

Spokane Falls Community College

Comprehensive Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

September 1, 2013



Community Colleges of Spokane

Spokane Falls Community College

Table of Contents

Institutional Overview	1
Geography and Populations Served	1
SFCC Leadership.....	1
The Community Colleges of Spokane	1
Demographic Profile	2
Preface	3
Campus Changes.....	4
<i>Institutional Change</i>	4
<i>Major Awards and Initiatives</i>	4
<i>Academic Programs</i>	5
<i>Buildings</i>	6
Review of 2008 NWCCU Interim Report.....	7
Review of the 2011 NWCCU Year One Peer-Evaluation.....	7
<i>Responses to Recommendations</i>	7
<i>A New District Strategic Plan</i>	8
<i>Developing the Core Themes</i>	9
Chapter One: Mission, Core Themes, and Expectations	11
Authority	11
Mission and Core Themes (<i>Eligibility Requirement 3</i>)	12
<i>Standard One: Mission, Core Themes, and Expectations</i>	12
Section I: Mission.....	12
1.A.-1.A.2.....	13
Section II: Core Themes.....	14
1.B.1	14
1.B.2	14
Core Theme One: Excellent Instruction/Learning	17
<i>Objective 1:</i>	17
<i>Objective 2:</i>	18
<i>Objective 3:</i>	19
Core Theme Two: Student Achievement.....	21
<i>Objective 1:</i>	21
<i>Objective 2:</i>	22
<i>Objective 3:</i>	23
Core Theme Three: Broad Access	25

<i>Objective 1:</i>	25
<i>Objective 2:</i>	27
<i>Objective 3:</i>	29
Core Theme Four: Diversity, Equity, Global Awareness	30
<i>Objective 1:</i>	30
<i>Objective 2:</i>	32
<i>Objective 3:</i>	34
Core Theme Five: Responsiveness to Community Needs	35
<i>Objective 1:</i>	35
<i>Objective 2:</i>	36
<i>Objective 3:</i>	37
Conclusion to Year One Report	38
Chapter Two: Resources and Capacity	39
Introduction	39
Standard 2.A: Governance	39
2.A.1	40
2.A.2	40
2.A.3	41
Governing Board	42
2.A.4	42
2.A.5	43
2.A.6	43
2.A.7	43
2.A.8	44
Leadership and Management.....	44
2.A.9 – 2.A.10.....	44
2.A.11.....	46
Policies and Procedures.....	48
Academics	48
2.A.12	48
2.A.13.....	49
2.A.14	49
Students	50
2.A.15.....	50
2.A.16.....	51
2.A.17.....	53

Human Resources	53
2.A.18	53
2.A.19	56
2.A.20	57
Institutional Integrity.....	57
2.A.21	57
2.A.22, 2.A.23.....	61
2.A.24	60
2.A.25	61
2.A.26.....	61
Academic Freedom	63
2.A.27	63
2.A.28	63
2.A.29	64
Finance	64
2.A.30	64
2.B. Human Resources.....	64
2.B.1	64
2.B.2	66
2.B.3	66
2.B.4 – 2.B.5.....	68
2.B.6	70
2.C Education Resources	70
2.C.1	70
2.C.2	75
2.C.3 – 2.C.4.....	77
2.C.5	78
2.C.6	79
2.C.7	80
2.C.8	81
Undergraduate Programs	82
2.C.9	82
2.C.10.....	82
2.C.11	83
Graduate Programs.....	83
2.C.12 – 2.C.15	83
Continuing Education and Non-Credit Programs	83
2.C.16.....	83
2.C.17	84
2.C.18.....	86

2.C.19	86
2.D. Student Support Resources	86
2.D.1	86
2.D.2	90
2.D.3	90
2.D.4	91
2.D.5	91
2.D.6	92
2.D.7	92
2.D.8	93
2.D.9	94
2.D.10.....	96
2.D.11.....	98
2.D.12.....	98
2.D.13.....	98
2.D.14.....	99
2.E. Library and Information Resources.....	99
2.E.1	99
2.E.2	101
2.E.3	102
2.E.4	103
2.F. Financial Resources	105
2.F.1.....	105
2.F.2.....	105
2.F.3.....	106
2.F.4.....	107
2.F.5.....	108
2.F.6.....	108
2.F.7.....	108
2.F.8.....	109
2.G Physical and Technological Infrastructure	110
Physical Infrastructure.....	110
2.G.1	110
2.G.2	113
2.G.3	114
2.G.4	114
Technological Infrastructure	115
2.G.5.....	115
2.G.6	116
2.G.7	119
2.G.8	121

Chapter 2 Summary.....	122
Chapter Three: Institutional Planning.....	124
Introduction	124
Standard 3.A Institutional Planning.....	124
3.A.1	125
3.A.2	127
3.A.3	128
3.A.4	129
3.A.5	130
Chapter Four: Core-Theme Planning, Assessment, and Improvement.....	133
Introduction	133
Core Theme One: Excellent Instruction and Learning	135
3.B Core-Theme Planning.....	135
3.B.1, 3.B.2	135
3.B.3	136
4.A Assessment.....	137
4.A.1 – 4.A.6	137
4.B Improvement	144
4.B. 1, 4.B.2	144
Core Theme Two: Student Achievement.....	145
3.B Core-Theme Planning.....	145
3.B.1,3.B.2	145
3.B.3	148
4.A Core Theme Assessment	148
4.A.1-4.A.1.6	148
4.B. Improvement	161
4.B.1, 4.B.2	161
Core Theme Three: Broad Access	164
3.B Core-Theme Planning.....	164
3.B.1, 3.B.2	164
3.B.3	165
4.A Assessment.....	165
4.A.1-4.A.16	165

4.B Improvement	175
4.B.1, 4.B.2	176
Core Theme Four: Diversity, Equity, Global Awareness	178
3.B Core-Theme Planning.....	178
3.B.1, 3.B.2	178
3.B.3	180
4.A <i>Core-Theme Assessment</i>	181
4.A.1-4.A.6	181
4.B Improvement	187
4.B.1, 4.B.2	187
Core Theme Five: Responsiveness to Community Needs	190
3.B Core-Theme Planning.....	190
3.B.1, 3.B.2	190
3.B.3	191
4.A Assessment.....	191
4.A.1-4.A.6	191
4.B Improvement	199
4.B.1, 4.B.2	199
Mission Fulfillment Tables for Core Themes.....	202
Core Theme One: Excellent Instruction/Learning	202
Core Theme Two: Student Achievement.....	203
Core Theme Three: Broad Access	204
Core Theme Four: Diversity, Equity, Global Awareness	205
Core Theme Five: Responsiveness to Community Needs	206
Chapter Five: Mission Fulfillment, Adaptation, and Sustainability.....	207
Introduction	207
5.A Mission Fulfillment	207
5.A.1 – 5.A.2	207
5.B Adaptation and Sustainability	209
5.B.1	209
5.B.2	209
5.B.3	210
5.B.3	210
CONCLUSION TO THE COMPREHENSIVE SEVEN YEAR REPORT	213

Appendices:	1
Appendix 1-A: Executive Accreditation Steering Committee Members	1
Appendix 1-B: College-wide Accreditation Steering Committee Members	2
Appendix 1-C: Institutional Effectiveness Scorecard	3
Appendix 1-D: Student Demographic Report	6
Appendix 1-E: IEL/SFCC Operational Agreement for 2013-14	7
Appendix 2-A: CCS Organizational Charts	12
<i>CCS Executive Administration, as of July 1, 2013</i>	12
<i>CCS Executive Administration, prior to July 1, 2013</i>	13
<i>Spokane Community College Administrators, as of July 1, 2013</i>	14
<i>IEL Organizational Chart prior to July 1, 2013</i>	15
<i>Spokane Falls Community College Administrators</i>	16
<i>Spokane Falls Community College Instructional Organizational Chart</i>	17
<i>SFCC Student Services Organizational Chart</i>	18
<i>CCS Information Technology</i>	19
<i>IT Customer Support Services</i>	20
<i>Technology Services</i>	21
<i>Informational Services and Development Services</i>	22
Appendix 2-B: Spokane Falls Community College Committees	23
Appendix 2-C: Eligibility Requirements	25
Appendix 2-D: Cooperative Agreement between CCS Foundation and SFCC	25
Appendix 3-A: Spokane Community College-IEL Merger	27
Appendix 3-B: Spokane Falls Community College Master Plan - Draft.....	29
Appendix 3-C: UND Aerospace Program Closure	32

Institutional Overview

Geography and Populations Served

Established in 1967, Spokane Falls Community College (SFCC) is a public, comprehensive, two-year college. SFCC serves Community College District 17, geographically Washington's largest community-college district.



District 17 is a six-county, 12,302 square-mile region along the Washington-Idaho border comprised of the rural, isolated counties of Ferry, Lincoln, Pend Oreille, Stevens, and Whitman; and the economically challenged urban area of Spokane County, populated by approximately 475,735 people.

Figure 1.1: District 17: a six-county area comprised of both urban and rural populations.

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

SFCC Leadership

On July 1, 2012 Dr. Janet Gullickson became the SFCC President, following the retirement of Pam Praeger, who had served two years as president on an interim basis. Joining Dr. Gullickson on her executive cabinet are Dr. James Minkler, Vice President of Learning who served two years previously in that role on an interim basis, and Darren Pitcher, Vice President of Student Services.

The Community Colleges of Spokane

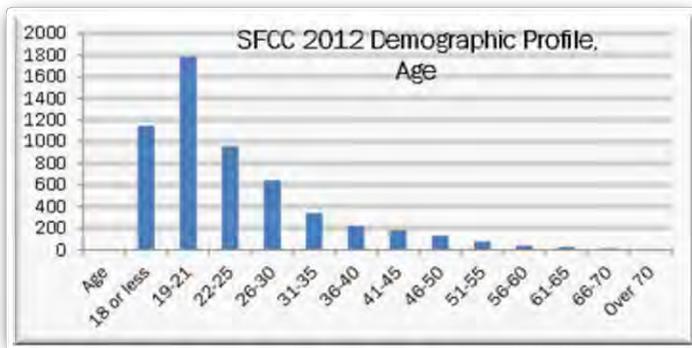
The Community Colleges of Spokane is composed of the Institute for Extended Learning, Spokane Community College and Spokane Falls Community College. Each of the three institutions within the Community Colleges of Spokane has different emphases.

As one of two separately accredited colleges in the district, the majority of SFCC's offerings are designed for student transfer to baccalaureate, degree-granting institutions. Washington has statewide transfer agreements among all of the public, and all but two of the private, baccalaureate institutions. SFCC students benefit by having nearby universities that honor these transfer degrees, including Eastern Washington University, Gonzaga University,

Washington State University, and Whitworth University. For SFCC students pursuing a baccalaureate degree entirely through eLearning, SFCC has an articulation agreement with Western Governors University.

Unlike SFCC, the largest percentage of programs at Spokane Community College is career technical in nature and designed to place students directly into the job market. The primary focus of the Institute for Extended Learning is providing adult basic education to the district, service to the rural communities, and the means for rural students to earn SFCC college credits (to view Operational Agreement, see [Appendix 1- E](#)).

Although smaller in total enrollments than the transfer degree programs, the 20 SFCC career technical programs do work closely through advisory committees and area workforce councils—comprised of business and industry partners—to determine workforce needs and educational modifications.



Demographic Profile

Figure 1.2: SFCC Demographic Profile by Age, Fall 2012

The demographic profile of SFCC students for Fall 2012 shows 5567 unduplicated students. Of that count 54.8% identify as female. Most students are enrolled full-time (70.5%) with 12 or more credits. The average

age is 25.6 with 19 to 21 year-olds as the largest age group. Fifty-four percent (54%) of enrollees are first-generation students. Students identified as economically disadvantaged represent 38% of the total enrollment, and 67.6% cite their academic goal as transferring to a four-year college.

