

SPOKANE FALLS COMMUNITY COLLEGE

YEAR ONE REPORT

Standard One: Mission, Core Themes, and Expectations

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Institutional Overview

Established in 1967, Spokane Falls Community College (SFCC) is a public, comprehensive, two-year college. It is one of three institutions comprising Washington State Community College District 17, the State's largest community college district both geographically and in number of students served. The district is within a six-county, 12,302 square-mile region along the Washington-Idaho border. SFCC serves Spokane, an economically challenged urban area of approximately 428,600 people, in addition to the surrounding rural, isolated counties of Ferry, Lincoln, Pend Oreille, Stevens, and Whitman. The Community Colleges of Spokane (CCS) is composed of the Institute for Extended Learning (IEL), Spokane Community College (SCC), and Spokane Falls Community College. Each of the three institutions within the Community Colleges of Spokane has different emphases.

As one of two separately accredited colleges in the district, the largest percentage of SFCC's offerings is designed for student transfer to baccalaureate, degree-granting institutions. The State of Washington has statewide transfer agreements among all of the public and most of the private baccalaureate institutions. SFCC students benefit by having universities that honor these transfer degrees in the surrounding Spokane area including Eastern Washington University, Gonzaga University, Washington State University, and Whitworth University. For SFCC students pursuing a baccalaureate degree entirely through e-learning, SFCC has an articulation agreement with the Western Governors University.

Unlike SFCC, the largest percentage of programs at Spokane Community College (SCC) is career/technical in nature and designed to place students directly into the job market. The primary focus of the Institute for Extended Learning (IEL) is in providing adult basic education to the district as well as providing service to the rural communities. The IEL provides the means for rural students to earn SFCC college credits (refer to Appendix E).

While Spokane's new industries fall into high paying careers in biotechnology, high technology, and healthcare, the rural counties of the service area served by SFCC and the IEL have yet to develop the employment opportunities.

Although smaller in total enrollments than the transfer degree programs, the 20 SFCC career/technical programs work closely through advisory committees and area workforce councils, comprised of business and industry partners, in determining workforce needs and educational modifications, if any, required to meet those needs.

Nearly sixty percent (60%) of SFCC students are female, with 19-25 as the largest enrollment category by age. The average student age is 25. Thirty-eight percent (38%) of enrollees are first-time students. The vast majority of students (81%) attend full time, and 66% cite their academic goal as completing a degree program and transferring to a four-year college. The ethnic composition of SFCC students is largely homogeneous. The majority of SFCC students are white, with Asian students constituting the largest minority (see Appendix D).

Committed to student success, the college has embarked in a sustained effort to increase satisfactory progression of students in their first year of college and help improve the number who transition to the second year and successfully complete with certificates and/or degrees. Starting with a Foundations of Excellence award in 2006, SFCC was one of ten community colleges chosen from throughout the nation to assess its practices in promoting student achievement especially in the first year. The outcome of the award was to identify weaknesses, build on strengths, and develop strategies to implement in order

to increase student achievement. SFCC was awarded a Title III grant in 2008 and is now in the final year of that grant, which has significantly helped the college implement a number of these strategies. Through carefully monitoring the results of these achievement and intervention initiatives, the college discovered that many of the new innovations improve student success while some do not and have been discontinued.

In Fall 2010, SFCC was awarded a Project DEgree grant to implement a program to assist its most at-risk population--those students whose college placement scores fall within the pre-college level in all three areas of reading, writing, and math. Preliminary results indicate that Project DEgree has also improved student success and progression. Combined with other student achievement initiatives such as the Rethinking Precollege Math (Gates Grant), First Year Introduction, Integrated Basic Education Skills Training (I-BEST), and peer tutoring, it has helped the college improve its overall progression rate in the first year. Such results have helped the college become an Achieving the Dream institution as well as being nominated by the Aspen Institute in the first round of the best 120 community colleges in the nation.

The new accreditation standards fit well into the institutional effectiveness and educational outcomes assessment measures that have been in practice at SFCC for a number of years now. The addition of core themes to the college's strategic planning processes will replace the previous strategic goals that were used and will add some greater coherence to how all the college's objectives are tied to mission fulfillment.

For the Year One Report, the entire college has participated in various ways. The identification of core themes came about by having the SFCC Administrative Council arrange like strategic goals into clusters from the SFCC 2008-2013 Strategic Plan. These clustered goals were arranged into core themes and shared with the entire college at the 2009 Fall Convocation. Feedback gathered from that event led to further definition of the five core themes: Excellent Instruction/Learning; Student Achievement; Broad Access; Diversity, Equity, and Global Awareness; and Responsiveness to Community Needs.

In winter 2011 an Executive Accreditation Steering Committee of 16 members (see Appendix A) started meeting to map out the reporting process. Two workshops were held where the entire accreditation team of 79 individuals (see Appendix B) was invited in March 2011 to learn the overall accreditation reporting process and to assign the work of the core theme teams. The five core theme teams collectively had 49 individuals serving, with 12 being the most assigned to a team with six being the least. The five core theme teams met several times during spring 2011 identifying objectives, indicators, and benchmarks. The teams shared their progress with the Executive Accreditation Steering Committee which gave the core theme teams feedback.

The completion of the district-wide Community Colleges of Spokane Strategic Plan with its strategic priorities and initiatives has given SFCC further foundation and direction in aligning its mission and core themes with the needs of the community. The commitment to continuously improve student achievement at SFCC fits well within the district plan.

Preface

Spokane Falls Community College submitted a regular interim report, followed by a regular interim visit from the Northwest Commission on Colleges and Universities in October 2008. Since that visit, a number of issues, mainly those of enrollments, budgets, and capital projects have led to significant changes at the college. The demand for services that have come with increased enrollments has paralleled a sharp decrease in state funding during that same time; although tuition and fee increases have mitigated some of the fiscal challenge, it has increased the need for financial aid.

Academic Year	FTE	Headcount
2008-2009	4,528	5,773
2009-2010	4,839	5,954
2010-2011	4,894	6,153
Percent Increase	7.5%	6.2%

Fiscal Year	State Budget Allocation	Non-state Operating Support Budget Allocation	Total Budget Allocation
2008-2009	22,363,789	1,532,181	23,895,970
2009-2010	21,975,348	2,782,499	24,757,847
2010-2011	21,845,124	3,392,823	25,237,947
2011-2012	19,666,154	4,233,182	23,899,336

SFCC added a new science building, totaling 72,000 square feet, which opened spring 2011, and renovated and added onto its music building, which reopened winter, 2011, expanding from 25,743 square feet to its current 47,541 square feet. The college has also moved one of its programs, Physical Therapist Assistant, to a jointly shared building with the IEL, the newly acquired Magnuson Building. The college will admit students to its new Occupational Therapy Assistant Program in the same building starting fall 2011.

In 2009 SFCC assumed the responsibility for providing specific credit courses at Fairchild Air Force Base. Previously the CCS programs offered at Fairchild were under the supervision of the Institute for Extended Learning, although credit courses offered there were still under the oversight of SFCC.

Academic program additions and deletions since fall 2008 are as follows:

Annual Report	Additions	Deletions
2008	I-BEST – Basic Office Skills (Certificate)	Accounting (AAS)
	I-BEST- Social Services Technician (Certificate)	Accounting Assistant (Certificate)
	Library Technician (Certificate)	Accounting Clerk (Certificate)

2009	Education Paraprofessional, School Library Media Technician Emphasis (AAS)	Real Estate (AAS)
		Real Estate (Certificate)
		Print Production Design (Certificate)
		E-Commerce (AAS)
2010		Fashion Merchandising (AAS)
		Credit & Financial Management (AAS)
		Marketing (AAS)
		Retail Management (AAS)
		Small Business Management (AAS)
		Transportation & Logistics Management (AAS)
2011	Occupational Therapy Assistant (AAS)	
	Associate of Fine Arts in Music (AFA)	
	Social Media Marketing (Certificate)	
	Earth Science Education (AA DTA)	
	Interpreter Training Program (AAS)	
	Digital Media Production (AAS-T)	

There were **no recommendations received** in the 2008 NWCCU Interim Report. The **commendations received** were as follows:

1. The college is commended for its institution-wide focus on student success. The attention given to meeting the needs of students is obvious at all levels of the college and the students report this attention as a major advantage of attending school at Spokane Falls Community College.
2. The college is commended for the climate of collegiality that exists between faculty in different disciplines, between faculty and administration, and for the renewed spirit of cooperation and focus on continuous improvement that exists at all levels of the institution.

