83
Worker Retraining	294	323	330	305	308	324
High Demand Competitive		14	40	30		20
Transfer High Demand					13	19
Apprenticeship	43	48	62	76	114	172
Adult Basic Education					42	40
Early Education						10
IBEST					16	32
Total CCS Funded enrollment	12,802	12,923	13,115	13,272	13,455	13,717

The table below reflects SFCC's portion of the above noted district allocations. The highlighting is intended to bring attention to the enrollment categories most available to SFCC based on their academic transfer focus. Although SFCC does offer professional/technical programs, they do not generally fall in the competitive high demand workforce categories; the competitive programs are offered in greater numbers at SCC, and adult basic education is offered exclusively through the Institute for Extended Learning. In spite of the focus towards workforce education, SFCC does participate and does receive FTE funding for programs that align with SFCC's mission. For example, included in SFCC's 2008-09 enrollment are 12 of the 19 transfer high demand FTE, 8 of the 10 early child education FTE, and one-fourth of the IBEST FTE. These FTEs come with enhanced funding; however, in situations, such as the IBEST program, the funding falls short of the full cost of providing the program.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Base	3,999	3,999	4,032	4,111	4,136	4,164
General Growth		33	79	25	20	60
Worker Retraining	56	62	53	45	42	38
High Demand Competitive						
Transfer High Demand					8	12
Apprenticeship		4	2			
Adult Basic Education						
Early Education						8
IBEST					4	8
Total SFCC funded enrollment	4,055	4,098	4,166	4,181	4,210	4,290

There are significant challenges related to the change in the Legislative and State Board enrollment approach, especially as they relate to the reporting and accountability requirements. The special requirements add additional administrative burdens for relatively few FTE, and while the targeted enrollments are funded at a higher dollar amount per FTE compared to the funding for general growth FTE, the actual program and administrative costs for the targeted programs exceed the actual funding per FTE. College representatives have expressed their concerns to the State Board in hopes that the State Board will review the targeted programs and make adjustments as appropriate to protect the viability of the programs.

As previously mentioned, the funding for the targeted FTE is higher compared to the general growth FTE; additionally, legislative FTE funding in general has improved during the past few years, even during difficult budget times. The Legislature has responded to the need for better funding for community college enrollments. The table below illustrates the college's final expenditures and actual FTEs from 2003-04 to 2007-08 and the budget for 2008-09. The table illustrates a material increase (35%) in the average dollar spent per FTE since 2003-04. The support for this increase per FTE comes from several sources: improved legislative funding for new FTE, higher student tuition, authorized salary increases, and various local revenue sources. The table illustrates the source of funds that support total college spending. With the exception of the 2007-08 local contribution, the composition of funding sources has remained relatively stable over time. The exception in 2007-08 is attributable to both one-time tuition receipts and the reporting of international revenue as tuition. This pattern will likely repeat itself as actual 2008-09 data is available.

	2003-04 Final	2004-05 Final	2005-06 Final	2006-07 Final	2007-08 Final	2008-09 7/1/08 Budget
Expenditures	$18,296,588	$18,886,568	$19,856,541	$20,734,295	$22,826,382	$23,895,970
FTE	4,434	4,249	4,073	4,114	4,306	4,290
Ave $/FTE	$4,126	$4,445	$4,875	$5,040	$5,301	$5,570
Percent Increase in Ave $/FTE 2003-04 to 2008-09						35%
State/Tuition	$16,736,937	17,634,876	$18,452,623	$19,146,455	$22,065,495	$22,203,111
Percent	91.5%	93.4%	92.9%	92.3%	96.7%	92.9%
WRT	280,959	259,810	237,557	202,544	183,059	160,678
Percent	1.5%	1.4%	1.2%	1.0%	.8%	.7%
Local	1,278,692	991,882	1,166,360	1,385,296	577,828	1,532,181
Percent	7.0%	5.2%	5.9%	6.7%	2.5%	6.4%

Operating Reserves

During 2003-2004 budget development, the CCS Board of Trustees directed each CCS operating unit to develop an unrestricted operating reserve. Specifically the board directed SFCC and the other units to establish a reserve of at least five-percent of their base operating budget. The reserve was to be established over time, with some level accomplished during 2003-04. SFCC's accomplishment towards this goal is reflected in the table below. As noted, SFCC met the five-percent requirement in 2006-07 and has maintained the five percent reserve since that time. The board has recognized the outstanding efforts of the college for their achievement and acknowledges the institutional commitment to fiscal responsibility. The reserve protects the college from unforeseen fiscal emergencies.