The ethnic composition of SFCC students is largely racially and ethnically homogeneous but more diverse than the community's. The majority of SFCC students are Caucasian while multi-racial students constitute the largest minority (to view the full Fall 2012 Student Demographic Report, see [Appendix 1- D](#)).

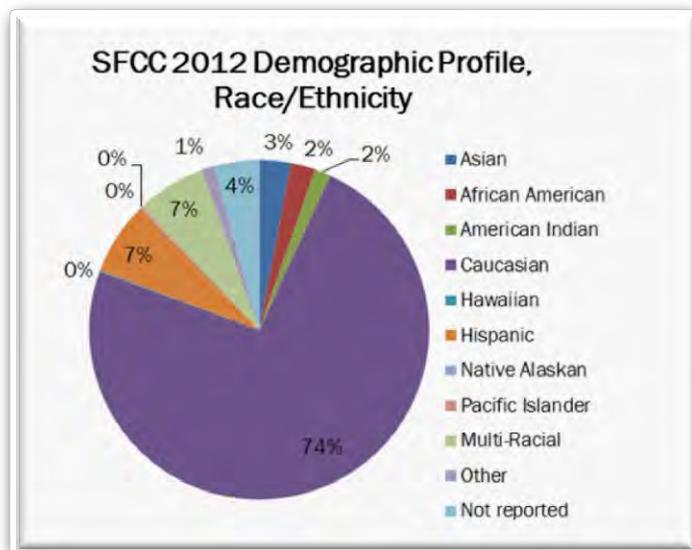
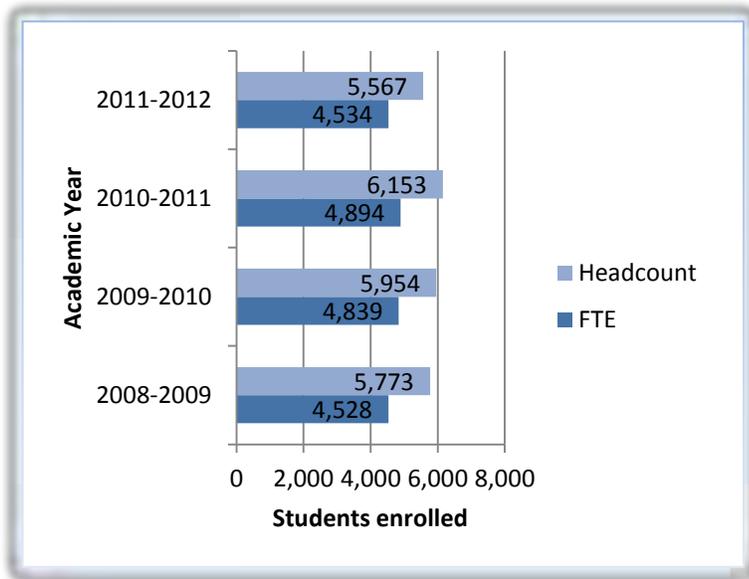


Figure 1.3.: SFCC Demographic Profile by Race/Ethnicity, Fall 2012

Preface

In Fall 2008, SFCC submitted [a regular interim report](#), followed by a regular interim visit from the Northwest Commission on Colleges and Universities. Since that visit, a number of issues have led to significant changes at the college—mainly those of enrollments, budgets, and capital projects.



The increased demand for services that accompanies increased enrollments has paralleled a sharp decrease in state funding. Although tuition and fee increases have mitigated some of the college's fiscal challenge, these increases have created more financial-aid need for students. The corresponding tables represent Spokane Falls Community College's enrollment and allocations for 2008-2012.

Figure 1.4: SFCC Enrollment per Academic Year by FTE and Headcount

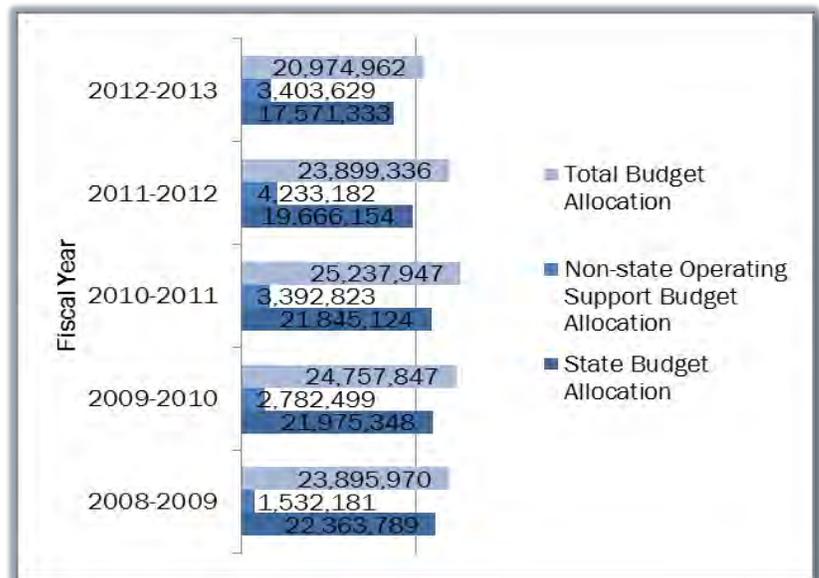


Figure 1.5: SFCC Budget Allocations per Fiscal Year

Campus Changes

Institutional Change

When the Year One Report was initially submitted, SFCC was one of three institutions serving District 17; The Community Colleges of Spokane (CCS) was comprised of three institutions: SFCC, Spokane Community College, and the Institute of Extended Learning (IEL). However, as of July 1, 2013, the Institute of Extended Learning merged with Spokane Community College. Because the evaluation period covers the time prior to the merger, this report reflects a period of time between comprehensive visits prior to the merger.

The 2013-14 Academic Year will allow for transitioning IEL credit classes from the SFCC Inventory to the SCC Inventory, as well as allowing IEL students to finish their credit enrollment recorded on SFCC transcripts during the 2013-14 Academic Year. A substantive change proposal will be submitted to the NWCCU around the first of the year, 2014, to address SFCC establishing a branch campus in Pullman, WA, in Whitman County. (For organizational charts, see [Appendix 2-A: CCS Organizational Charts](#); for more information about governance, see [Standard 2.A Governance](#).)

Major Awards and Initiatives

The college has embarked in a sustained effort to improve student success in two major ways. SFCC has directed resources to increase satisfactory progression of students in their first year of college and to help improve the number of those who transition to the second year and successfully complete with certificates and/or degrees. The following awards and grants have assisted in that venture.

- Title III Grant
- Project DEgree Grant
- Achieving the Dream
- Gateway to College Program

In 2008, SFCC was awarded a **Title III Grant**, which has significantly helped the college implement a number of these strategies. The final phase of that grant was just completed. Through carefully monitoring the results of these achievement and intervention initiatives, we discovered that many of the new innovations have improved student success while those that did not 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 ages 18-26 whose college-placement scores fall within the precollege-level in all three tested areas (reading, writing, and math). In addition to Project DEgree improving student success in these areas, preliminary results indicate that student success and progression have also improved.

In June 2011, SFCC became an **Achieving the Dream** College. With the support of its Achieving the Dream coaches and through planning and data-analysis processes, SFCC has

focused on two interventions that will be scaled up to help a much wider proportion of its students through a revamped academic advising effort and through an Early Alert System (view [Early Alert System referral form](#)). As part of a cohort of Washington State Achieving the Dream colleges (funded through a Washington College Spark Grant), the state's Student Achievement Initiative points are being used to assess the effectiveness of the Achieving the Dream efforts.

In the Fall 2012, SFCC enrolled its first students in **Gateway to College**, a national dropout-and-recovery program. The program is a concurrent enrollment program that functions to assist at-risk students by providing them the ability to earn both high school and college credit. The program partnered with two local school districts but has since expanded to five participating school districts, with more districts interested in participating. After only one year in operation, the program met and slightly surpassed the national Gateway to College average for helping students earn both high school and college credits.

SFCC has improved its overall first-year progression rate with the help of other student-achievement initiatives such as the Rethinking Precollege Math (funded by a Bill & Melinda Gates Foundation grant), First-Year Introduction (FYI), Integrated Basic Education Skills Training (I-BEST), and Peer Tutoring. Such results have helped the college become an Achieving the Dream institution as well as being named one of 120 community colleges nationwide eligible for the Aspen Prize for Community College Excellence (see [2011 Eligible Community Colleges, Aspen Institute](#)).

Academic Programs

Since fall 2008, SFCC has undergone the following additions and deletions to its academic programs:

SFCC CHANGES TO ACADEMIC PROGRAMS SINCE 2008		
Annual Report	Additions	Deletions
2008	<ul style="list-style-type: none"> I-BEST – Basic Office Skills (Certificate) I-BEST- Social Services Technician (Certificate) Library Technician (Certificate) 	<ul style="list-style-type: none"> Accounting (AAS) Accounting Assistant (Certificate) Accounting Clerk (Certificate)
2009	<ul style="list-style-type: none"> Education Paraprofessional, School Library Media Technician Emphasis (AAS) 	<ul style="list-style-type: none"> E-Commerce (AAS) Print Production Design (Certificate) Real Estate (AAS) Real Estate (Certificate)
2010		<ul style="list-style-type: none"> Credit & Financial Management (AAS) Fashion Merchandising (AAS) Marketing (AAS) Retail Management (AAS) Small Business Management (AAS) Transportation & Logistics Management (AAS)

SFCC CHANGES TO ACADEMIC PROGRAMS SINCE 2008		
Annual Report	Additions	Deletions
2011	<ul style="list-style-type: none"> • Associate of Fine Arts in Music (AFA) • Digital Media Production (AAS-T) • Earth Science Education (AA DTA) • Interpreter Training Program (AAS-T) • Occupational Therapy Assistant (AAS) • Social Media Marketing (Certificate) 	
2012	<ul style="list-style-type: none"> • Basic Bookkeeping (Certificate) • I-BEST Management (Certificate) 	<ul style="list-style-type: none"> • Aviation Science (AA DTA) • Web Design (AAS)

Table 1.1: Changes to Academic Programs since 2008

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 were still under SFCC's oversight.

Buildings

In Spring 2011, SFCC opened a new science building, totaling 72,000 square feet; in Winter 2011, the music building was renovated, nearly doubling its size from 25,743 square feet to 47,541 square feet. In Fall 2013, SFCC opened a new multifunctional building called the Falls Gateway Building, which provides 32,000 square feet of space for classrooms, computer labs, a new tutoring and testing center, and offices for academic counselors and administrators. The college also moved one of its programs, Physical Therapist Assistant, to the recently acquired Magnuson Building. The college admitted students to its new Occupational Therapy Assistant Program in the same building Fall 2011 and graduated its first class Spring 2013.

As the campus has built new buildings, it has also recently demolished two (Business Building and Science Building) and slated two more for demolition (Administration Building and Communications Building). In Summer 2013, construction broke ground for the new Early Childhood Education Building. For more information on SFCC's physical infrastructure, see [2.G.1](#).

Review of 2008 NWCCU Interim Report

SFCC received no recommendations. We did receive the following **commendations**:

1. **Student success.** 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. **Faculty collegiality.** 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.

Review of the 2011 NWCCU Year One Peer-Evaluation

SFCC received two recommendations in fall 2011:

1. **Articulation of mission fulfillment.** The evaluation panel recommends that the College define mission fulfillment and articulate an acceptable threshold of mission fulfillment (Standard 1.A.2).
2. **Articulation of relationships among themes, objectives, and indicators.** The evaluation panel recommends that the College more clearly articulate the relationship of the eight bullet points, five core themes, 15 objectives, and 55 performance indicators in order to establish that these indicators are meaningful, assessable, and verifiable and “individually manifest essential elements of its mission and collectively encompass its mission” (Standard 1.B.1).