The Community Colleges of Spokane (CCS) created a new district-wide strategic plan approved by the Board of Trustees at its June, 2011 meeting. The SFCC Mission Statement fits well under the umbrella of the new CCS strategic priority areas as do SFCC's core themes. As the college begins reviewing its strategic plan, it will do so under the auspices of the CCS Board of Trustees and Chancellor in aligning with the district-wide strategic initiatives while focusing on its own specific mission fulfillment. As the college revises its mission, it will do so under the direction of the CCS strategic priority areas.

Chapter One: Mission, Core Themes, and Expectations

Standard One – Mission, Core Themes, and Expectations

The Institution articulates its purpose in a mission statement and identifies its core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics and expectations, the institution defines the parameters of mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Section I: Mission

Standard 1.A.

- 1.A.1 The institution has a widely published mission statement – approved by its governing board– that articulates a purpose appropriate for an institution of higher learning, gives direction for its effort, and derives from, and is generally understood by, its community.
- 1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Spokane Falls Community College Mission Statement

SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities. Prior to 2002, the SFCC Mission Statement was difficult to assess and was changed that year through a college-wide discussion and was approved by the Board of Trustees. As a result of that revision the mission statement read: “Spokane Falls Community College provides high-quality learning opportunities that are affordable and accessible.” The mission was reviewed again in 2007, and it was decided that the mission as worded served the college and the community well, yet a focus on student achievement and scholarship was lacking. With a heightened emphasis placed on student achievement and scholarship, the mission was reworded and approved in its current form: “SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities.” The SFCC Mission Statement is accomplished in various ways as identified with eight bullets that are published alongside it:

- offering comprehensive academic transfer, professional/technical, developmental, basic skills, and continuing education programs;
- fostering respect for knowledge and actively contributing to scholarship;
- providing flexible, responsive, and innovative educational opportunities;
- promoting excellent instruction and student services through continuous improvement;
- preparing students to live responsibly in an increasingly global civilization;

- serving diverse communities;
- promoting community services of an educational, cultural, and recreational nature in concert with community partners; and
- contributing to the economic well-being of the communities we serve.

Posters of the SFCC Mission Statement and the SFCC Abilities are displayed in classrooms and many meeting rooms throughout campus. The Mission Statement is also prominent on the college website and printed college catalog as are the SFCC Core Values. All curriculum proposals are required to address the Course Ability and Learning Outcomes (CALOs) which relate directly to the SFCC Mission Statement. The president and other administrators frequently refer to the mission statement in meetings and public presentations.

Unlike the previous mission statement, the current SFCC Mission Statement clearly communicates the role that SFCC plays as a comprehensive community college serving northeastern Washington. The mission statement provides direction for the college's present and future efforts. The SFCC Mission statement is due for review in academic year 2012-2013. The process will be connected to an overall college-wide review of the SFCC Strategic Plan, a SWOT analysis that involves internal and external stakeholders, a review of the data analysis regarding mission fulfillment, and an evaluation of adjustments that may be necessary for better alignment under the CCS Mission and Strategic Priorities.

The SFCC Mission Statement, through the alignment of its core themes with the CCS District strategic priorities, supports the CCS Mission which is as follows: To develop human potential through quality, relevant, and affordable learning opportunities that result in improved social and economic wellbeing for our students and our state.

Section II: Core Themes

Standard 1.B

- 1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.
- 1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

SFCC has identified five core themes that, when achieved collectively, lead to the fulfillment of the SFCC mission by fostering student achievement by providing high-quality learning opportunities that are affordable and accessible. The core themes are also inclusive of all the functions of SFCC as a comprehensive community college, helping it focus on the essential elements, and measuring itself against the key objectives in order to continuously improve toward the fulfillment of its mission. The five core themes of SFCC are as follows:

1. Excellent Instruction/Learning
2. Student Achievement
3. Broad Access
4. Diversity, Equity, Global Awareness
5. Responsiveness to Community

The identification of the core themes was the result of a college-wide effort which included an online forum, gathering input from the entire college, and identifying the key themes inherent in the college's strategic planning goals. The institutional effectiveness scorecard the college had been using since 2003-2004 to measure its effectiveness in achieving its goals aligns well with the newly identified core themes. This alignment allows the college, with only slight modifications to the 2009-2010 and 2010-2011 scorecards, to establish longitudinal connections over eight years. The tracking of data over this span of time allowed the college to identify areas for needed improvement and gain a comprehensive picture of strides made in instruction and learning, student achievement, access, equity/diversity, and community responsiveness.

The CCS Board of Trustees was scheduled to review SFCC's Core Themes at its July 2011 Board Meeting. However, due to the late arrival of the state budget forecast, the item was delayed until the September 2011 meeting. The SFCC Core Themes, along with the core themes of Spokane Community College and the strategic plans of all three institutions, collectively fulfill the CCS Mission and the four CCS Strategic Priorities:

1. Student Success: Strengthening Engagement
2. Collaboration and Communication: Building Productive Communities

3. Sustainability: Enhancing Operational Efficiency and Effectiveness
4. Innovation: Support a Culture of Continuous Improvement.

CCS STRATEGIC PRIORITIES	CCS STRATEGIC INITIATIVES	SFCC CORE THEMES
Student Success: Strengthening Engagement	Improve student success transitioning among educational levels and careers	Core Theme 1: Excellent Instruction/Learning; Core Theme 2: Student Achievement; Core Theme 3: Broad Access
	Improve instructional options to meet diverse student needs	Core Theme 1: Excellent Instruction/Learning; Core Theme 2: Student Achievement; Core Theme 4: Diversity, Equity, and Global Awareness
	Strengthen student completion	Core Theme 1: Excellent Instruction; Core Theme 2: Student Achievement
Collaboration and Communication	Expand results-oriented partnerships among education, business labor and community leaders that strengthen workforce development	Core Theme 5: Responsiveness to Community Needs
	Build and support cross-district teams to identify and implement best practices	Core Theme 1: Excellent Instruction/Learning; Core Theme 2: Student Achievement; Core Theme 5: Responsiveness to Community Needs
	Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic well-being	Core Theme 5: Responsiveness to Community Needs
Sustainability: Enhancing Operational Efficiency and Effectiveness	Recruit, develop and retain high-quality diverse faculty and staff	Core Theme 1: Excellent Instruction/Learning; Core Theme 4: Diversity, Equity, and Global Awareness
	Operate as a District	Core Theme 2: Student Achievement; Core Theme 3: Broad Access; Core Theme 5: Responsiveness to Community Needs
	Optimize the use of technology	Core Theme 1 Excellent Instruction/Learning; Core Theme 3: Broad Access

	Sustain fiscal stability	Core Theme 1: Excellent Instruction/Learning; Core Theme 3: Broad Access; Core Theme 5: Responsiveness to Community Needs
	Provide facilities and environments highly conducive to learning with minimal ecological impact	Core Theme 1: Excellent Instruction/Learning
Innovation: Supporting a Culture of Continuous Improvement	Ensure programs and services are relevant, diverse, high-quality and timely	Core Theme 1: Excellent Instruction/Learning; Core Theme 2: Student Achievement; Core Theme 4: Diversity, Equity, and Global Awareness; Core Theme 5, Responsiveness to Community Needs
	Identify and capture new sources of revenue	Core Theme 3: Broad Access; Core Theme 5: Responsiveness to Community Needs
	Reward innovative ideas and high-performance teams	Core Theme 1: Excellent Instruction/Learning; Core Theme 2: Student Achievement; Core Theme 3: Broad Access; Core Theme 4: Diversity, Equity, and Global Awareness; Core Theme 5: Responsiveness to Community Needs

The SFCC core theme indicators and the results of the assessments help the CCS District evaluate the degree to which the overall CCS Mission is fulfilled and identify areas where improvements are needed.