Fiscal Year End	2003-04	2004-05	2005-06	2006-07	2007-08
Reserve Goal	$829,247	$857,290	$920,205	$971,502	$1,052,813
Reserve Balance	$511,115	$851,115	$901,115	$971,502	$1,052,813
Reserve Percentage	3.0%	4.9%	4.8%	5.0%	5.0%

Enrollment

Enrollment is critical to the college's fiscal stability due mostly to the state's funding priorities and the fact that student tuition makes up more than one-quarter of the CCS base operating budget. Funding for the state's community colleges recognizes enrollment growth and enrollment support for high demand occupations. SFCC receives an enrollment target each year based on the district's target from the SBCTC. On-going base funding is predicated on the district meeting the SBCTC's funded enrollment target in accordance with their enrollment rules. During the past five years, SFCC exceeded its annual enrollment

target three times and fell short twice. While the district also missed their target in two of the five years, the enrollment performance did not jeopardize future allocations, and budgeted tuition revenue was realized. SFCC exceeded its enrollment target by almost 100 annual FTE in 2007-08, and enrollment during the first two quarters of 2008-09 is very strong, both SFCC and throughout the district.

Other important highlights

The financial organizational structure has not changed since 2003. A district office financial manager is assigned to SFCC and serves as the primary resource to the college on fiscal matters. The current financial manager has been in his position since July 2005. Stability in this position and other positions in the District Business office are critical in order for the college to receive appropriate support for business related functions. The current financial manager is very dedicated to serving the needs of the campus. Communication of budget and financial information is primarily accomplished through the use of online tools such as FMS Query and posting of periodic reports on the college's intranet site. The president, vice presidents, deans, selected department chairs and administrative assistants have daily access to budget information through FMS Query. While knowledge of budget information is likely better than five years ago, it is an area of on-going challenge.

The college is not strapped with outstanding debt obligations. Total district debt obligations as of June 30, 2008, were approximately $2.5 million. The majority of this debt relates to financing for an energy conservation project (ESCO) in 2002; the repayment source is the district utility budget. The total scheduled district debt payments in 2008-09 are approximately $552,000. College operations will not be impacted by these district debt payments. SFCC recently financed the purchase of two replacement copy machines for the college print shop. The debt will be repaid from printing revenues.

The college completed a Facilities Master Plan in 2007. This plan is fundamental to the long-term capital planning process for the college. Since 2003, the college opened the sn-w'ey'-mn building and completed several other minor capital projects. The college received state funding in the 2007-09 capital budget to design a new Early Learning Center ($1,802,000), Science Building ($2,520,000), and renovation funds for the Magnuson building ($941,000 matching funds). The college anticipates receiving state construction funds in the 2009-11 capital budget to construct the two new buildings (see Standard 8).

Lastly, CCS Foundation support to SFCC has been exceptional. In addition to the annual support for student scholarships, successful fundraising campaigns by the Foundation have provided support for the following college initiatives:

- Life Science Labs & Greenhouse remodel - $500,000 plus $500,000 matching funds
- Wire Harp Lit Live! Endowment - $10,282
- Computer Lab remodel and equipment - $62,858
- Staff Development - $14,000
- Art Gallery Program Support - $11,533
- Orthotics & Prosthetics Program Support - $41,611
- Reveler's Theatre Program Support - $12,130

The total $1,152,414 support provided from 2003-2008 is a reflection of the Foundation's commitment to the college's success.

Whereas every Community College in Washington struggles annually to meet the needs of its constituents, SFCC consistently figures out how to do so. The college administration, cooperatively with faculty and staff, works tirelessly to serve students and the community. This will be challenged in the ensuing biennium as the state faces a substantial budget shortfall. Strong enrollment at SFCC is both a challenge and an opportunity – the challenge will be to provide quality instruction and services when faced with potential state budget reductions; the opportunity will be to serve the students in need.

Standard Eight – Physical Facilities

What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

Since the fall of 2003, Spokane Falls Community College has made a significant investment in maintaining, renovating, and constructing its facilities, both on-campus and off-campus. During this time, 14 major capital projects were completed at a cost of $30,897,531 (See Table 8.1 at https://intranet.spokanefalls.edu/default.asp?s=1304&w=94&p=4344). Incorporated in these projects was the construction of 99,977 square feet of new space, including a new, three-story building housing business and social science programs: sn-w'ey'-mn. Two buildings, Social Science North and Social Science South, totaling 36,660 square feet, were demolished.