Responses to Recommendations

1. **Articulation of mission fulfillment.** The language of the mission itself has not changed and remains, “SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities.” However, the college has revised its Institutional Effectiveness Scorecard to reflect the core themes, which clearly articulate an acceptable threshold of mission fulfillment. Each core theme has indicators and thresholds in order to measure whether those indicators have been fulfilled. Any indicator within a theme that falls within the red category has dropped below the acceptable threshold of mission fulfillment and, therefore, requires immediate action to address the inadequacy. (To view Institutional Effectiveness Scorecard, see [Appendix C.](#))
2. **Articulation of relationships among themes, objectives, and indicators.** The Institutional Teaching and Learning Improvement Coordinating Committee (ITALIC) determined that the five core themes should replace the eight bullet points that showed how SFCC accomplishes its mission as shown in the following table. The core themes are now the focus of measuring mission fulfillment.

Former Eight Bullets (2011)	Five Core Themes (present)
<ul style="list-style-type: none"> • offering comprehensive academic transfer, career 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 • contributing to the economic well-being of the communities we serve 	<ul style="list-style-type: none"> • Excellent Instruction/Learning • Student Achievement • Broad Access • Diversity, Equity, and Global Awareness • Responsiveness to Community Needs

Table 1.2: Former Points of Mission Statement and SFCC Five Core Themes

We defined mission-fulfillment with the core themes and revised the Institutional Effectiveness Scorecard to reflect this. We now measure the success of the indicators and, as such, demonstrate core theme fulfillment. Achieving the core theme-indicator thresholds provides collective, meaningful, verifiable assessment that “individually manifest essential elements of its mission and collectively encompass its mission” (Standard 1.B.1).

Any online or on-campus materials that displayed the eight bullets have been updated with the five core themes.

A New District Strategic Plan

The Community Colleges of Spokane (CCS) created a new districtwide strategic plan approved by the Board of Trustees (BOT) at its June 2011 meeting. The SFCC Mission Statement and core themes fit well under the umbrella of the new CCS strategic priority areas:

- Student Success: Strengthening engagement
- Collaboration and Communication: Building productive communities
- Sustainability: Enhancing operational efficiency and effectiveness
- Innovation: Supporting a culture of continuous improvement.

Under the auspices of the CCS BOT and chancellor, SFCC reviewed the strategic plan while aligning with the districtwide strategic initiatives and focusing on SFCCs campus’s mission

fulfillment. The mission statement is slated for review over the 2013-14 Academic Year. The review process will be collegewide and done in light of the CCS strategic priority areas.

Developing the Core Themes

Identifying the core themes was a collegewide effort that began with an online forum to gather input from the entire college and then identify the key themes inherent in the college's strategic planning goals. The Institutional Effectiveness Scorecard the college has used since 2003-04 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 previous scorecards (2009-10, 2010-11, and 2011-12), to establish longitudinal connections over ten years.

The addition of core themes to the college's strategic planning processes have replaced the previous strategic goals and will add greater coherence as to how the assessed indicators of the college's objectives are tied to the core themes that lead to mission fulfillment. The tracking of data over this span of time allows the college to identify areas for needed improvement and gain a comprehensive picture of strides made in the following areas:

- Instruction and learning
- Student achievement
- Access
- Equity/diversity
- Community responsiveness.

The entire college (students, staff and faculty) participated in the Year One Report in a variety of ways. To identify the core themes, the SFCC Administrative Council reviewed the SFCC 2008-2013 Strategic Plan and arranged similar strategic goals into clusters. These clustered goals were then 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 current five core themes:

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

The CCS Board of Trustees reviewed SFCC's Core Themes at its 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.

In Winter 2011, an Executive Accreditation Steering Committee began meeting to map out the accreditation reporting process. In March 2011, the entire accreditation team was invited to two workshops in order to learn the overall reporting process and to assign and coordinate the duties to each core theme team. The five core theme teams collectively had 49 individuals serving, and met several times during Spring 2011 to identify objectives,

indicators and benchmarks. Over the course of the 2011-12 and 2012-13 Academic Years, the core-theme teams met analyzed data and wrote the results while the leaders of those teams shared their progress at Executive Accreditation Steering Committee meetings where team leaders were given feedback. For the names of contributing members, [see Appendix 1-A and 1-B](#).

Mission, Core Themes and Expectations

1



Community Colleges of Spokane
Spokane Falls Community College

Chapter One: Mission, Core Themes and Expectations

Authority

In accordance with *Eligibility Requirement 2*, SFCC is authorized to grant associate degrees and certificates under the Revised Code of Washington (see [RCW 28B.50.020](#)) which creates a system of community and technical colleges to provide for “the dramatically increasing number of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for basic skills and literacy education.” The divisions of college districts in the state of Washington, including District 17 (“The seventeenth district shall encompass the counties of Ferry, Lincoln [. . .], Pend Oreille, Spokane, Stevens and Whitman”), are listed under [RCW 28B.50.040](#). Community college districts operate under the supervision of the State Board for Community and Technical Colleges (see [RCW 28B.50.050](#)).

The Washington Administrative Code, [WAC 1320-01-006](#), organizes the Washington State Community College District 17, Community Colleges of Spokane (CCS), including Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning under Title 28B RCW as a public institution of higher education. The governor appoints the five-member board of trustees who oversee administration, strategic planning and policy development.

Mission and Core Themes (*Eligibility Requirement 3*)

Standard One: Mission, Core Themes and Expectations

The present SFCC Mission Statement was articulated in January 2002, revised in 2007, and reaffirmed by the CCS Board of Trustees at its September 2011 meeting.

The CCS Board of Trustees approved the core themes during the September 2011 meeting. See SFCC's five core themes in the table entitled "SFCC's Mission and Core Themes."

SFCC's mission and core themes are consistent with our legal authorization and are appropriate for a degree-granting institution of higher learning. Our primary purposes are to service the educational interests of our students, to ensure our principle programs lead to recognized degrees, and to devote substantially all of our resources to support our mission and core themes as demonstrated in the Mission and Core Theme Table.

Spokane Falls Community College Mission and Core Themes
SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities. SFCC fulfills our mission through five core themes:
Core Theme One: Excellent Instruction/Learning SFCC has cultivated a climate in which faculty and students commit to excellence in instruction and learning.
Core Theme Two: Student Achievement 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.
Core Theme Three: Broad Access 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." The SFCC mission supports this principle.
Core Theme Four: Diversity, Equity, Global Awareness Advance diversity, promote equity, and to prepare students to live responsibly in an increasingly global civilization. The theme supports our core value of diversity.
Core Theme Five: Responsiveness to Community Needs We are committed to meeting the changing needs of our community stakeholders through collaboration and innovation.

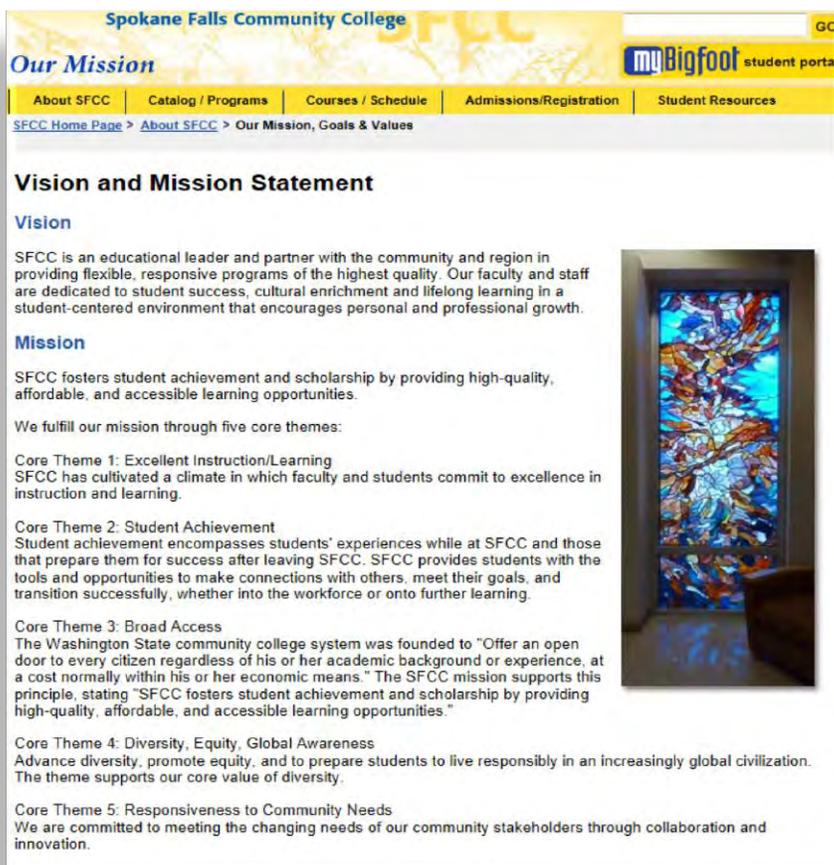
Table 1.3: SFCC Five Core Themes as approved by BOT Fall 2011

Section I: Mission

1.A.-1.A.2

Campus-wide Distribution of Mission Statement and Core Themes

Posters of the SFCC Mission Statement and Core Themes are displayed in all classrooms and many conference rooms throughout campus. They are also prominent on the college website (see Figure below “Mission and Core Themes on SFCC website) and [CCS online catalog](#). The president and other administrators frequently refer to the Mission Statement in meetings and public presentations.



The SFCC Mission Statement, 2002 to present

Prior to 2002, the SFCC Mission Statement was difficult to assess and was changed in 2002 through a collegewide 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.”

Figure 1.6: Mission and Core Themes on SFCC's website

In 2007, the mission was reviewed again, and it was decided that the mission's language served the college and the community well, but that it lacked a focus on student achievement and scholarship. With this in mind, SFCC rewrote the mission into its current, and approved, form:

SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities.

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, through the alignment of its core themes with the CCS District strategic priorities, supports the CCS Mission: "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."

Mission Fulfillment

Fulfillment of the SFCC Mission Statement is documented by adequately meeting the objectives' thresholds identified in the five core themes. Results of the assessment of these indicators are clearly articulated on the Institutional Effectiveness Scorecard (To view scorecard, see Appendix C). If the indicators show that the thresholds have been satisfactorily met, then the five core themes are met, and thus, the SFCC mission has been fulfilled.

The Community Colleges of Spokane adopted software called Strategic Planning Online (SPOL). SPOL allows each college and institute of CCS to track its progress toward fulfilling its own and the CCS District strategic priorities at the same time. SPOL also aligns with the NWCCU accreditation standards, aiding the colleges in evaluating how well the assessed objectives are helping the colleges meet those standards.

The Mission Statement in the Future

The SFCC Mission statement is due for review in academic year 2013-14. The process will be connected to an overall collegewide review of the annual reports from SPOL, a review of the data analysis regarding mission fulfillment through satisfactory achievement of the core theme indicators, and an evaluation of adjustments that may be necessary for better alignment under the CCS Mission and Strategic Priorities.

Section II: Core Themes

1.B.1

SFCC has identified five core themes that, when achieved collectively, fulfill the SFCC mission. In this way, the college fosters student achievement by providing affordable and accessible high-quality learning opportunities. (For a brief history of SFCC's core-theme creation, see [Developing the Core Themes](#) in the Preface.)