Core Theme 1: Excellent Instruction/Learning

Brief Description of Theme: An important aspect of Spokane Falls Community College’s mission to foster student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities is high-quality. An unfortunate and completely erroneous stereotype of the community college imagines it as a site of minimal expectations and overly flexible standards. On the contrary, SFCC has cultivated a climate in which faculty and students commit to excellence in instruction and learning.

Objective One: Faculty members maintain excellence through continuing professional development and evaluation.

Indicators	Benchmarks
1.1.1 The college provides financial support for faculty professional development in all divisions of the college to continuously improve instruction/learning.	<ul style="list-style-type: none"> ● These faculty development resources, disbursed through a competitive and peer-reviewed process, will be funded and utilized annually: <ul style="list-style-type: none"> ○ ITALIC mini-grants ○ Faculty development mini-grants ○ Sabbaticals ○ Adjunct affiliated stipends ○ International Education grants ○ Diversity/Equity grants ○ 1K funds (not competitive or peer-reviewed)
1.1.2 Faculty members participate in professional development.	<ul style="list-style-type: none"> ● 95% of full-time faculty members engage in professional development or training biannually. ● 90% of new hires participate in new faculty orientation and mentoring.
1.1.3 Faculty members participate in formal evaluation.	<ul style="list-style-type: none"> ● All faculty members engage in periodic formal evaluation. ● All full-time career/technical faculty members are current with professional certification.

Rationale: In the Information Age, faculty members like students, need to be lifelong learners. To maintain mastery as educators, faculty members must remain abreast of developments in their disciplinary fields and in effective teaching and learning theory and practice. The institution must support these efforts with resources of time and money, as well as with a structure of expectations, evaluation, and feedback. Additionally, and importantly, faculty members contribute to a culture of excellence by sharing what they are learning with their colleagues in a variety of informal venues.

Objective Two: Faculty and administration develop courses and programs that align with academia and industry.

Indicators	Benchmarks
1.2.1 Transfer degrees and specific programs created for transfer are supported by current articulations and other agreements.	<ul style="list-style-type: none"> • 100% of existing articulation agreements are current. • 100% of courses listed on transfer degrees have documented letters of transfer or are deemed generally transferrable.
1.2.2 Review of career/technical programs is systematic and evaluative.	<ul style="list-style-type: none"> • 100% of career/technical programs are current in their program review status. • 100% of career/technical programs receive annual input from advisory committees that also approve curriculum and program changes. • 100% of full-time faculty members in career/technical programs are engaged in the program review process. • 90% of Tech Prep articulations are updated and available for students.
1.2.3 Curriculum review processes support the integrity of the curriculum.	<ul style="list-style-type: none"> • 75% of courses have Course Ability Learning Outcomes that have been reviewed and/or updated within the last five years. • 100% of new curriculum, certificates, and degrees are reviewed and approved by the Curriculum and Graduations Requirements Committee.

Rationale: In order to put their instructional excellence to best use, faculty members must teach courses that are embedded within programs that produce learning valued by the academic community and the larger community. Administration must support faculty in this endeavor by encouraging active participation in processes that ensure the rigor and relevance of course and program offerings. The Curriculum and Graduation Requirements Committee is a faculty-driven enterprise.

Objective Three: Students attain the learning outcomes established for their courses and programs.

Indicators	Benchmark
1.3.1 Assessment of learning outcomes in transfer programs is systematic and evaluative.	<ul style="list-style-type: none"> • At least 25% of the general education learning outcomes for each distribution area of a transfer degree are evaluated per year with 100% having been assessed within a four-year period.

<p>1.3.2 Assessment of learning outcomes in career/technical programs is systematic and evaluative.</p>	<ul style="list-style-type: none"> • 100% of programs assess student learning of program goals annually. • 100% of programs conduct a current student survey annually. • 100% of programs conduct a graduate survey annually.
<p>1.3.3 Student gains in college-wide abilities and learning outcomes are regularly assessed.</p>	<ul style="list-style-type: none"> • The Community College Survey of Student Engagement (CCSSE) has questions that have been mapped to our college-wide abilities and learning outcomes. Benchmarks will be established from the first set of CCSSE responses.

Rationale: Excellent instruction in rigorous, relevant courses is only as valuable as the learning to which it contributes. Content experts develop and teach toward desired learning outcomes. They must also continuously develop and apply meaningful assessments of students' progress toward those intended learning outcomes. The results of these assessments feed a data-informed culture of continuous improvement in course design and delivery.

Core Theme 2: Student Achievement

Brief Description of Theme: Student achievement encompasses students’ experiences while at SFCC and those that prepare them for success after leaving SFCC. SFCC provides students with the tools and opportunities to make connections with others, meet their goals, and transition successfully, whether into the workforce or onto further learning. The SFCC Mission Statement directly addresses student achievement and our commitment to it by naming student achievement as one of our five areas of emphasis. Also tied to our Core Values, student achievement intersects most directly with the SFCC Core Value of Student Success.

Objective One: Students will extend learning by developing meaningful and significant connections with their communities.

Indicators	Benchmark
1.1.1 Improved fall-to-fall persistence of first-time students engaged on campus.	<ul style="list-style-type: none"> First-time students involved in these efforts will have a 57% rate of progression.
1.1.2 New students participate in New Student, Running Start, or International Student Orientation.	<ul style="list-style-type: none"> 100% of new students participate.
1.1.3 Degree and certificate-seeking students file academic plans.	<ul style="list-style-type: none"> 70% of degree/certificate-seeking students file plans.
1.1.4 Students report satisfaction with co-curricular activities.	<ul style="list-style-type: none"> 80% of students involved in activities report satisfaction with them.

Rationale: Strong national and local data correlate connection to the campus community with student achievement. Not only does connection contribute to persistence and transition, but also students who engage are more committed to completing their education and achieving their educational goals because those students have a greater stake in their educational outcomes. Objective 1 meets the college’s strategic goal, “Deliver high-quality academic services, advising, and co-curricular activities.”

Objective Two: Each student will meet his/her educational goals.

Indicators	Benchmark
1.2.1 First-year students persist from fall to fall.	<ul style="list-style-type: none"> 55% persistence rate of first-year students.
1.2.2 Students successfully complete 30 college-level credits within their first year.	<ul style="list-style-type: none"> 20% of students successfully complete 30 college-level credits within the first year.
1.2.3 Students complete their programs in a timely fashion.	<ul style="list-style-type: none"> Increase of 5% of students completing their degree-certificate within 150% of the length of their program.
1.2.4 Students report satisfaction with academic advisement and Counseling.	<ul style="list-style-type: none"> Noel Levitz average results to items 6, 12, 25, and 32 increase to a 5.0.

Rationale: Students who set and clarify personal goals have a greater chance of completing their degrees or certificates. Objective 2 applies to the college’s strategic goal, “Provide opportunities for students to achieve personal enrichment goals.”

Objective Three: Students’ academic transitions will be successful.

Indicators	Benchmark
1.3.1 Students using Prior Learning Assessments succeed in sequenced courses.	<ul style="list-style-type: none"> • 90% of PLA students earn a 2.0 or above in English, Math, Science, Music Theory, and Modern Languages.
1.3.2 Developmentally placing transfer students complete their developmental coursework in a timely fashion.	<ul style="list-style-type: none"> • 40% of students who place into developmental math and intend to transfer complete their developmental mathematics coursework within two years of enrollment. • 60% of students who place into developmental writing and intend to transfer complete their developmental writing coursework within two years of enrollment.
1.3.3 College Prep and I-BEST students succeed in first-year courses.	<ul style="list-style-type: none"> • 60% of College Prep students who transition to SFCC credit programs earn a 2.0 or above in their first quarter. • 80% of I-BEST students who transition to SFCC credit programs earn a 2.0 or above in their first quarter. • College Prep and I-BEST students who transition to SFCC credit programs earn above a 2.0 GPA in their first quarter.
1.3.4 Students successfully transfer to public Washington 4-year colleges as juniors.	<ul style="list-style-type: none"> • 65% of students transfer as juniors.
1.3.5 Transfer students are as or more successful than direct-entry students.	<ul style="list-style-type: none"> • EWU GPA average 2.96. • WSU GPA average 3.01.
1.3.6 Transfer students complete a baccalaureate degree at the same or greater rate than WA public baccalaureate direct entry students.	<ul style="list-style-type: none"> • EWU completion rate 54%. • WSU completion rate 69.1%.
1.3.7 Students have a job or continue their education within nine months after their degree is earned.	<ul style="list-style-type: none"> • 84% place in a job or continue their education.
1.3.8 Career/technical students successfully earn their field’s certifications.	<ul style="list-style-type: none"> • 80% of career/technical students earn their field’s certification.