TABLE 8.1 Major Capital Projects

PROJECT NO.	TITLE	WHEN COMPLETED	TOTAL COST	COMMENTS
01-021H	Capital Improvements 2001, BP2	Sep-03	$1,224,141	Addition to the Fine Arts building, remodeling in the Student Union Building, remodel chemistry lab in the Chemistry & Life Science building, and exterior work on the IEL Lodge.
03-149H	Communications Building Addition	Oct-04	$773,917	Constructed a 4,412 SF addition to the north end of Communications 5, including 7 offices, 3 classrooms and restrooms.
03-058G	Chemistry Building Laboratory Addition	Nov-04	$1,437,938	A 5,811 SF addition and 5,920 SF remodel of the Chemistry and Life Sciences building providing two new classrooms, an office, a laboratory prep area, restrooms and a state-of-the art greenhouse.

PROJECT NO.	TITLE	WHEN COMPLETED	TOTAL COST	COMMENTS
04-230G	Athletic Field Restroom Facility	Jan-05	$221,419	Constructed a 1,232 SF building (Baseball #25) to serve the athletic facilities in the NW portion of the campus, including restrooms, concessions and storage.
01-213G	Library Renovation	Apr-05	$5,451,474	Major renovation, 21,969 SF, and addition, 15,962 SF, of the Library, including new student study and lounge areas, and three classrooms.
05-011G	Drama Storage Building	Apr-05	$121,031	Constructed a 1,440 storage building to support instructional programs in the Arts and Humanities division.
04-229G	Track Resurfacing	Dec-05	$297,665	Resurfaced the Stadium sports/running track.
03-068	Head Start Playground Improvements	Dec-05	$216,618	Replaced and upgraded Head Start playgrounds at the Adult Education Center and the Hillyard Center.
05-023G	Stadium Road Lighting	Feb-06	$34,956	Provided safety and security lighting along the road leading to the Stadium.
05-203G	Colville Center Improvements	Jun-06	$211,549	Replaced worn out carpet and vinyl floor coverings throughout the 48,965 Colville Center building.
05-203H	Admissions & Registration Improvements	Oct-06	$355,174	Remodel the existing Admissions and Registrations areas of the two-story east end addition of the Student Union Building.

PROJECT NO.	TITLE	WHEN COMPLETED	TOTAL COST	COMMENTS
05-203K	Fine Arts Foundry Improvements	May-07	$316,769	Constructed a 587 SF addition to the Fine Arts building; safety and HVAC improvements for the Foundry, including a new furnace.
04-192G	sn-w'ey'-mn Building	Dec-07	$20,082,000	Constructed a 70,533 SF three story classroom and office building to house business and social science programs. This replacement project will result in the demolition of three of the original buildings on campus (3, 4 & 14) which total 36,660 SF and are no longer suitable for instruction.
04-192H	Demolition of Buildings 3 & 14	Sep-08	$152,880	Demolition of Social Science North and Social Science South, 22600 SF. Site to be used for construction of new Science building.
		TOTAL	**$30,897,531**	

In addition to normal maintenance, repair, and minor improvement work, 17 important capital repair and improvement projects affecting the college's buildings and infrastructure were completed at a cost of $4,617,695 (See Table 8.2 at https://intranet.spokanefalls.edu/default.asp?s=1304&w=94&p=4344). Looking ahead, the college is currently in design to renovate the Music building and construct a new Early Learning Center, a new Science building and a new Campus Classroom building. These projects will bid in spring 2009 and are estimated to cost $70,629,035, add 142,829 square feet of new instructional and support space, and be completed by February 2013. In January 2009, the college will acquire the 62,700 square foot Magnuson building from Washington State University. This academic building is contiguous to the campus across Fort George Wright Drive. These projects are consistent with the SFCC 2007 Master Plan (available in Evaluators' Resource Room).