1.B.2

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 fulfillment of its mission. The

commitment to continuously improve student achievement at SFCC fits well within the district plan. The connections among CCS Strategic Priorities, CCS Strategic Initiatives, and SFCC Core Themes are demonstrated in the following chart:

CONNECTIONS AMONG PRIORITIES, INITIATIVES, AND THEMES		
CCS Strategic Priorities	CCS Strategic Initiatives	SFCC Core Themes
Student Success: Strengthening Student Engagement	Improve student success transitioning among educational levels and careers.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Two: Student Achievement • Core Theme Three: Broad Access
	Improve instructional options to meet diverse student needs.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Two: Student Achievement • Core Theme Four: Diversity, Equity, Global Awareness
	Strengthen student completion.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Two: Student Achievement
Collaboration and Communication	Expand results-oriented partnerships among education, business labor and community leaders that strengthen workforce development.	<ul style="list-style-type: none"> • Core Theme Five: Responsiveness to Community Needs
	Build and support cross-district teams to identify and implement best practices.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Two: Student Achievement • Core Theme Five: Responsiveness to Community Needs
	Advance the reputation and position of CCS as a vital contributor to the region's socioeconomic well-being.	<ul style="list-style-type: none"> • Core Theme Five: Responsiveness to Community Needs
Sustainability: Enhancing Operational Efficiency and Effectiveness	Recruit, develop and retain high-quality diverse faculty and staff.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Four: Diversity, Equity, Global Awareness
	Operate as a district.	<ul style="list-style-type: none"> • Core Theme Two: Student Achievement • Core Theme Three: Broad Access • Core Theme Five: Responsiveness to Community Needs

CONNECTIONS AMONG PRIORITIES, INITIATIVES, AND THEMES		
CCS Strategic Priorities	CCS Strategic Initiatives	SFCC Core Themes
	Optimize the use of technology.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Three: Broad Access
	Sustain fiscal stability.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Three: Broad Access • Core Theme Five: Responsiveness to Community Needs
	Provide facilities and environments highly conducive to learning with minimal ecological impact.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning
Innovation: Supporting a Culture of Continuous Improvement	Ensure programs and services are relevant, diverse, high-quality and timely.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Two: Student Achievement • Core Theme Four: Diversity, Equity, Global Awareness • Core Theme Five: Responsiveness to Community Needs
	Identify and capture new sources of revenue.	<ul style="list-style-type: none"> • Core Theme Three: Broad Access • Core Theme Five: Responsiveness to Community Needs
	Reward innovative ideas and high-performance teams.	<ul style="list-style-type: none"> • Core Theme One: Excellent Instruction/Learning • Core Theme Two: Student Achievement • Core Theme Three: Broad Access • Core Theme Four: Diversity, Equity, Global Awareness • Core Theme Five: Responsiveness to Community Needs

Table 1.4: Connections between core themes, initiatives and priorities

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 for improvement. The completion of the districtwide CCS 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 larger community. Each theme objective is accompanied by an indicator, benchmark, threshold, and target. The measure for each indicator is discussed in Chapter 4.

- Indicator: Assessable component of objective
- Benchmark: Reference point for measurement

- Threshold: Minimum accepted performance level
- Target: Institutional Goal

Core Theme One: Excellent Instruction and Learning

Brief Description of Theme: *Quality is 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. SFCC has cultivated a climate in which faculty and students commit to excellence in instruction and learning.*

Objective 1:

Faculty members maintain excellence through continuing professional development and evaluation.

SFCC CORE THEME ONE: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
1.1.1 The college provides financial support for faculty professional development in all divisions of the college to continuously improve instruction/learning. The level of support will be measured by these faculty development resources, disbursed through a competitive and peer-reviewed process, which are funded and utilized annually.	Total funding for listed faculty-development opportunities will not fall below 80% of 2008-09 levels.	Total funding for listed faculty-development opportunities during the 2008-09 year.	Total funding for listed faculty-development opportunities will be restored to 2008-09 levels.
1.1.2 Faculty members participate in professional development.	90% of eligible full-time faculty submit their professional activities statements required for step advancement.	100% of eligible full-time faculty submits their professional-activities statements required for step-advancement.	100% of full-time faculty submits the professional-activities statement required for step-advancement.
1.1.3 Faculty members participate in formal evaluation.	90% of all faculty have engaged in formal evaluation within the last 5 years.	100% of all faculty have engaged in formal evaluation within the last 5 years.	100% of all faculty have engaged in formal evaluation within the last 5 years.

Table 1.5: Professional Development

Rationale: 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, faculty members contribute to a culture of excellence by sharing their developing knowledge with colleagues in a variety of informal venues. Understandably, continuous learning by faculty helps to ensure that students are kept current in the developments in their field and continue to thrive under learning pedagogy that may be especially affected by strides in classroom technology.

Objective 2:

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

SFCC CORE THEME ONE: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
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 academic degrees are supported by an articulation agreement. • 100% of courses listed on transfer degrees are deemed generally transferrable according to ICRC guidelines. 	<ul style="list-style-type: none"> • 100% of academic degrees are supported by an articulation agreement. • 100% of courses listed on transfer degrees are deemed generally transferrable according to ICRC guidelines. 	<ul style="list-style-type: none"> • 100% of academic degrees are supported by a current articulation agreement. • 100% of courses listed on transfer degrees are deemed generally transferrable according to ICRC guidelines.
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 input from advisory committees through biannual meetings. • 100% of Tech Prep articulations are updated and available for students. 	<ul style="list-style-type: none"> • 100% of career technical programs are current in their program review status. • 100% of career technical programs receive input from advisory committees through biannual meetings. • 100% of Tech-Prep articulations are updated and available for students. 	<ul style="list-style-type: none"> • 100% of career technical programs are current in their program-review status. • 100% of career technical programs receive input from advisory committees through biannual meetings. • 100% of Tech Prep articulations are updated and available for students.

SFCC CORE THEME ONE: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
1.2.3 Curriculum-review processes support the integrity of the curriculum.	<ul style="list-style-type: none"> Each year, 25% of the existing inventory of courses will have course learning outcomes reviewed. 	<ul style="list-style-type: none"> 100% within 4 years. 	<ul style="list-style-type: none"> 50% of courses will have course learning outcomes that have been reviewed and/or updated by Spring 2015.

Table 1.6: SFCC Core Theme One: Objective 2

Rationale: Faculty must teach courses embedded within programs that produce learning valued by both the academic and larger communities in order to teach excellently. Administration must support faculty in this endeavor by encouraging faculty’s active participation in processes that ensure rigor and relevance of course and program offerings. The Curriculum and Graduation Requirements Committee is a faculty-driven enterprise (for more information about the committee, see [2.C.5](#)).

Objective 3: Students attain the learning outcomes established for their courses and programs.

SFCC CORE THEME ONE: OBJECTIVE 3			
Indicator	Threshold	Benchmark	Target
1.3.1 Assessment of learning outcomes in transfer programs is systemic and evaluative	<ul style="list-style-type: none"> At least 33% of the general education learning outcomes for each distribution area of a transfer degree are assessed per year with 100% having been assessed within a three-year period. 	<ul style="list-style-type: none"> At least 33% of the general education learning outcomes for each distribution area of a transfer degree are assessed per year with 100% having been assessed within a three-year period. 	<ul style="list-style-type: none"> 100% of the general education learning outcomes for each distribution are assessed within a three-year period.
1.3.2 Assessment of learning outcomes in career technical programs is systematic and evaluative.	<ul style="list-style-type: none"> At least 33% of the learning outcomes for each CTE program are assessed per year with 100% having been assessed within a three-year period. 	<ul style="list-style-type: none"> At least 33% of the learning outcomes for each CTE program are assessed per year with 100% having been assessed within a three-year period. 	<ul style="list-style-type: none"> At least 33% of the learning outcomes for each CTE program are assessed per year with 100% having been assessed within a three-year period.

Table 1.7: Assessment of learning outcomes

Rationale: Excellent instruction in rigorous, relevant courses is only as valuable as the learning to which it contributes. Faculty content-experts develop Course Learning Outcomes 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.

To view the analysis and results of Core Theme One, see Chapter Four: [Core Theme One: Excellent Instruction and Learning](#).

Core Theme Two: 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.*

Objective 1: Students will extend learning by developing meaningful and significant connections within their communities.

SFCC CORE THEME TWO: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
2.1.1 Improved fall-to-fall persistence of degree-seeking students engaged on campus.	<ul style="list-style-type: none"> 70% fall-to-fall persistence for engaged degree-seeking SFCC students. 	<ul style="list-style-type: none"> 70% in each of four Community College Survey of Student Engagement questions (Student Organizations, Skill Labs, Tutoring, & Academic Advising). 	<ul style="list-style-type: none"> 73% fall-to-fall persistence for engaged degree-seeking students.
2.1.2 New students participate in New Student Orientation (NSO), Running Start, American Honors College, or International Student Orientation.	<ul style="list-style-type: none"> 85% of new students participate (percentage attending NSO, which has largest attendance). 	<ul style="list-style-type: none"> 88% of new students participate. 	<ul style="list-style-type: none"> 90%
2.1.3 Students report enhanced learning through offered co-curricular activities.	<ul style="list-style-type: none"> In response to "To what extent do the co-curricular programs offered by your college enhance your learning?" 50% of students reply "some," "quite a bit," or "very much." 	<ul style="list-style-type: none"> In response to "To what extent do the co-curricular programs offered by your college enhance your learning?" 55% of students reply "some," "quite a bit," or "very much." 	<ul style="list-style-type: none"> In response to "To what extent do the co-curricular programs offered by your college enhance your learning?" 60% of students reply "some," "quite a bit," or "very much."

Table 1.8: Student engagement extends learning

Rationale: Strong national and local data show a connection between the campus community and student achievement. Connection contributes not only to student persistence and transition, but students who engage with the campus are also more committed to achieving their educational goals; those students have a greater stake in their educational outcomes. Objective 1 meets the college's strategic goal to "Deliver high-quality academic services, advising, and co-curricular activities" ([2008-2013 SFCC Strategic Goals](#)).

Objective 2: Each student will meet his or her educational goals.

SFCC CORE THEME TWO: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
2.2.1 First-year students persist from first to second year.	<ul style="list-style-type: none"> 35.6% for all first-time SFCC students. 	<ul style="list-style-type: none"> 51% persistence rate of first-year students. 	<ul style="list-style-type: none"> 50%
2.2.2 Full-time students earn at minimum 30 college-level credits by the end of their first year. Part-time students earn 15 college-level credits within their first year.	<ul style="list-style-type: none"> Full-time = 22.5% earned at least 30 college-level credits their first year. Part-time = 11.1% earned at least 15 college-level credits their first year. 	<ul style="list-style-type: none"> Full-time = 18.1% Part-time = 19.7% 	<ul style="list-style-type: none"> Full-time = 30% Part-time = 15%
2.2.3 Students' time-to-completion is within 200% of program length.	<ul style="list-style-type: none"> 17.9% of all students starting in 2008 completed by 2011-12. 24.3% of full-time, degree-seeking students starting in 2008-09 completed by 2011-12. 5.2% of part-time, degree-seeking students starting in 2008-09 completed by 2011-12. 	<ul style="list-style-type: none"> 24.8% of all students starting in 2008 completed by 2011-12. 31.1% of full-time students complete their degree or certificate within 200% of their program. 12.9% of part-time students complete their degree or certificate within 200% of the length of their program. 	<ul style="list-style-type: none"> Full-time = 50% Part-time = 12%
2.2.4 Students report satisfaction with academic advisement and counseling.	<ul style="list-style-type: none"> Gap between students' satisfaction with academic advisement and counseling and their reception of its importance is 1.27 on the Noel-Levitz Student Satisfaction Inventory (SSI). 	<ul style="list-style-type: none"> Gap 1.0 	<ul style="list-style-type: none"> Gap below 1.0
2.2.5 Degree and certificate seeking students file academic plans within their first quarter.	<ul style="list-style-type: none"> 41% 	<ul style="list-style-type: none"> According to the 2011 Community College Survey of Student Engagement (CCSSE), 41.2% of respondents stated that an advisor helped them develop a personalized education plan tailored to their goals before the end of their first quarter. 	<ul style="list-style-type: none"> 75%

Table 1:9: Students' educational goals

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 to “Provide opportunities for students to achieve personal enrichment goals” ([2008-2013 SFCC Strategic Goals](#)).

Objective 3: Students’ academic transitions will be successful.