Rationale: Not only are we mindful of students' achievement while at Spokane Falls Community College, we are mindful of their transition points: from high school, the workforce, or Adult Basic Education into SFCC; from developmental coursework into college-level; from program to program should they change their goals; from SFCC to their transfer institution; and from SFCC to the workforce when they complete. Objective 3 matches three relevant college strategic goals: "Develop and implement strategies to improve students' completion of their degrees and certificates," "Improve the transfer rate for all students acquiring associate transfer degrees," and "Facilitate students' seamless transitions from high school to our institution, within our programs, to baccalaureate institutions, and to chosen professions."

Core Theme 3: Broad Access

Brief Description of Theme: The Washington State community college system was founded to “Offer an open door to every citizen regardless of his or her academic background or experience, at a cost normally within his or her economic means” (RCW 28B.50.020). Spokane Falls Community College’s mission supports this principle, stating “SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities.”

Objective One: SFCC provides access to instruction, support services, and technological resources.

Indicators	Benchmark
1.1.1 SFCC offers sufficient programs, degrees, and certificates needed by community members to fulfill their goals.	<ul style="list-style-type: none"> • Total number of programs, degrees, and certificates offered will be reported annually • AAS Degree offerings will be compared to state forecasts related to employer needs for future; 75% of all degrees and certificates offered by college will be related to “in demand” career fields / degrees according to official forecasts. • 20% of students graduating from service-area high schools will matriculate at SFCC the following September.
1.1.2 Students enroll in the SFCC courses they need to fulfill their goals at a convenient time, place, and with the mode of instruction that best meets their needs.	<ul style="list-style-type: none"> • Course openings on Day 1 of quarter: 10% of courses on the AA distribution list will have at least one open seat indicating that course offerings meet student demand. • 75% of students surveyed will indicate they are satisfied with the course availability.
1.1.3 SFCC offers students support services that enhance college access, including disability support services, academic advisement and counseling to ensure potential students do not encounter barriers to access.	<ul style="list-style-type: none"> • 90% of students surveyed will indicate they have utilized one or more college access/entry service • 80% of students surveyed will indicate they are satisfied with the college access/entry service.

Rationale: Opening the door to higher education isn’t enough. Community colleges are tasked with offering programs, degrees, and/or certificates that serve the needs of its communities.

The indicators and criteria examined in this objective provide evidence that Spokane Falls Community College is meeting the needs of the community through programs and degrees that students need and

want, by supporting student learning with high quality support services. Quantitative data provide information about the number of students served and their satisfaction with course offerings.

Objective Two: SFCC meets the diverse educational needs of the college’s six-county service region by offering a variety of programs, multiple teaching/learning/delivery methodologies and diverse course offerings.

Indicators	Benchmark
1.2.1 SFCC offers alternative programs designed to increase access: <ul style="list-style-type: none"> • Alternative educational sites (FAFB, rural centers) • Alternative delivery methods (online/ hybrid) • Evening/Weekend Courses and Programs. 	<ul style="list-style-type: none"> • 30% of all course offerings provide classroom seats in alternative formats and/or locations. • Signed, implemented, and evaluated agreement between SFCC and IEL annually (see Appendix E).
1.2.2 SFCC offers targeted programs like Early College High School, Project DEgree, etc.	<ul style="list-style-type: none"> • These special programs fill to at least 80% of their designated capacity.
1.2.3 SFCC offers Prior Learning Assessments, including CLEP and AP.	<ul style="list-style-type: none"> • Monitor and track the number of students benefiting from PLA on an annual basis; Total number of students benefiting from PLA will increase each year.
1.2.4 SFCC / IEL offer GED, ABE, ESL, high school completion, and pre-college transition programs such as I-BEST.	<ul style="list-style-type: none"> • GED, ABE, ESL, and pre-college transition programs accommodate at least 90% of the students requesting admission to one of these programs each quarter.

Rationale: Recognizing that students come to Spokane Falls Community College with a variety of educational needs, the college provides students with a number of alternatives to typical college course offerings in order to keep the “open door” open and welcoming.

Opportunities exist for adult learners as well as for high school students interested in dual enrollment programs, while online and hybrid courses provide alternatives to a daily commute to the college campus. Programs offered at rural centers, Fairchild Air Force Base, and other community locations meet the needs of learners who require access away from campus.

Counting students involved in these diverse programs provides insight into the ways students utilize Spokane Falls’ diverse educational offerings.

Objective Three: SFCC cultivates strategies to reduce financial barriers that inhibit student success.

Indicators	Benchmark
1.3.1 SFCC offer financial aid information events to provide assistance to potential students.	<ul style="list-style-type: none"> • Offer one financial aid event on a semi-monthly basis. • Track attendance at information sessions.
1.3.2 Students at SFCC receive need-based financial aid as well as merit scholarships.	<ul style="list-style-type: none"> • 38% of SFCC students receive financial aid and/or scholarships. • A minimum of 135 SFCC students receive CCS Foundation support annually. • 10% of SFCC faculty, staff, and administration participate in CCS Foundation fundraising. • Track the total amount of aid awarded to SFCC students on an annual basis; the amount of aid awarded increases (12% increase in aid awarded between FY 2011 and FY 2012).
1.3.3 SFCC students receive high quality assistance and support from SFCC Financial Aid Office.	<ul style="list-style-type: none"> • 80% of students surveyed report they are satisfied with SFCC financial aid services.

Rationale: The cost of attending college presents an insurmountable barrier for many potential students. Financial aid, along with merit aid, allows many students to attend Spokane Falls in spite of limited financial means. Measuring the impact of financial and scholarship aid shows the extent to which financial barriers to higher education are reduced at Spokane Falls Community College.

Core Theme 4: Diversity, Equity, Global Awareness

Brief Description of Theme: This theme supports SFCC’s mission and goals to respect and advance diversity, promote equity, and to prepare students to live responsibly in an increasingly global civilization. The theme supports our core value of diversity. In this context, diversity refers to differences and similarities across groups, including, but not limited to race, ethnicity, age, gender identity, sexual orientation, religion, physical and psychological capabilities, learning ability, class, and other socioeconomic factors.

Objective One: SFCC’s diverse student populations meet or exceed the like statistics reported in the latest census data for CCS and succeed at levels at least equal to dominant culture peers.

Indicators	Benchmark
1.1.1 The racial and ethnic diversity of SFCC students and employees is representative of the CCS service area.	<ul style="list-style-type: none"> • Percentage of each racially/ethnically diverse student, as declared on application, meets or exceeds percentages reported in latest census information for CCS service area. • Percentage of race/ethnicity of employee groups at SFCC will meet or exceed the percentage represented in the SFCC student population. • Percentage of race/ethnicity of faculty and exempt at SFCC will reflect percentages found in student populations in credit and ABE.
1.1.2 The diversity of ability of SFCC students and employees is representative of the CCS service area.	<ul style="list-style-type: none"> • Percentage of students with documented disabilities at SFCC will meet or exceed the percentage represented in the CCS service area. • Percentage of employees with documented disabilities will reflect the percentage represented in the CCS service area.
1.1.3 Diverse full-time credit students will complete their degrees or certificates within 150% of stated time at similar rates to majority students.	<ul style="list-style-type: none"> • African American, Native American/American Indian, Asian/Pacific Islander, Hispanic/Latino, low-income students, and students with documented disabilities will meet or exceed the completion percentage of dominant culture students (certificate or degrees).
1.1.4 Diverse students will make similar CASAS gains to dominant culture students.	<ul style="list-style-type: none"> • Basic skills (ABE, GED, ESL) students who are African American, Native American/American Indian, Asian/Pacific Islander, Hispanic/Latino, low-income and/or have documented

	disabilities will meet or exceed the CASAS gains of dominant culture students.
1.1.5 Diverse students will persist at similar rates as dominant culture students.	<ul style="list-style-type: none"> • Full-time credit African-American, Native American/American Indian, Asian/Pacific Islander, Hispanic/Latino, low-income students and students with documented disabilities will meet or exceed the fall-to-fall persistence rate of dominant culture students.