Table 8.2 Improvement Projects and Capital Repair

PROJECT NO.	TITLE	WHEN COMPLETED	TOTAL COST
03-164G	Parking Lot Repairs 2003	Sep-03	$110,921
03-151G	CCS Roof Repairs 2003 BP1, Built-up Roofing	Dec-03	$66,506
03-151H	CCS Roof Repairs 2003 BP2, Fluid Applied Roofing	Feb-04	$269,110
01-214J	Mechanical/Electrical Improvements 2001 BP4	Nov-04	$609,886
01-188G	Roof Repairs 2001 BP1	Jan-05	$700,872
03-151I	CCS Roof Repairs 2004 BP1, Fluid Applied Roofing	Mar-05	$136,047
01-188H	Roof Repairs 2001 BP2 (Colville Center)	Mar-05	$163,097
01-214K	Fire Alarm and Maintenance Building Electrical Upgrade	Mar-05	$205,592
03-150H	Mechanical Upgrades 2004 BP2	May-05	$998,872
05-074G	HVAC Improvements - Colville Center	Aug-05	$78,335
05-221H	Shingle Roof Replacement BP2	Oct-06	$129,381
05-221G	Fluid Applied Roof Repairs BP1	Feb-07	$214,528
05-160H	Building Security Access Control System	May-07	$41,935
05-198J	Electrical Equipment Replacement BP4	May-07	$123,245
05-075G	Fire Alarm System Reporting	Apr-08	$38,349
07-114G	Math/Science Building HVAC Improvements	Sep-08	$295,045
07-147G	Parking Lots Improvements 2007 (Incl. new lot P-3)	Jan-08	$435,974

Standard Nine – Institutional Integrity

Spokane Falls Community College maintains high standards for integrity in all of its operations. It is crucial to act ethically and fairly if the college is to achieve its mission and remain consistent with its stated core values. The Board of Trustees for the Community Colleges of Spokane has developed a comprehensive set of policies that guide the institution as it conducts its operations. All Board policies are consistent with Washington State Ethics laws and with state and federal regulations (See Board Policy 1.20.05 which is related to RCW 42.52.010). The entire Board Policy Manual may be found at: http://www.ccs.spokane.edu/getdoc/0c4b8429-ef90-49a1-9c5f-0a870cf0ec10/Board-policy-manual.aspx

These policies have been updated and revised when appropriate over the last several years in a major effort to make sure that all policies are relevant and accurately reflect current conditions and situations. When a policy is reviewed for potential revision, an email is sent to the entire CCS community with the original policy, the proposed revision, and a date by which a decision will be made. In this way, all CCS stakeholders are provided access to comment and possibly influence the board members before the policy becomes official. All employees are expected to work within the guidelines spelled in the Board Policies.

SFCC, under the banner of the Community Colleges of Spokane, has collective bargaining agreements with its faculty and classified employees. Through these agreements, the college assures ethical and fair treatment of its employees. In accordance with its Core Values, the college also continues to maintain and nurture an environment in which academic freedom is respected and protected as indicated in the master contract with the faculty.

The Chief Student Services officers of Spokane Falls Community College, Spokane Community College, and the Institute for Extended Learning completed a revision of the code of the code of student conduct in 2007. http://www.spokanefalls.edu/Resources/StudentLife/StudentConductCode.pdf This publication provides guidelines for students in terms of appropriate behavior as well as information about their rights and responsibilities.

Spokane Falls Community College strives to accurately and consistently represent itself in the general public as well as within our sister institutions. The CCS Public Information Office (PIO) is responsible for screening materials that are sent out under the aegis of SFCC as well as the other entities throughout the district. This oversight includes any press releases and publications including catalogs and class schedules and other promotional materials.

CONCLUSION

Spokane Falls Community College (SFCC) has made significant progress in addressing the policies and standards of the Northwest Commission on Colleges and Universities (NWCCU). SFCC has been able to make the most rapid progress in those areas over which it has distinct governance. The Full-Scale Evaluation in 2003 commended the College in the following statement:

> Commendation 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.

Commendation 3 reads as follows:

> 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.

There were also other commendations for academic creativity, support for innovative instructional delivery, service learning, learning communities, the arts as well as the rich array of student activities and student programs.

SFCC continues to build on these foundations and to reinforce its dedication to continuous improvement. The College must be diligent to exercise its "sole and direct control" of its credit courses. Specific procedures and recognition by administrators throughout the District are critical to maintain compliance with both standards and policies outlined by the Commission.

SFCC experiences a fluctuating student base and changing fiscal resources. Also the Washington State Legislature has allocated new funding for the community and technical colleges; however, much of the new funding is tied to a specific use. As most of its sister institutions in Washington State, SFCC needs to be very strategic as it plans for the future. The College is optimistic as it moves forward and offers high-quality, affordable, and accessible learning opportunities in both transfer and professional/technical education. The College recognizes and supports serving its diverse communities; providing critical student services; strengthening its infrastructure to meet innovations and make necessary improvements; and being a full partner in promoting community services, continuing education, and cultural and recreational opportunities.