SFCC CORE THEME TWO: OBJECTIVE 3			
Indicator	Threshold	Benchmark	Target
2.3.1 College Prep and I-BEST students succeed in first quarter courses and persist to second quarter.	<ul style="list-style-type: none"> 75% of College-Prep students who transition to SFCC earn a 2.0 or above in their first quarter. 60% of I-BEST students who transition to SFCC credit-bearing programs earn a 2.0 or above in their first quarter. 75% of College-Prep students persist. 80% of I-BEST students persist. 	<ul style="list-style-type: none"> 75% of College-Prep students earn a 2.0 or above in their first quarter. 60% of I-BEST students earn a 2.0 or above in their first quarter. 	<ul style="list-style-type: none"> 80% of College-Prep students who transition to SFCC credit-bearing programs earn a 2.0 or above in the first quarter. 75% of I-BEST students who transition to SFCC credit-bearing programs earn a 2.0 or above in their first quarter. 75% of students who complete College-Prep persist to the second quarter. 80% of students who complete I-BEST persist to the second quarter.
2.3.2 Transfer-intent students who place below college level complete their developmental courses within two years of enrollment.	<ul style="list-style-type: none"> 18.5% of transfer-intent students who placed in developmental math in fall 2009 completed by the end of fall 2011. 38.7% of students who placed into developmental writing in fall 2009 completed by the end of fall 2011. 	<ul style="list-style-type: none"> 18.5% 38.7% 	<ul style="list-style-type: none"> 40% of transfer-intent students who place in developmental math successfully complete developmental math coursework within two years of enrollment. 60% of transfer-intent students who place into developmental writing complete their developmental writing coursework within two years of enrollment.
2.3.3 Students successfully transfer to public Washington four-year colleges as juniors.	<ul style="list-style-type: none"> 55% (three-year average). 	<ul style="list-style-type: none"> 58% of students transfer as juniors (three-year average + 3%). 	<ul style="list-style-type: none"> 65% (Institutional Effectiveness Scorecard Measurement).
2.3.4 Students have a job or continue their education within nine months after their	<ul style="list-style-type: none"> 75% (3 of 4 students should become employed or continue education) 	<ul style="list-style-type: none"> 68% place in a job or continue their education. 	<ul style="list-style-type: none"> 80% combination of those who place in a job or continue their education.

SFCC CORE THEME TWO: OBJECTIVE 3			
Indicator	Threshold	Benchmark	Target
degree is earned.	at next level).		
2.3.5 Career technical students successfully pass licensure exam on first attempt.	<ul style="list-style-type: none"> • 90% (Physical Therapist Assistant Program) • 90% (Hearing Instrument Specialist Program) • 90% (Orthotics and Prosthetics Program) • 90% (Occupational Therapy Assistant Program) 	<ul style="list-style-type: none"> • 80% of Career technical students earn their field's certification. 	<ul style="list-style-type: none"> • 100% • 100% • 100% • 100%

Table 1.10: Students' academic transitions

Rationale: Not only is the college mindful of students' achievement while at SFCC, it is also 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:

- To develop and implement strategies to improve students' completion of their degrees and certificates
- To improve the transfer rate for all students acquiring associate transfer degrees
- To facilitate students' seamless transitions from high school to our institution, within our programs, to baccalaureate institutions, and to chosen professions ([2008-2013 SFCC Strategic Goals](#)).

To view the analysis and results of Core Theme Two, see Chapter Four: [Core Theme Two: Student Achievement](#).

Core Theme Three: 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 by emphasizing its purpose to provide affordable access to as many groups as possible.*

Objective 1:

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

SFCC CORE THEME THREE: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
3.1.1 SFCC offers sufficient programs, degrees and certificates needed by community members to fulfill their goals.	<ul style="list-style-type: none"> Total number of offered programs, degrees, and certificates will be reported annually. 20% of students graduating from service-area high schools will matriculate at SFCC the following September. 	<ul style="list-style-type: none"> Programs, degrees, and certificates offered information will be accessible to the public through the SFCC website. 26.7% of the 2009 Spokane Public HS graduates matriculated at SFCC. For the 2010-11 Academic Year, students matriculated from 44 different service-area high schools. 	<ul style="list-style-type: none"> Link all programs, degrees, & certificates to CCS Bigfoot portal. Increase recruiting efforts at local High Schools to increase matriculation rate by 5%.
3.1.2 Students enroll in the SFCC courses they need to fulfill their goals at a convenient time and 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 surveyed students will indicate satisfaction with course availability. 	<ul style="list-style-type: none"> All distribution areas have open courses in the 2012-13 Academic Year. The distribution with the smallest percentage of courses open, Humanities Group C, had 46% of distribution courses open in Winter 2013. Mean satisfaction score will remain within non-statistically significant difference range from previous administration of Student Satisfaction Inventory (4.70 down from 4.85 p> .05). 	<ul style="list-style-type: none"> Increase open seat options by 5%. Mean satisfaction score will have a statistically significant difference improvement over previous administration of SSI.

SFCC CORE THEME THREE: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
3.1.3 SFCC offers students support services that enhance college access and ensure potential students do not encounter barriers to access, including Disability Support Services and Academic Counseling.	<ul style="list-style-type: none"> 90% of surveyed students will indicate they have used one or more college access/entry service. 80% of surveyed students will indicate satisfaction with the college access/entry service. 	<ul style="list-style-type: none"> Students completing the CCSSE will indicate they sometimes or often utilize college access/entry services: Academic Advising: 51% Career Counseling: 26% Financial Aid advising: 42% Transfer Credit assistance: 25% Disability services: 7% Students completing the CCSSE will indicate they are somewhat or very satisfied with college access/entry services (when applicable): Academic Advising: 78% Career Counseling: 69% Financial Aid advising: 71% Transfer Credit assistance: 65% Disability services: 69% 	<ul style="list-style-type: none"> Students completing the CCSSE will indicate they sometimes or often utilize college access/entry services at a similar rate as CCSSE medium sized colleges: Academic Advising: 58% Career Counseling: 28% Financial Aid advising: 51% Transfer Credit assistance: 26% Disability services: 9% Students completing the CCSSE will indicate they are somewhat or very satisfied with college access/entry services (when applicable) at similar rates to CCSSE medium sized colleges: Academic Advising: 88% Career Counseling: 77% Financial Aid advising: 82% Transfer Credit assistance: 77% Disability services: 71%

Table 1.11: Core Theme Three Broad Access

Rationale: Opening the door to higher education is not enough to support its own community or the larger community. 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 SFCC is meeting community needs by supporting student learning with high-quality support services through programs and degrees that students need and want. Quantitative data provides information about the number of students served and their satisfaction with course offerings.

Objective 2:

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 options.

SFCC CORE THEME THREE: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
3.2.1 SFCC offers alternative programs designed to increase access.	<ul style="list-style-type: none"> 30% of all course offerings provide classroom seats in alternative formats and/or locations. An operational agreement between SFCC, and formerly the IEL, is annually evaluated, signed, and implemented. 	<ul style="list-style-type: none"> 43% of 2010-11 distinct course offerings were in alternative formats or locations: 19% at alternative locations 24% in alternative formats. New agreement in place with accreditation changes from SFCC to SCC. For current agreement, see Appendix 1-E: IEL/SFCC Operational Agreement for 2013-14. 	<ul style="list-style-type: none"> 50% of distinct course offerings were in alternative formats or locations. New operational agreement for 2014-15.
3.2.2 SFCC offers targeted programs such as Early College High School and Project DEgree.	<ul style="list-style-type: none"> These special programs fill to at least 80% of their designated capacity. 	<ul style="list-style-type: none"> Tech prep, Running Start, Project Degree, and ECHS served 6571 students, filling 26,935 seats in the last 3 years. Gateway to College and American Honors have served 124 students, filling 329 seats in 2012-13. 	<ul style="list-style-type: none"> Capacity to serve these populations with increase by 5% annually maintaining a fill rate of at least 80%.
3.2.3 SFCC offers Prior Learning Assessments (PLA), including College Level Examination Program (CLEP) and Advanced Placement (AP).	<ul style="list-style-type: none"> The number of students transcribed with PLA credit will increase by 5% in each category of PLA credit each year. 	<ul style="list-style-type: none"> State-reported tracking of PLA. 	<ul style="list-style-type: none"> 5% increase of PLA opportunities.

SFCC CORE THEME THREE: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
3.2.4 SFCC, and formerly the IEL, offer GED, ABE, ESL, high school completion, and pre-college transition programs such as I-BEST.	<ul style="list-style-type: none"> • ABE, ESL, and pre-college transition programs offer number of courses. • Students earn high school completion or CCS High School Diploma. • Students in pre-college transition programs will transition to college-credit courses. 	<ul style="list-style-type: none"> • ABE program filled 23,096 seats in 927 sections of 36 distinct courses. • ESL program filled 1,517 seats in 44 sections of 40 distinct courses. • 2010-11: 100 HS completions; 4 CCS HS diplomas 2011-12: 75 HS completions; 7 CCS HS diplomas. • 38% of students transition: College Prep--64% ESL--33% I-BEST--69% Career Builder--22% Change Point--43%. 	<ul style="list-style-type: none"> • Increase number of courses by 10%. • Increase granting of HS diplomas by 5%. • Increase number of students enrolling in college classes by 10%.

Table 1.12: SFCC Core Theme Three: Objective 2

Rationale: Recognizing that students come to SFCC with a variety of educational needs, the college provides students many alternatives to traditional college course offerings in order to keep the “open door” unlocked, 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. For those learners who require access away from campus, SFCC offers programs at rural centers, Fairchild Air Force Base and other community locations.

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

Objective 3:

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

SFCC CORE THEME THREE: OBJECTIVE 3			
Indicator	Threshold	Benchmark	Target
3.3.1 SFCC offers information and events regarding financial aid to help educate and assist potential students.	<ul style="list-style-type: none"> Offer one financial aid event on a semi-monthly basis. Track attendance at information sessions. 	<ul style="list-style-type: none"> 44 information events offered between September 2012 and July 2013. 2349 attended. 	<ul style="list-style-type: none"> Increase info events by 10%. 3000 attend.
3.3.2 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 100 SFCC students receive CCS Foundation support annually. SFCC faculty, staff and administration participate in CCS Foundation fundraising. The total amount of aid awarded to SFCC students on an annual basis. 	<ul style="list-style-type: none"> 51.3% received any financial aid (50.1% SFCC/ 59.1% IEL) in 2012-13. The three-year avg. 48% students receive financial aid. Is 48% 135 SFCC students receive CCS Foundation support annually. 10% participated 2012-13. Aid awarded between 2011-12 increased 12%. 	<ul style="list-style-type: none"> Increase scholarship offerings by 5%. Increase support by 5%. Increase participation by 15%. The amount of aid awarded increases.
3.3.3 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. 	<ul style="list-style-type: none"> 45.2% of students completing the CCSSE indicate they are somewhat or very satisfied with financial aid advising (when applicable). Mean satisfaction score of 4.23 for financial aid services items as reported on the Student Satisfaction Inventory. 	<ul style="list-style-type: none"> 58% of students completing the CCSSE who indicate they are somewhat or very satisfied with financial aid advising (when applicable) will be similar to CCSSE medium sized colleges. Mean satisfaction score will improve at a statistically significant level.

Table 1.13: Core Theme Three: Objective 3

Rationale: For many students, the cost of attending college presents an insurmountable barrier. Any type of financial aid, including merit aid, allows many students to attend Spokane Falls despite limited financial means. Measuring the impact of financial and scholarship aid shows the extent to which SFCC reduces financial barriers to higher education.

To view the analysis and results of Core Theme Three, see Chapter Four: [Core Theme Three: Broad Access](#).

Core Theme Four: Diversity, Equity, Global Awareness

Brief Description of Theme: *This theme supports SFCC’s mission and goals to respect and advance diversity, to promote equity and to prepare students to live responsibly in an increasingly global civilization. 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; equity refers to the action-step beyond diversity—an operational principle and responsibility for shaping institutional policies and practices which ensure fair and just treatment across diverse groups.*

Objective 1:

SFCC’s diverse student population meets or exceeds the like statistics reported in the latest census data for CCS and succeeds at levels similar to those at peer institutions and/or their dominant-culture peers.