Rationale: SFCC offers interventions designed to help reduce achievement gaps between diverse groups and dominant culture peers. The indicators and benchmarks in Objective One are integral in comparing the educational/achievement outcomes of diverse student populations with dominant culture populations.

Objective Two: SFCC fosters a culture of inclusiveness in which the value of diversity is respected and the environment for students and employees is safe and positive.

Indicators	Benchmark
1.2.1 SFCC will provide activities/events and workshops to students and staff to promote global awareness; to develop and re-enforce understanding, support, and advocacy for diverse populations; to promote cultural inclusiveness and the development of cultural competence; and to lessen achievement gaps of diverse populations.	<ul style="list-style-type: none"> • Each academic year the percentage of these events/activities/workshops deemed “successful” will increase. With a baseline established in 2011-2012, college events/activities/workshops offered that have a specific outcome addressing this theme and its objectives will be assessed as to their success, utilizing validated measures, e.g. pre/post surveys; attitudinal surveys; and other measures. • The baseline number of events supporting the objective will increase annually beginning with a baseline number established in 2011-2012.
1.2.2 A significant proportion of SFCC students and employees will attend activities to promote global awareness; understanding, support, and advocacy for diverse populations; and/or cultural inclusiveness.	<ul style="list-style-type: none"> • The percentage of students in attendance at diversity events will increase in successive years. • The percentage of employees in attendance will increase in successive years. • The percentage of certified Safe Campus Advocates will increase each academic year.
1.2.3 Students and faculty perceive that SFCC/IEL provides a respectful, safe, and positive environment.	<ul style="list-style-type: none"> • 85% of students report SFCC/IEL is a respectful, safe, and positive environment for all students as measured by the CCSSE • 85% of SFCC/IEL employees report satisfaction

	with SFCC/IEL as a respectful, safe, and positive environment for all.
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Rationale: The indicators and benchmarks described for Objective Two demonstrate a culture of inclusiveness through not only attendance at events but also results gathered through surveys of students/employees. Significant progress for Objective Two will promote all other objectives.

Objective Three: SFCC provides students opportunities to learn about and experience diverse cultural perspectives as part of course, certificate, degree, and co-curricular offerings

Indicators	Benchmark
1.3.1 SFCC will provide opportunities for students to participate in service learning, volunteer projects, co-operative learning experiences, and practica that support their interaction with diverse populations.	<ul style="list-style-type: none"> • Number of community partner agreements and practicum and co-op placements, in agencies serving diverse groups increases annually. • Outcomes data on the requirement for student clubs to provide community service in order to receive ongoing funding from student activities (per Student Government) are evaluated for efficacy. • Increased percentage of students participating in Service Learning each academic year; and/or increased percentage of placements in diversity-related agencies serving diverse groups.
1.3.2 Students report increased understanding about diverse cultural and global perspectives.	<ul style="list-style-type: none"> • 85% of faculty and students report SFCC/IEL emphasizes contact among students from diverse backgrounds. • 85% of faculty and students report their experience at SFCC/IEL has contributed to their understanding of people of other racial/ethnic backgrounds. • All 11 Diversity Requirement outcomes are assessed in Diversity-designated Courses • 85% of students in Diversity Courses demonstrate self-reported gains on 6 of the 11 Diversity outcomes.

Rationale: Given our socio-economically diverse yet culturally and racially homogenous SFCC service area, awareness is best measured by evaluating campus learning opportunities and the impacts of those offerings on students.

Core Theme 5: Responsiveness to Community Needs

Brief Description of Theme: We are committed to meeting the changing needs of our community stakeholders through collaboration and innovation.

Objective One: Sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout our region.

Indicators	Benchmark
1.1.1 Increase number of industry representatives on advisory boards.	<ul style="list-style-type: none"> 80% of advisory committees will include one member from a major regional employer.
1.1.2 Increase opportunities for involvement with community partners.	<ul style="list-style-type: none"> Service learning experiences and faculty participation will increase by 5% annually.
1.1.3 Increase contact with Spokane Area Workforce Development Council (SAWDC) and WorkSource (WS).	<ul style="list-style-type: none"> 70% of all CTE programs will have a representative from SAWDC or WS at one advisory committee meeting each year.
1.1.4 Sustain and develop partnerships with local arts organizations.	<ul style="list-style-type: none"> Faculty representation on local boards of arts organizations (the Saranac, the MAC, etc.). Faculty participation in arts-related activities sponsored by community organizations. Partnerships, such as the Guest Artist Lecture Series, that support arts events beyond the means of any one organization in isolation. Continuation of International Film Festival annually at Garland Theater.

Rationale: Strong collaborative partnerships with our stakeholders are an integral part of our mission and vision as a district and college.

Objective Two: Respond quickly to the changing educational, training, social and employment needs in our region.

Indicators	Benchmark
1.2.1 Accelerate speed of curriculum approval for CTE programs by applying lean principles.	<ul style="list-style-type: none"> 10% of major and minor curriculum is approved within six weeks (start to finish).
1.2.2 Social-networking media is utilized to facilitate conversations among students, industry professionals, and	<ul style="list-style-type: none"> 30% of CTE programs utilize social media networking.

faculty.	
1.2.3 Effectively utilize on-campus venues for activities that enrich the community socially and artistically	<ul style="list-style-type: none"> • Host 20 shows per quarter in the Planetarium for schools and community members. • Exhibit 4-6 shows by distinguished artists annually in the SFCC Art Gallery. • Host presentations and/or lectures by distinguished professionals and artists. • Host 3-4 concerts annually in the Music Auditorium. • Record 2-4 local bands annually in the recording studio.

Rationale: As a community college, our stakeholders require that we act quickly to provide training and development to meet the needs of employers and students.

Objective Three: Advance the values of justice, service, and engagement in the community.

Indicators	Benchmark
1.3.1 Embed service-learning into cooperative experience	<ul style="list-style-type: none"> • 10% of cooperative experience will include a service-learning component.
1.3.2 Increase number of students involved in service-learning and volunteer projects	<ul style="list-style-type: none"> • Expand service-learning class offerings by 5% and enrollment by 2%.
1.3.3 Review course curricula that have these precepts embedded in the instruction	<ul style="list-style-type: none"> • Review five courses per year.

Rationale: A dynamic reciprocal relationship between SFCC—faculty, staff, students—and the Spokane community will maximize the resource wealth of all the constituents. By maintaining and building continuing relationships through service and civic engagement, the values of social justice are advanced and supported.

Conclusion to Year One Report

In the Year One Report, the Spokane Falls Community College mission, core themes and expectations with regard to college purpose as stipulated by Standard One of the Northwest Commission on Colleges and Universities have been articulated.

As indicated in the report, SFCC performs its role as one of two accredited colleges in Washington State Community College District 17. In collaboration with the Institute for Extended Learning and SFCC's sister college, Spokane Community College, SFCC collectively works toward fulfillment of the District Strategic Priorities.

In an effort toward continuous improvement of its core themes consisting of excellent teaching/learning, student achievement, broad access, diversity/equity/global awareness, and responsiveness to community, SFCC is committed to fulfilling its mission. The SFCC Mission Statement gives the college direction and purpose.

The college has been consistently engaged in course and program assessment for many years. With the recent identification of its five core themes, the college has been able to link its objectives to strategic goals used in assessing the effectiveness of its strategic plan. Many of the 55 indicators listed in the report under the objectives have been used for a number of years, so tracking progress over time with regard to achieving the objectives has allowed us the opportunity to evaluate and make a number of improvements. The identification of core themes revealed that we need to emphasize a few objectives more than in the past, and some new indicators were identified and assessments developed or improved to address these additions.