SFCC CORE THEME FOUR: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
4.1.1 The racial and ethnic diversity of students and employees is representative of the CCS service area.	<ul style="list-style-type: none"> Percentage of self-identified racially/ethnically diverse students meets percentages reported in latest census information for CCS service area. Percentage of self-identified race/ethnicity of employee groups meets percentages reported in latest census information for CCS service area. Percentage of self-identified race/ethnicity of faculty and exempt meets percentages reported in latest census information for CCS service area. 	<ul style="list-style-type: none"> Latest census information for CCS service area: 9.7%. 	<ul style="list-style-type: none"> Percentage of self-identified racially/ethnically diverse students exceeds percentages reported in latest census information for CCS service area. Percentage of self-identified race/ethnicity of employee groups exceeds percentages reported in latest census information for CCS service area. Percentage of self-identified race/ethnicity of faculty and exempt exceeds percentages reported in latest census information for CCS service area.

SFCC CORE THEME FOUR: OBJECTIVE 1

Indicator	Threshold	Benchmark	Target
<p>4.1.2 The gap between diverse full-time, degree-seeking credit students and dominant-culture students completing their degrees or certificates within 200% of stated time is similar to the gap at our peer institutions.</p>	<ul style="list-style-type: none"> • Completion gap between African American, Native American/American Indian, Asian/Pacific Islander, and Hispanic/Latino students and dominant-culture students approximates the completion gap of our peer institutions. • Completion gap between low-income and dominant-culture students approximates the completion gap of our peer institutions. • Completion rates of students with self-reported disabilities approximate the completion rates of students without disabilities. 	<ul style="list-style-type: none"> • The three-year average completion gap between minority and white students at our peer group is 8.5%. • The three-year average completion gap between students receiving Pell Grants and not receiving Pell Grants is 1.9%. • The three year average completion rate for students without disabilities is 32.9%. 	<ul style="list-style-type: none"> • African American, Native American/American Indian, Asian/Pacific Islander, Hispanic/Latino students meet the degree and certificate completion percentage of dominant-culture students. • Low-income students meet the degree and certificate completion percentage of dominant-culture students. • Students with self-reported disabilities meet the degree and certificate completion percentage of dominant-culture students.
<p>4.1.3 The gap in basic skills gains between diverse students and dominant-culture students is similar to the gap at our peer institutions.</p>	<ul style="list-style-type: none"> • The basic skills Student Achievement Initiative (SAI) momentum point gap between students who are African American, Native American/American Indian, Asian/Pacific Islander, and Hispanic/Latino and dominant-culture students approximates the gap of our peer institutions. • The basic skills SAI momentum point gap between low-income students and dominant-culture students approximates the gap of our peer institutions. 	<ul style="list-style-type: none"> • The peer group's SAI Basic Skills four-year average gap between minority and white students is 0.31. • The peer group's SAI Basic Skills three-year gap between students receiving Pell Grants and not receiving Pell Grants is 0.03 (due to the size of our Basic Skills population, our peer group is Clark, Highline, Renton, Seattle Central, North Seattle, and Yakima Valley). 	<ul style="list-style-type: none"> • Basic Skills students who are African American, Native American/American Indian, Asian/Pacific Islander, and Hispanic/Latino earn the same number of Basic Skills SAI momentum points as dominant-culture students. • Basic Skills students who are low-income earn the same number of Basic Skills SAI momentum points as dominant-culture students.

SFCC CORE THEME FOUR: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
4.1.4 The gap in persistence between diverse students and dominant-culture students is similar to the gap at our peer institutions.	<ul style="list-style-type: none"> The fall-to-fall persistence gap between full-time, degree-seeking, credit African American, Native American /American Indian, Asian/Pacific Islander, and Hispanic/Latino and dominant-culture students approximates that of our peer group. The fall-to-fall persistence gap between full-time, degree-seeking credit low-income students and dominant-culture students approximates that of our peer group. The fall-to-fall persistence rate of students with documented disabilities approaches the fall-to-fall persistence rate of dominant-culture students. 	<ul style="list-style-type: none"> The three-year average fall-to-fall persistence gap between minority and white students at our peer group is 1.1%. The three-year average fall-to-fall persistence gap between Pell Recipients and non Pell recipients is - 1.2%. The three-year average persistence rates for our students without disabilities are 44.9%. 	<ul style="list-style-type: none"> The fall-to-fall persistence rate of full-time, degree-seeking, credit African American, Native American /American Indian, Asian/Pacific Islander, and Hispanic/Latino students meets the rate of dominant-culture students. The fall-to-fall persistence rate of full-time, degree-seeking credit low-income students meets the rate of dominant-culture students. The persistence rate of students with documented disabilities meets the rate of dominant-culture students.

Table 1.14: SFCC Core Theme 4: Objective 1

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 and achievement outcomes of diverse student populations with dominant-culture populations.

Objective 2:

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.

SFCC CORE THEME FOUR: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
<p>4.2.1 SFCC supports student groups that</p> <ul style="list-style-type: none"> • promote global awareness. • develop and reinforce understanding, support, and advocacy for diverse populations. • promote cultural inclusiveness and the development of cultural competence. 	<ul style="list-style-type: none"> • The baseline number of student clubs supporting the objective is maintained annually, beginning with a baseline number established in 2011-12. 	<ul style="list-style-type: none"> • In 2011-12, 12 active clubs supported diversity. 	<ul style="list-style-type: none"> • The baseline number of student clubs supporting the objective is increased annually.
<p>4.2.2 A significant proportion of SFCC employees attend Safe Campus Advocate training.</p>	<ul style="list-style-type: none"> • The number of Safe Campus Advocates is maintained each academic year. 	<ul style="list-style-type: none"> • In 2011-12, there were 12 Safe Campus Advocates. 	<ul style="list-style-type: none"> • The number of Safe Campus Advocates increases each academic year.
<p>4.2.3 Students and faculty perceive that SFCC, and IEL, provide a respectful, safe and positive environment.</p>	<ul style="list-style-type: none"> • Gap between satisfaction and importance on the Noel-Levitz Student Success Inventory (SSI) approximates the gap of national community colleges. 65% of SFCC and IEL employees report satisfaction with how SFCC/IEL values diverse students and makes the institution safe for diverse students. 	<ul style="list-style-type: none"> • The national community college gap was 0.69 in 2011. In 2008, 65.58% of SFCC/IEL employees reported they were satisfied or very satisfied with how SFCC values diverse students and makes SFCC safe for diverse students. 	<ul style="list-style-type: none"> • Gap between satisfaction and importance on the Noel-Levitz SSI is lower than the gap of national community colleges. 75% of SFCC and IEL employees report satisfaction with how SFCC/IEL values diverse students and makes the institution safe for diverse students.

Table 1.15: SFCC Core Theme Four: Objective 2

Rationale: The indicators and thresholds described for Objective Two demonstrate a culture of inclusiveness through the offering of student groups, faculty training, and the resulting campus climate. Significant progress for Objective Two will promote all other objectives.

Objective 3:

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

SFCC CORE THEME FOUR: OBJECTIVE 3			
Indicator	Threshold	Benchmark	Target
4.3.1 SFCC provides opportunities for students to participate in service-learning abroad and study-abroad.	<ul style="list-style-type: none"> Number of opportunities in service-learning abroad and study-abroad is maintained. 	<ul style="list-style-type: none"> SFCC maintains four opportunities. 	<ul style="list-style-type: none"> Number of opportunities in service-learning abroad and study-abroad is increased.
4.3.2 SFCC, and formerly the IEL, provides courses with a focus in diversity and global awareness.	<ul style="list-style-type: none"> The ratio of student headcount to sections of diversity-designated classes is maintained annually. 	<ul style="list-style-type: none"> SFCC and the IEL maintain a ratio of 115:1. 	<ul style="list-style-type: none"> The ratio of student headcount to sections of diversity-designated classes is increased annually.
4.3.3 Students report increased understanding about diverse cultural and global perspectives.	<ul style="list-style-type: none"> On the Community College Survey of Student Engagement (CCSSE), 70% of students report their experience at SFCC/IEL has contributed to their understanding of people of other racial/ethnic backgrounds. 	<ul style="list-style-type: none"> On the 2011 CCSSE, 74% of students reported their experience contributed some, quite a bit, or very much. 	<ul style="list-style-type: none"> On the CCSSE, 80% of students report their experience at SFCC/IEL has contributed to their understanding of people of other racial/ethnic backgrounds.

Table 1.16: SFCC Core Theme Four: Objective 3

Rationale: Given SFCC’s socio-economically diverse yet culturally and racially homogenous service area, awareness is best measured by evaluating campus-learning opportunities and their impacts on students.

To view the analysis and results of Core Theme Four, see Chapter Four: [Core Theme Four: Diversity, Equity, Global Awareness](#).

Core Theme Five: Responsiveness to Community Needs

Brief Description of Theme: *SFCC is committed to meeting the changing needs of our community stakeholders through collaboration and innovation.*

Objective 1:

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

SFCC CORE THEME FIVE: OBJECTIVE 1			
Indicator	Threshold	Benchmark	Target
5.1.1 Industry representatives maintain regular participation on advisory committees.	<ul style="list-style-type: none"> 15 of 18 advisory committees maintain or increase attendance. 	<ul style="list-style-type: none"> 75% of Career technical advisory committees maintain or increase attendance. 	<ul style="list-style-type: none"> All advisory committees maintain or increase attendance.
5.1.2 SFCC builds and sustains relationships with Spokane Area Workforce Development Council (SAWDC) and CCS WorkSource (CCSWS)	<ul style="list-style-type: none"> 15 of 20 Career technical education programs invite a representative from SAWDC or CCSWS to attend at least one advisory committee meeting each year. 	<ul style="list-style-type: none"> 75% of Career technical programs invite representatives from SAWDC and/or CCSWS to advisory committee meetings each year. 	<ul style="list-style-type: none"> All career technical programs will invite a representative from SAWDC or CCSWS to attend at least one advisory committee meeting each year.
5.1.3 SFCC builds and sustains relationships with local partners.	<ul style="list-style-type: none"> Planetarium visits will meet 2012-13 levels. Attendance at International Film Festival meets 2009-10 levels. Number of service-learning partnering agencies meets 2009-10 levels. Number of K-12 campus tours meets 2009-10 levels. Number of course offerings at Fairchild Air Force Base is adequate to meet demand, as determined by the relative absence of wait-listed students and/or presence of available seats. 	<ul style="list-style-type: none"> Number of Planetarium visits. Attendance at International Film Festival is equal to, or higher than, attendance in a representative year. Number of service-learning partnering agencies is equal to, or higher than, a representative year. Number of K-12 campus tours is equal to, or higher than, a representative year. Number of course offerings at Fairchild Air Force Base meets demand. 	<ul style="list-style-type: none"> Average 5% increase in Planetarium visits from 2012-13 levels over accreditation-cycle period. Average 5% increase in International Film Festival attendance over accreditation-cycle period. Average 5% increase in number of service-learning partners over accreditation-cycle period. Average 5% increase in K-12 campus visits over accreditation cycle period. Number and nature of course offerings at Fairchild Air Force Base will be fine-tuned to meet demand without leaving excessive (>10%) available seats.