The indicators are assessable, verifiable, and provide meaningful results that inform our college faculty and staff of what is working well and what needs to be improved. The themes, objectives and indicators are indicative of the commitment that SFCC possesses in fulfilling its mission. The purpose of the college is to foster student achievement by offering high-quality learning opportunities that are affordable and accessible, and the college is committed to constantly improving towards accomplishing the mission with excellence.

Given the direction of the mission statement and in meeting the NWCCU requirements for Standard One, the college has the framework in place to address Standards Two through Five as the college examines and develops the resources, continues the planning, assessment, evaluation, revising, and implementation.

Appendices:

Appendix A: Executive Accreditation Steering Committee Members

Jim Minkler, Vice President of Learning, Accreditation Liaison Officer and Chair

Jared Anthony, ITALIC Chair and Coordinator/Instructor

Lisa Avery, Dean of Social Sciences, Accounting, Economics and Human Services

Steve Bays, Associate Dean of Enrollment Services

Jim Brady, Dean of Computing Math & Science

Connie Carlson, Program Review Manager

Mary Ann Goodwin, Dean of Library & Instructional Support Services

Chrissy Jones, Associate Dean for Student Success, Counseling & Advising

Heather Keast, Title III Activity Director/Instructor

Frank Powers, Dean of Business, Professional Studies & Workforce Education

Pam Praeger, President

Rebecca Rhodes, IEL Vice President of Instruction

Alex Roberts, Dean of Student Life & Administrative Services

Christina Turner, Director of Planning & Institutional Effectiveness

Dan Wenger, Dean of Visual & Performing Arts

Monika Zeller, Executive Assistant to the Vice President of Learning

Appendix B: College-wide Accreditation Steering Committee Members:




Pam Austin, Multicultural Advisor/Counseling
Mark Baldwin, Eastern Washington University Assoc. Vice Provost for Undergraduate Education
Kyla Bates, e-Learning/Continuing Ed Manager
Bradley Bleck, D Curriculum/Instructor
Ken Burrus, Athletic Director
Penny Butters, Marketing/Recruiting
Kari Collen, Curriculum Development/Administrative Assistant
Glen Cosby, Dean of Humanities and Academic Initiatives
John Dickson, WorkSource Area Director for Employment Security Department
Ira Gardner, Curriculum Chair/Instructor
Janet Gullickson, District Academic Services Officer
Debbie Hoyt, Testing Center Program Supervisor
Laura Lee, Executive Assistant for Student Services
Amy Lopes-Wasson, IEL Vice President of Student Services
Shawn Maier, Veterans Coordinator
Jenni Martin, IEL Dean of Business & Community Training
Jim Mohr, IEL Director of Student Achievement, Student Activities & Diversity
Debra Olson, Developmental Math Instructor
Denise Osei, Early College in the High School/ First Year Experience/Counselor
Tom Patterson, Dean of International Programs
Loren Pemberton, Department Chair/Counselor
Laura Read, Learning Community Coordinator/Instructor
Darlene Rickett, Service Learning Director/Instructor
Gregory Roberts, College Director of Student Life
Jille Shankar, Associate Dean of Financial Aid & Student Employment
Alex Stannard, ASB President / 2010 - 2011
Carolyn Stephens, Department Chair/Instructor
Rod Taylor, IEL Associate Dean Adult Education and Rural Credit Programs
Josh Westermann, Project DEgree Coordinator/ Instructor
Amy Wolfsen, Faculty Development Coordinator/Instructor

Appendix C: Institutional Effectiveness Scorecard

SPOKANE FALLS COMMUNITY COLLEGE SCORECARD 2009-10

MISSION	INDICATOR	BENCHMARK	ACTUAL	SCORE
STUDENT ACHIEVEMENT AND SCHOLARSHIP	AVERAGE POINTS EARNED PER TRANSFER AND PROF/TECH STUDENTS (ALL MOMENTUM POINTS) ¹	1.13 2007-08	1.01 2009-10	Y
	SUCCESS BY COMPLETERS OF DEVELOPMENTAL MATH COURSES ²	83%	63% Fall 2008	R
	SUCCESS BY COMPLETERS OF DEVELOPMENTAL WRITING COURSES ²	83%	88% Fall 2008	G
	STUDENTS TRANSFER TO PUBLIC WASHINGTON STATE 4-YEAR COLLEGES AS JUNIORS ¹	65%	56% 2009-10	Y
	JOB PLACEMENT AND CONTINUING EDUCATION OF COMPLETERS WITHIN 9 MONTHS AFTER DEGREE IS EARNED ¹	83%	65% 2008-09 Graduates	Y
	GPA OF SFCC TRANSFER STUDENTS AT EASTERN WASHINGTON UNIVERSITY ³	EWU GPA average- 2.87	3.10 Fall 2009	G
	RETENTION OF FIRST-YEAR STUDENTS FALL TO FALL ¹	51%	55% 2009-10	G
	SUCCESSFUL COMPLETION OF 30 COLLEGE LEVEL CREDITS WITHIN THE FIRST YEAR ¹	20%	18.6% Fall 2009	Y
	STUDENT GAINS TOWARDS LONG TERM SUCCESS (COMPLETIONS) ¹	744 2006-07	807 2009-10	G
HIGH QUALITY LEARNING OPPORTUNITIES	STUDENT SATISFACTION WITH THE QUALITY OF INSTRUCTION ^{4,5}	90%	92% Fall 2008	G
	STUDENT SATISFACTION WITH SUPPORT IN REACHING EDUCATIONAL GOALS ⁴	75%	59% Fall 2008	R
	STUDENT GAINS IN FOUR COLLEGE ABILITIES ⁵	75% or more students report gains in 8 of 10 ability outcomes	75% or more report gains in 9 of 10 Fall 2008	G
	PROGRAMS AND SERVICES ACTIVELY ENGAGED IN CONTINUOUS IMPROVEMENT ⁶	100% of Units Complete Strategic Plan Cycle	47% of Units 2009-10	R
		100% of transfer and professional technical instructional programs complete assessment cycles	88% 2009-10	Y
AFFORDABLE	STUDENTS RECEIVING NEED-BASED FINANCIAL AID ¹	38%	36% 2009-10	Y
	SFCC FACULTY, STAFF AND ADMINISTRATION PARTICIPATION IN FOUNDATION FUND RAISING ⁷	10 %	16% 2009-10	G
	FOUNDATION SCHOLARSHIPS RECEIVED BY SFCC STUDENTS ⁷	\$153,490 (85 Students) 2007-08	\$180,835 (463 Students) 2009-10	G

MISSION	INDICATOR	BENCHMARK	ACTUAL	SCORE
ACCESSIBLE	FTES COMPARED TO TARGET ⁹	Budgeted Target	12.5% Over Budgeted Target 2009-10	G
	STUDENT ABILITY TO ENROLL IN CLASSES ⁴	75%	72% Fall 2008	Y
	E-LEARNING OPPORTUNITIES	11% of SFCC Credit Courses, 2007-08	16% of SFCC Credit Courses, 2009-10	G
	STUDENT SATISFACTION WITH ACADEMIC SUPPORT SERVICES ⁴	80%	59% Fall 2008	R
CLIMATE	COLLEGE MISSION IS REFLECTED IN THE DECISION-MAKING PROCESS ⁹	80%	53% Winter 2008	R
	EMPLOYEE INPUT IN DECISION-MAKING ⁹	80%	49% Winter 2008	R
	EMPLOYEE SATISFACTION WITH WORK ⁹	80%	80% Winter 2008	G
	EMPLOYEE SATISFACTION WITH INFORMATION AVAILABLE TO DO JOB EFFECTIVELY ⁹	80%	65% Winter 2008	Y
	EMPLOYEE SATISFACTION WITH PROFESSIONAL DEVELOPMENT ⁹	80%	60% Winter 2008	Y
	DIVERSITY IS VALUED ⁵	90%	93% Fall 2008 CCSEQ	G
	EQUITY IS A PRIORITY ⁵	90%	93% Fall 2008 CCSEQ	G
	STUDENT CLIMATE - COMFORTABLE ⁵	90%	94% Fall 2008	G

Green (G):  Actual meets or exceeds goal; continuous effort needed to maintain or improve even further.
Yellow (Y):  Actual does not meet goal; action needed to meet goal.
Red (R):  Actual is well below goal and immediate action is needed.