Table 1.17: SFCC Core Theme Five: Objective 1

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

Objective 2:

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

SFCC CORE THEME FIVE: OBJECTIVE 2			
Indicator	Threshold	Benchmark	Target
5.2.1 Career technical programs and processes are analyzed to determine agility to respond to market needs.	<ul style="list-style-type: none"> Curriculum-approval-process barriers are identified. Career technical program-leads are surveyed regarding solutions/best practices. Report with recommendations is generated. 	<ul style="list-style-type: none"> Curriculum approval process compared to peer Washington-area career technical programs deemed to have agile response times. 	<ul style="list-style-type: none"> Report recommendations are implemented.
5.2.2 Career technical programs leads liaison with the Division of Workforce, Continuing Education, and Contract Training to identify and respond quickly to market needs.	<ul style="list-style-type: none"> 15 of 18 career technical program-leads identify market needs. 15 of 18 career technical program-leads respond to identified needs. 	<ul style="list-style-type: none"> 75% of program-leads identify market needs. 75% of career technical programs develop timely responses. 	<ul style="list-style-type: none"> All career technical program-leads identify market needs. All career technical program-leads respond to identified needs.
5.2.3 SFCC effectively uses on-campus venues to address social needs in the community.	<ul style="list-style-type: none"> Number of on-campus events and presentations that pertain to social needs in the community will meet 2009-10 levels. 	<ul style="list-style-type: none"> Number of on-campus events and presentations that pertain to social needs in the community is equal to, or higher than, a representative year. 	<ul style="list-style-type: none"> Average 5% increase in number of applicable on-campus events and presentations.

Table 1.18: SFCC Core Theme Five: Objective 2

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 3:

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

SFCC CORE THEME FIVE: OBJECTIVE 3			
Indicator	Threshold	Benchmark	Target
5.3.1 Underrepresented populations are afforded access to the benefits of higher education.	<ul style="list-style-type: none"> Enrollment in Gateway to College is adequate to fund continuation of program. Early College High School program-enrollment meets 2012-13 levels. Maintain I-BEST enrollment at 2012-13 levels. 	<ul style="list-style-type: none"> Gateway to College initiative data meets or exceeds that of successful peer institutions. Early College High School enrollment levels meet or exceed those in a representative year. I-BEST enrollment levels meet or exceed those in a representative year. 	<ul style="list-style-type: none"> Enrollment meets original projections in grant budget. Early College High School program-enrollment increases by an average of 5% over accreditation-cycle period. I-BEST enrollment increases by an average of 5% over accreditation-cycle period.
5.3.2 Service-learning is embedded in curriculum.	<ul style="list-style-type: none"> Number of courses providing embedded opportunities for students to be involved in service-learning and volunteer projects meets 2009-10 levels. 	<ul style="list-style-type: none"> Number of courses providing embedded opportunities for students to be involved in service-learning and volunteer projects meets or exceeds those in a representative year. 	<ul style="list-style-type: none"> 5% increase in number of courses providing embedded opportunities for students to be involved in service-learning and volunteer projects over accreditation-cycle period.
5.3.3 Effective use of on-campus venues for artistic and other cultural events that engage and benefit the community.	<ul style="list-style-type: none"> With the exception of new venues (for example, planetarium and recording studios), the number of concerts, shows and facility rentals meet 2009-10 levels. For new venues, 2012-13 levels will form the baseline. 	<ul style="list-style-type: none"> Number of Planetarium shows. Number of concerts held annually in the Music Auditorium. Compare patterns of those using the recording studio. Regular shows at Spartan Theatre. Number of facility rentals and revenue thereby generated. 	<ul style="list-style-type: none"> 5% increase in number of events designated over accreditation-cycle period.

Table 1.19: SFCC Core Theme Five: Objective 3

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

To view the analysis and results of Core Theme Five, see Chapter Four: [Core Theme Five: Responsiveness to Community Needs](#).

Conclusion to Year One Report

As stipulated by Standard One of the Northwest Commission on Colleges and Universities, the Year One Report articulated the SFCC mission, core themes, and expectations with regard to college purpose.

As indicated, 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 partner 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, and the Institutional Effectiveness Scorecard clearly defines mission fulfillment and articulates the acceptable threshold of mission fulfillment.

The college been consistently engaged in course and program assessment for many years. The five core themes help the college link its core-theme objectives to the CCS strategic goals, which are used to assess the effectiveness of its strategic plan. Many of the listed indicators were already in use, so tracking progress over time has allowed us the opportunity to evaluate and enact a number of improvements. The identification of core themes revealed that we need to emphasize a few objectives more, and some new indicators were identified and assessments developed or improved to address these additions. (See Table under [Standard 1.B.2](#)).

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 fulfilling the mission with excellence.

Given the directive 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 its resources and continues the planning, assessment, evaluation, revising and implementation of the core-theme objectives.

Resources and Capacity

2



Chapter Two: Resources and Capacity

Introduction

Spokane Falls Community College has adequate resources and the capacity to fulfill its mission, to accomplish its core-theme objectives, and to achieve the intended outcomes of its programs and services, wherever and in whatever manner they are delivered. As one of two separately accredited colleges in the Washington State Community College District 17, commonly known as the Community Colleges of Spokane (CCS), fulfillment of SFCC's mission and core themes guarantee alignment with the CCS Strategic Plan and its four major priorities. Through governance and decision-making structures that include the CCS Board of Trustees, SFCC works within the trustees' directive of operating as a district. SFCC follows and implements policies set by the board, and the college regularly reviews and revises when necessary, the practices and procedures that promote the college's effective management and operation.

Eligibility Requirements 4 – 21 are most relevant to Standard Two. Chapter Two will demonstrate SFCC's compliance with the requirements in the corresponding Standard 2 sections, with specific reference to the requirements. (For a chart that shows where each eligibility requirement is discussed in the report, see Appendix 2-C Eligibility Requirements.)

Standard 2.A Governance

SFCC is both governed by The State Board of Community and Technical Colleges (SBCTC) and by a Board of Trustees (BOT) that governs CCS. The BOT delegates district-wide administrative authority to a chancellor. Decisions directly related to SFCC and Spokane Community College (SCC) are the responsibility of two presidents, respectively (for organizational charts, see [Appendix 2-A](#)). On July 1, 2013, the Institute for Extended Learning (IEL) merged with SCC. Prior to that, CCS was comprised of three institutions, and the IEL was under the direction of a chief executive officer who also reported directly to the CCS Chancellor. (For more information about this merger, see Preface: [Institutional Change](#).)

The Community College Act of 1967 created a statewide system of what became 34 community and technical colleges in Washington under the broad regulatory authority of the SBCTC (see [RCW 28.B.50](#)). The SBCTC's *Policy Manual* delineates its duties and responsibilities (view [manual](#)). Under the auspices of the SBCTC's nine-member board appointed by the governor and approved by the state legislature, the various college chancellors and presidents coordinate statewide policies and activities and work closely with the state legislature. One of the SBCTC's most important tasks is to allocate and to distribute legislated funding to each college district.

SFCC's mission and governance structure, as it is embedded in CCS District 17 and the SBCTC system, complies with *Eligibility Requirement 4* regarding operational focus and independence. As our mission states, "SFCC fosters student achievement and scholarship by providing high-quality, affordable, and accessible learning opportunities"; our programs

and services are predominantly concerned with higher education. As shown throughout Standard 2, SFCC has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission’s Standards and Eligibility Requirements.

2.A.1

SFCC and its relationship within the CCS District demonstrate an effective and widely understood system of governance as reflected in its organizational charts (see [Appendix 2-A: CCS Organizational Charts](#)). SFCC’s decision-making structures and participatory governance processes provide for the views of faculty, staff, administrators and students on matters in which they have a direct and reasonable interest. Specific mechanisms for the involvement of all constituent groups are noted in the following sections.

2.A.2

Washington State Community College District 17, Community Colleges of Spokane, includes SFCC and its partner institution, SCC. Both are independently accredited, degree-granting institutions. Prior to July 1, 2013, the third principle instructional unit was the IEL, which offered primarily adult basic-education offerings, and under the authority of SFCC, facilitated credit courses and programs at rural sites throughout the six-county CCS service area (see [Appendix 3–A: Spokane Community College-IEL Merger](#)). In the CCS District governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning SFCC and its relationship within CCS are clearly defined and equitably administered, as is reflected in the *CCS Board Policy Manual* (for more information, see [Chapter One, “Governance and Organization”](#)).

Through the District Education Council and District Student Services Council, convened by the District Provost, the two instructional units discuss how best to collaborate and to share resources in a way that efficiently and effectively meets regional needs and accomplish district strategic goals. A monthly, CCS All Administrators and Exempt meeting convened by the CCS Chancellor and monthly CCS Cabinet meetings also foster collaboration throughout the CCS system.

The District Education Council composed of the vice presidents of instruction/learning at SCC and SFCC (and the IEL) along with the CCS Provost, meets monthly and frequently discusses CCS Strategic Plan alignment and instruction policies, as they may affect NWCCU accreditation. Similarly, the District Student Services Council meets to discuss student services in regard to accreditation standards and CCS Strategic Plan alignment and progress.

Joint Association of Higher Education (faculty union) and Chief Executive Officers meet monthly to discuss issues such legislative actions, budget reductions and the potential impact on operations and the challenges posed toward mission fulfillment and meeting accreditation standards. For more information on the councils, their members, and duties, see Table “District Councils.”

CCS DISTRICT COUNCILS		
Council	Members	Duties
The District Education Council	<ul style="list-style-type: none"> • Provost • SFCC Vice President of Learning • SCC Vice President of Instruction • Executive Director of Spokane Area Workforce Development • IEL Vice President of Instruction 	<ul style="list-style-type: none"> • Provides a forum to share and discuss information on academic issues that are of common concern across the district. • Serves as an advisory body to the Chancellor's Cabinet on academic affairs.
The District Student Services Council	<ul style="list-style-type: none"> • Provost • SFCC Vice President of Student Services • SCC Vice President for Student and Instructional Services • IEL Vice President of Student Services 	<ul style="list-style-type: none"> • Provides a forum to share and discuss information on student-support issues that are of common concern across the district. • Serves as an advisory body to the Chancellor's Cabinet on student services.
The District Workforce Development Council	<ul style="list-style-type: none"> • Convened by the CCS District Chief of Workforce Development • Director of CCS Continuing Education and Contract Training • SFCC Vice President of Learning • SCC Vice President of Learning • IEL Vice President of Instruction • SFCC Dean for Business, Professional Studies, and Workforce Education • SFCC Director for Workforce Transitions • IEL Dean of Business and Community Training (this will change as IEL transitions into SCC) • Executive Director Spokane Area Workforce Development 	<ul style="list-style-type: none"> • Serves as an advisory body to the Chancellor's Cabinet on workforce issues.

Table 2.15 Community Colleges of Spokane District Councils

2.A.3

In adherence to *Eligibility Requirement 21*, SFCC, through its Accreditation Liaison Officer and its Accreditation Executive Steering Committee, monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions and external mandates. Quarterly reports on how SFCC is meeting the CCS Strategic Plan Priorities are made to the BOT, providing evidence of SFCC’s mission fulfillment and core-theme status.

Furthermore, SFCC agrees that its accreditation status, whether positive or negative, may be made known to any agency or member of the public. SFCC makes its accreditation status publicly available on its [website](#) as well as providing the mailing address and contact information for the Northwest Commission for anyone who may have questions or want additional information.

Governing Board

2.A.4

The highest level of district governance is a five-member [Board of Trustees](#), of whom none has a contractual, employment or financial interest in SFCC. (For regulations concerning trustee bylaws, see [Chapter 132Q-01 of WAC](#)).

The governor appoints BOT members; members can serve a maximum of two, five-year terms. The board represents the public interest of the district’s geographically diverse service region. Chair responsibilities rotate every other year, and members have staggered terms of service to provide continuity.

Current Board Members	Current or Most Recent Positions
Greg Bever	<ul style="list-style-type: none"> • Former Publisher, <i>Journal of Business</i> • Appointed October 2007 • Chair
Bridget Piper	<ul style="list-style-type: none"> • Former Sterling Savings Bank Officer • Appointed October 2011 • Vice Chair
Ben Cabildo	<ul style="list-style-type: none"> • Executive Director of AHANA Business Professional Association • Appointed November, 2004, serving second term • Member
Carol Landa-McVicker	<ul style="list-style-type: none"> • Former Human Resource Analyst with Spokane County • Appointed March 2000, serving second term • Former Chair • Member
Edwin Morgan, EdD	<ul style="list-style-type: none"> • Former Superintendent of Schools, Malheur Educational Service District • Appointed October 2011 • Member

Table 2.16: SFCC Board of Trustees

2.A.5

The BOT acts as a whole: no member or subcommittee acts on behalf of the Board except by formal delegation of authority by the BOT as a whole. As stated in the *Board Policy Manual*: “The authority is vested in the board, not in individual board members” ([Board Policy 1.10.02](#)).