DATA SOURCES:

- ¹ WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
- ² NATIONAL COMMUNITY COLLEGE BENCHMARK PROJECT
- ³ EWU INSTITUTIONAL RESEARCH
- ⁴ NOEL LEVITZ STUDENT SATISFACTION INVENTORY
- ⁵ COMMUNITY COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE
- ⁶ STRATEGIC PLANNING ONLINE
- ⁷ COMMUNITY COLLEGES OF SPOKANE FOUNDATION OFFICE
- ⁸ COMMUNITY COLLEGES OF SPOKANE DISTRICT INSTITUTIONAL RESEARCH
- ⁹ SFCC CLIMATE SURVEY

Appendix D: Student Demographic

COMMUNITY COLLEGES OF SPOKANE				STUDENT PROFILE		
Spokane Falls Community College				Fall Quarter 2010		
ENROLLMENT						
Unduplicated Headcount:		6,153	Enrolled Full-Time:		4,338	70.5%
			(12 or more credits)			
PROFILE DATA						
Race/Ethnicity	N	% of Enrolled	% of Reported	Age	N	% of Enrolled
Asian	187	3.0%	3.2%	18 or less	1,347	21.9%
African American	151	2.5%	2.6%	19-21	1,953	31.7%
Caucasian	4,796	77.9%	82.0%	22-25	953	15.5%
Hispanic	11	0.2%	0.2%	26-30	689	11.2%
Native Alaskan or American Indian	93	1.5%	1.6%	31-35	368	6.0%
Pacific Islander or Hawaiian	13	0.2%	0.2%	36-40	263	4.3%
Multi-Racial	407	6.6%	7.0%	41-45	186	3.0%
Other	189	3.1%	3.2%	46-50	154	2.5%
Not Reported	306	5.0%		51-55	117	1.9%
				56-60	64	1.0%
				61-65	38	0.6%
				66-70	12	0.2%
				Over 70	10	0.2%
				Average Age	25.6	
				Median Age	21.4	
Gender	N	% of Enrolled	% of Reported	Source of Student		
Female	3,374	54.8%	54.9%	Continuing Student:	4,275	69.5%
Male	2,777	45.1%	45.1%	Transfer (from another college)	404	6.6%
Not Reported	2	0.0%		Former Student Returning	868	14.1%
				New (first time attending college)	606	9.8%
Prior Education	N	% of Enrolled	% of Reported	Kind of Student		
Less Than High School	767	12.5%	12.9%	Transfer (to another college)	4,180	67.6%
GED	366	5.9%	6.1%	Workforce Training:	1,658	26.9%
High School	2,663	43.3%	44.7%	Basic Skills Training	70	1.1%
Some Post HS, no degree or certificate	1,287	20.9%	21.6%	Other:	267	4.3%
Certificate	146	2.4%	2.4%			
Associates Degree	148	2.4%	2.5%	Tuition Status		
Bachelor's Degree or Above	211	2.4%	2.4%	Resident	4,760	77.4%
Technical Preparation	225	3.7%	3.8%	Non-Resident, Operating Fee Waiver	354	5.8%
Other	214	3.5%	3.6%	Military: Vet, Dep, Spouse; Police, Fire	151	2.5%
Unknown	126	2.0%		Over 18 credit, exempt, Resident	44	0.7%
				Running Start	553	11.2%
Family Status	N	% of Enrolled	% of Reported	Refugees	1	0.0%
Single with Dependents	496	8.1%	9.6%	State Employee	14	0.2%
Couple with Dependents	603	9.8%	11.7%	International	0	0.0%
No Dependents	3,881	63.1%	75.1%	Senior Citizen	28	0.5%
Other	1,009	16.4%	19.5%	Native American	2	0.0%
Not Reported	164	2.7%		National Guard	22	0.4%
				I-Best	6	0.1%
				Apprenticeship	0	0.0%
				Basic Skills	0	0.0%
				Non-tuition Class	0	0.0%
				Parent Education	0	0.0%
				Retirement	0	0.0%
Student's Purpose for Attending	N	% of Enrolled	% of Reported	Special Populations		
Related to Current/Future Work	1,283	20.9%	21.4%	Limited English:	198	3.2%
Transfer to a four-year college	4,047	65.8%	67.6%	International:	84	1.4%
Explore Career Direction	200	3.3%	3.3%	Veterans:	343	5.6%
Personal Enrichment	71	1.2%	1.2%	First-Generation:	3,357	54.6%
HS diploma or GED	94	1.5%	1.6%	Academically Disadvantaged	1,169	19.0%
Other	294	4.8%	4.9%	Economically Disadvantaged	2,348	38.2%
Unknown	164	2.7%		Physically Disadvantaged (self-reported)	397	6.5%
				With Documented Disabilities	262	4.3%
Plans for Employment During Schooling	N	% of Enrolled	% of Reported	Degree Seeking Students		
Full-Time Work	783	12.7%	13.1%	SBCTC Definition	4,666	75.8%
Part-time Work Off-campus	2,235	36.3%	37.4%	CCS Definition (Intent = A/B/F/G/M)	6,034	98.1%
Part-time Work On-campus	166	2.7%	2.8%			
Seeking Employment	1,216	19.8%	20.4%			
Not Employed, Not seeking employment	690	11.2%	11.5%			
Full-time Homemaker	209	3.4%	3.5%			
Work First, On TANF	88	1.4%	1.5%			
Worker Retraining	77	1.2%	1.2%			
Other	457	7.4%	7.6%			
Unknown	178	2.9%				
Student's Planned Length of Attendance	N	% of Enrolled	% of Reported			
One Quarter	170	2.8%	2.8%			
Two Quarters	156	2.5%	2.6%			
One Year	387	6.3%	10.3%			
Up to two years, but no degree	619	10.1%	6.4%			
Long enough to complete a degree	3,823	62.1%	63.5%			
Don't know	644	10.5%	10.7%			
Other	223	3.6%	3.7%			
Not Reported	131	2.1%				

Notes:
 - Includes state-funded and contract students (Running Start, International, and Native American pay-status) enrolled in state-supported classes.
 - All percentage values in this report are relative to the Unduplicated Headcount.
 - All statistics are as of the last quarter attended with the exception of Source of Student and Prior Education, which is as of the first quarter attended during the year.

Data Source: SBCTC Data Warehouse, (Class, StuClass, and Student Tables)
 (State + Contract FTES > 0, Class Fund Source = 1)
 CCS Student Profile Report Generator, v2.6

A. Mark Maclean
 CCS Institutional Research
 Report Generator: 2/7/2011

Appendix E: IEL/SFCC Agreement for 2011-2012

**Operational Agreement
for the Delivery of Credit-bearing Courses
Spokane Falls Community College
and
Institute for Extended Learning
July 1, 2011 through June 30, 2012 dates**

This operational agreement (hereinafter referred to as Agreement) between Spokane Falls Community College (SFCC) and Institute for Extended Learning (IEL) is entered into by the parties in order to ensure the provision of high-quality educational services to constituents residing within the district's service region and to support the integrity of the services provided.

This Agreement addresses the standards and policies set forth in the current edition of the Accreditation Handbook of the Northwest Commission on Colleges and Universities and aligns institutional practices under the governance of the Board of Trustees, District 17; the CCS/AHE Master Contract; the Washington Administrative Code; State Board for Community and Technical College policies; and other local, state and federal policies and procedures.

Non-credit courses offered by IEL are not covered by the Agreement. Non-credit courses are those educational offerings for which students receive no transcribed credit, either transfer or non-transfer.

1. Programs and Classes Bearing Academic Credit

All courses offered under this Agreement will be consistent with SFCC's educational mission and goals. Courses offered for credit will remain under the sole and direct control of SFCC, the accredited college.

2. Academic Personnel

2.1 Recruitment and Appointment of Faculty

IEL will follow adopted faculty recruitment, screening and appointment procedures as defined by the CCS Human Resources Office, the Master Contract, and federal and state laws and regulations.

The appropriate IEL administrator will use the "Request for Approval of an Instructor to Teach Credit Courses" form when proposing to hire instructors to teach SFCC's credit courses. The form will be filed with the appropriate SFCC dean.

SFCC will clarify minimum qualifications in advance of hiring full-time faculty. IEL will hire full-time faculty who meet or exceed the stated qualifications. Should IEL propose to hire a full-time faculty member who does not meet the qualification standards, an appeal of such standards must be submitted for approval to SFCC in accordance with the Master Contract.

SFCC will clarify minimum qualifications by subject area for all adjunct faculty hires and review them annually to ensure IEL has the most current information. IEL will obtain approval in advance, or within one week of the hire of an adjunct faculty member in emergency situations. In the event that approval is not granted and the hire is critical to the given quarter, IEL must obtain approval for the adjunct faculty member to continue the adjunct faculty member beyond the initial quarter.

IEL will maintain records that reflect the specific hiring procedures employed during each search as well as the qualifications of each selected candidate. All faculty employed by IEL will be provided information regarding the institution, their work assignment, their rights and responsibilities, and specific conditions of employment.

2.2 Faculty Evaluation and Orientation

Faculty employed by IEL will be evaluated on a regular and systematic basis. Faculty evaluation will be conducted in accordance with policies and procedures adopted by CCS as stated in the Master Contract and according to SFCC's departmental or divisional practices. Applicable deans will have access to all evaluations conducted for faculty who are teaching credit courses.

Newly annualized or probationary IEL credit instructors will be invited to SFCC's new faculty orientation.

2.3 Tenure

The awarding of tenure to IEL faculty will be conducted in accordance with the policies and procedures of CCS, the Master Contract and as defined by law. IEL will request that SFCC identify suitable members to serve on IEL tenure committees for credit faculty. IEL will provide support for SFCC faculty participation in collaboration with the appropriate IEL and SFCC deans of instruction.

2.4 Faculty Participation in Governance

IEL will develop and maintain structures and mechanisms to ensure that faculty are afforded the opportunity to participate in academic planning, strategic planning, curriculum development and review, academic advising and IEL/ institutional governance. The role of faculty participating in college governance will be made clear and specific. At a minimum, SFCC will provide to IEL faculty and administration the opportunity to participate in the following SFCC committees: Curriculum and Graduation Requirements Committee, ITALIC, and Deans and Chairs Council.

3. Curriculum

3.1 Approval of Curricular Offerings

IEL will deliver credit bearing courses previously approved through established CCS/SFCC procedures and that are on the SFCC inventory. IEL may propose and seek approval of new courses through SFCC's curriculum approval process. As requested, assistance in developing courses may be provided by SFCC. SFCC will give full and timely consideration to IEL-generated, credit-course proposals. The chief academic officer at IEL will work with SFCC on the provision of resources for course development, revisions and educational assessment.

3.2 Faculty Participation in Course and Program Approval

Insofar as practical, IEL and SFCC faculty will collaborate in the planning and development of curriculum proposed for approval.

3.3 Course Descriptions, Text Selections, Course Content, Course Outlines and Course Learning Outcomes

SFCC will provide approved course descriptions, relevant text selections, course content, course outlines and learning outcomes to IEL. No changes to courses or outlines will be made without prior approval through the SFCC Curriculum and Graduation Requirements Committee process as mandated for any curriculum outcomes, title, course description and outline changes.

3.4 Assessment of Student Learning and Educational Program Assessment

Student achievement will be evaluated according to the standards set forth by SFCC. IEL will maintain records of student progress, achievement and performance as well as participate in educational program assessment as adopted at SFCC. IEL will participate in any required activities for educational assessment of credit courses, and SFCC will avail Outcomes 101 and other teaching and learning assessment and improvement development activities to IEL faculty and administrators when offered by SFCC.

3.5 Approval of Distance Delivery Options

SFCC will work with IEL to offer mutually effective eLearning credit opportunities. Scheduling and offering of online credit courses will be coordinated between a designated administrative liaison from IEL and the appropriate SFCC dean of instruction. IEL will adhere to the review process established for courses offered in an eLearning format. IEL will schedule and offer interactive TV, hybrid and web-enhanced courses for students attending IEL centers.

3.6 IEL Representation in Curriculum Approval Process

The IEL chief academic officer or designated representative will be a non-voting member, and an IEL dean or faculty member will be a voting member of the SFCC Curriculum and Graduation Requirements Committee.

Credits, certificates and degrees earned through IEL are awarded by Spokane Falls Community College. SFCC will transcript credits and post degrees in accordance with adopted college and state standards.

4. Student Services

4.1 Admission

Students will be admitted to IEL-delivered courses in accordance with state and CCS standards and, where more specific, those of SFCC. Exceptions may be granted according to adopted college procedures, SBCTC rules, or applicable public law, and information related to all such exceptions will be maintained by IEL.

4.2 Registration

IEL will adhere to SFCC's adopted registration calendar, and registration and withdrawal procedures. SFCC will grant appropriate IEL access to SMS screens in order to facilitate the registration of students.

4.3 Financial Aid

Eligible students attending IEL-delivered credit courses will be afforded access to financial aid by SFCC. SFCC's financial aid office, in collaboration with IEL, will determine student aid eligibility, award aid as approved and track student academic progress.

4.4 Publications

IEL will reflect the accreditation and financial aid relationship with SFCC in its official schedule of classes, on their web site, in all credit program descriptions and in other relevant publications.

4.5 Student Fees

Unless an exception is granted in advance, student fees will be assessed as adopted by SFCC and approved by the CCS Board of Trustees.

5. Library Services

IEL will ensure that library services meet the needs of learners and are reflective of the courses delivered. Library services will be provided at or above minimum standards required by the Northwest Commission on Colleges and Universities.

6. Fiscal and Budget Affairs

In the event that IEL requires specific services from SFCC, IEL will reimburse SFCC for such services at a fair and equitable rate that is determined jointly by IEL and SFCC. Services may include but are not limited to reimbursement for actual costs of instructional offerings, general student services and

additional security services. In the event SFCC receives services from IEL, SFCC will reimburse IEL for such services at a fair and equitable rate that is determined jointly by IEL and SFCC.

Reimbursement for services will be accomplished by means of a budget transfer made by the district business office or expenditure transfer as deemed appropriate. Any transfers will have been agreed on by both parties.

Changes in the amount of services or in the number or level of staff will be determined jointly and agreed to by both parties.

IEL and SFCC will determine service levels and costs under the Agreement as part of budget planning and in sync with the district budget cycle.

IEL will reimburse SFCC for library services at the rate of 15% of the costs of online subscriptions to full-text resources. This payment includes the following library services: interlibrary loan support and services, ordering of new library materials, processing and cataloging support access to online data bases, and use of SFCC's web site.

IEL will reimburse SFCC for student services and security support at a rate to be determined annually. For instructional services and support, reimbursement or expenditure transfer will be agreed on annually.

7. Monitoring and Compliance

By July 31, 2012, IEL will submit a report to the CCS Chancellor and SFCC President detailing its compliance with all elements of this Agreement. The format of the annual report will follow the outline of the Agreement. The report will summarize the process and results for each item in the Agreement. Where appropriate the report shall also include an analysis of what processes went well and what processes could be improved, including recommendations for improvement.

If either IEL or SFCC identifies an area(s) of non-compliance, a recommended method of remediation will be developed and implemented. Should either IEL or SFCC fail to address identified deficiencies in a timely manner, a quarterly monitoring schedule shall be established until such time as the deficiencies are corrected.

Faculty, staff and administrators of both IEL and SFCC will work together and communicate regularly to avoid or mitigate non-compliances.

8. Good Faith

All partners will respond faithfully and on a timely basis to the mutual obligations set forth in this Agreement. The parties to this Agreement will faithfully and collegially collaborate to serve the best interests of students. CCS will ensure that all parties perform according to the tenants of this Agreement and will take any corrective action necessary to ensure that students are well served and accreditation status protected.

9. Failure to Perform

Concerns related to a failure to perform by either party to this Agreement shall be presented in writing. The affected parties will then attempt to resolve the matter in good faith.

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

P. Praeger 8/22/11
Pam Praeger Date
President
Spokane Falls Community College

W. Scott Morgan 8-22-11
Scott Morgan Date
Chief Executive Officer
Institute for Extended Learning

Christine Johnson
8/24/11