2.A.6

The BOT establishes reviews, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. For example, in the last regular meeting of the 2012-13 Academic Year, the BOT reviewed administrative procedure 4.60.01-A, approved a public transportation loading zone proposal, and approved Board Policy 4.40.03 and [CCS Administrative Procedure 4.40.03-A](#).

The BOT meets the third Tuesday of every month in an open, public meeting. Ex-officio or non-voting members of these forums include CCS chief executive officers, faculty union representatives from the Association of Higher Education, classified staff union representatives, and student representatives from each CCS institution. To view the minutes of any BOT meeting, see the [Board of Trustees webpage](#). The BOT is ultimately responsible for the integrity of CCS and for the quality of its programs.

Adhering to *Eligibility Requirement 7*, the board is responsible for each institution within our multiple-institution district to ensure that each college is adhering to its mission and that core themes are being achieved. Accordingly, the BOT

- Develops the district mission and approves the CCS District Strategic Plan under which strategic plans for each college and the Institute of Extended Learning are developed (view [webpage for Strategic Plan](#)).
- Approves each college’s mission and core themes and the mission of the Institute of Extended Learning.
- Exercises broad-based oversight to ensure compliance with CCS policies.
- Approves the CCS/institutional budgets and student fees.
- Reviews periodic fiscal reports.
- Approves academic degrees and substantive changes to existing programs.
- Grants tenure.
- Regularly evaluates its performance (see [2.A.8](#)).

2.A.7

The BOT selects and regularly evaluates the chancellor, who is accountable for the operation of the CCS District. It delegates authority and responsibility to the chancellor, the presidents, and the IEL CEO, to implement and administer board-approved policies related to the operation of the CCS District and its component parts, the colleges, the IEL, and centralized management services. (For more information about additional delegation of authority, see [Board Policy 1.40.01](#)).

Since the appointment of Dr. Christine Johnson as Chancellor in July 2010, CCS planned and completed a district-wide strategic plan that provides strategic priorities. The priorities have guided some district reorganization that has led to greater efficiency and alignment of student services among the two colleges (and the IEL). Given the reduced funding from the

state, the consolidations are providing some fiscal relief to SFCC and the other CCS entities.

2.A.8

In adherence to the *Board Policy Manual*, Chapter 1.20.01 “[Board of Trustees Code of Ethics and Conduct](#),” the board is tasked with understanding its collective and individual responsibilities, including “to annually conduct a self-evaluation of the board.”

Leadership and Management

2.A.9 – 2.A.10

The Executive Cabinet

The Executive Cabinet meets monthly to discuss districtwide issues. The Chancellor’s Executive Cabinet is composed of the two college presidents, the IEL Chief Executive Officer (CEO), the Chief Administrative Officer, the Chief Financial Officer, the Provost, the Public Information Officer, the academic vice presidents from the two colleges and the IEL, and the two student services vice presidents from the same.

CCS Executive Cabinet	
Christine Johnson, PhD	Chancellor
Janet Gullickson, EdD	SFCC President
W. Scott Morgan	SCC President, and CEO of the IEL
Greg Stevens	Chief Administration Officer
Keith Foster	Chief Financial Officer
Nancy Szofran, PhD	Provost
Anne Tucker	Public Information Officer

Table 2.17: Community Colleges of Spokane Executive Cabinet

The duties and responsibilities of each of the senior executive positions are outlined in their respective job descriptions, district policies and state statutes (for chancellor’s duties and responsibilities, see [Board Policy 1.50.02](#)). The primary duties of [senior executive administrators](#) are to provide effective educational leadership and management. Each college’s president is responsible for regularly reporting the college’s accreditation status to the board. The chancellor annually evaluates executive administrators. Evaluation criteria include meeting institutional goals, exercising effective management skills and good judgment, meeting peer expectations, taking initiative, demonstrating creativity and working collaboratively to fulfill the district strategic priorities. The chancellor and each member of senior executive administration then meet to discuss the evaluation.

The Chancellor’s Executive Cabinet attends the monthly BOT meetings. The chancellor prepares the agenda in collaboration with the BOT chair, but she neither serves as the chair nor possesses a vote on the BOT.

The chancellor convenes an All CCS Administrators and Exempt meeting the first Friday of every month. District-wide issues, policies and procedures are discussed, as well as BOT agenda items and updates.

Central administration, under the direction of the chancellor, is responsible for ensuring compliance with laws, policies and procedures that govern the state system, and for providing centralized services such as accounting, administrative information systems, information technology, benefits, human resources, payroll, purchasing and telecommunications. (See [Board Policy 1.50.02.](#))

After the district reorganization took effect in July 2012 to achieve greater efficiency and district collaboration, several administrative functions in instruction were consolidated then shared among the now two CCS institutions. These functions all report to the Provost:

- eLearning, under the District Dean of eLearning.
- Global Education, under the District Dean of Global Education and American Honors College.
- Library and Learning Resources, under the District Director of Library Services.
- Workforce and Continuing Education, under the District Director of CCS Continuing Education and Contract Training.

In addition to the duties performed by the District Councils (see table entitled “District Councils” under [2.A.2](#)), the following groups assist in supporting fulfillment of college mission and core themes, as well as providing support to the district.

Staff-Management Committees

To address concerns that affect faculty from across the district, faculty representatives from the Association for Higher Education meet on a monthly basis with the chancellor, presidents, and district management officers (the district officers are composed of the chief operations officer, the public information officer, the chief finance officer and the provost, who meet with the chancellor on a weekly basis).

These meetings, along with regular meetings with classified staff, address issues in an informal setting and are intended to maintain the integrity of the Master Contracts. They also provide a conduit for information to the various represented constituencies.

Task Forces

When the need arises, the chancellor may assemble a task force to study a particular issue and recommend action. Task Force recommendations are shared with the Chancellor’s Cabinet and frequently with the BOT. Recently, representatives examined how Continuing Education was performed throughout the district, and the Task Force recommended changes that would move toward a consolidation of services. Throughout the 2012-13 Academic Year, the IEL/SCC Transition Task Force met to formulate recommendations regarding the areas affected by the merger. This task force also assisted with the substantive change request for SCC that was submitted to the NWCCU in April 2013.

CCS Foundation

The CCS Foundation works to support the college mission by providing resources in addition to those received through traditional funding sources. In fact, it is the colleges’ main source of private support. The Foundation is an independent entity, governed by a volunteer board

of directors (view [member profiles](#)). Its relationship to the district is defined in a formal, cooperative agreement (see [Appendix 2-D Cooperative Agreement between CCS Foundation and SFCC](#)). The SFCC President has no formal administrative or governing relationship with the Foundation, but meets regularly with the Foundation Board and participates in other activities. In addition to the President's ex-officio participation, a SFCC faculty representative sits on the Foundation. (For more information about the foundation, see the [CCS Foundation webpage](#).)

2.A.11

As college staff carry out their duties, they are guided by state statutes, CCS policies and procedures, college bargaining agreements, and SFCC mission, [core values](#), core themes, and indicators for success. The college's participatory governance model means strategic planning, mission-review, and institutional-effectiveness activities are the product of advice and input from all college constituencies.

In keeping with *Eligibility Requirement 8*, the SFCC President has a full-time responsibility to SFCC, and leads the college toward fulfilling its mission. The SFCC President, Dr. Janet Gullickson, appointed to the position in July 2012, holds an EdD in Higher Education Policy and Leadership from the University of Minnesota. As part of the CCS Chancellor's Executive Cabinet, the President is held responsible for not only the fulfillment of the SFCC mission but also with the responsibility to collaborate with the other CCS institutions in order to achieve the CCS mission and CCS Strategic Planning priorities.

In accordance with *Eligibility Requirement 9*, SFCC employs enough administrators to provide support, leadership and management across the institution and district. In the [2013 Employee Climate Survey](#), 71% of respondents "strongly agreed" or "agreed" that they perceived the college leadership to be decisive. Since the 2008 survey, there was a 4% increase in respondents who believed the organizational structure of the college to be effective (39%). In terms of the SFCC mission and core values, 63% of respondents "strongly agreed" or "agreed" that these were reflected in decision-making, and 55% believed that the college leadership's decisions resulted in actions that advanced the college mission and core values.

SFCC is experimenting with the concept of installing two assistant instructional deans in lieu of two full deans. Throughout the 2013-14 Academic Year the roles of the full instructional deans and that of the assistant deans will be evaluated for effectiveness and sustainability. This will be the second year of the experiment; if it proves to be inefficient and unsustainable, the college is prepared to increase the number of full deans.

The SFCC administration is noted on the following table:

SPOKANE FALLS COMMUNITY COLLEGE ADMINISTRATION		
President's Cabinet	President, Vice President of Learning, and Vice President of Student Services	Meets weekly
Administrative Council	All administrators, directly report to president, including district-wide functional representation	Meets twice a month
Instructional Administrators Group	Convened by the Vice President of Learning	Meets twice a month
Student Services Administrators Group	Convened by the Vice President of Student Services	Meets twice a month
Deans and Chairs Council	Convened by Vice President of Learning, chaired by a department chair	Meets monthly
Facilities and Grounds Committee	Convened by Vice President of Student Services	Meets monthly
Institutional Teaching and Learning Improvement Coordinating Committee	Chaired by a faculty member	Meets monthly
Five Core Theme Teams	Convened by Vice President of Learning	Meet at least once a quarter
Curriculum and Graduation Requirements Committee	Chaired by a faculty member	Meets twice a month

Table 2.18: Spokane Falls Community College Administration

For the following organizational charts, see [Appendix 2-A: CCS Organizational Charts](#), or follow the links to the specific chart:

- [CCS Executive Administration](#) (as of July 1, 2013)
- [CCS Executive Administration](#) (prior to July 1, 2013)
- [Spokane Community College Administrators](#) (as of July 1, 2013)
- [Institute for Extended Learning Administrators](#) (prior to July 1, 2013)
- [Spokane Falls Community College Administrators](#)
- [Spokane Falls Community College Instructional Organizational Chart](#)
- [Spokane Falls Community College Student Services Organizational Chart](#)
- [CCS Information Technology organizational charts.](#)

At least once a quarter, the following meetings are held: All-College Faculty Meetings, All-College Community meetings, and department meetings. While committees and task forces address specific issues and thereby inform governance, they are not necessarily involved in governance. The charge and membership of these councils and committees can be seen in [Appendix 2-B: Spokane Falls Community College Committees](#).

Several times over the past ten years, SFCC has reorganized to become more efficient in organizational structure. The [current organizational structure is divisional with two vice presidents](#), instruction and student services, four deans and two assistant deans of instruction, and two associate deans over various aspects of student support services ([Appendix 2-A](#)). These [administrative leaders](#) all hold an MA or higher and have extensive administrative experience in academic settings; three possess doctoral degrees.

All direct reports to the president are evaluated on annual goals and are given a formal evaluation for administrative employees once every two years. The process involves a comprehensive evaluation survey of the evaluated administrator’s peers and a cross section of the subordinates supervised by the administrator. The same process occurs for administrators directly supervised by the vice presidents.

Policies and Procedures

Academics

2.A.12

The CCS Board of Trustees *Policy Manual* is posted online; in [Chapter 4-Instruction](#), the following policies and related administrative procedures can be found:

CCS BOT POLICIES	PROCEDURES
4.10.01 Degrees & Certificates	Degrees & Certificates
	Graduation
4.10.06 High School Diploma	Adult Education & Transitional Studies
4.20.01 Transfer/Concurrent Enrollment	Enrollment
4.30.01 Student Success	
4.40.01 Grading Policy	Grades
4.40.02 Academic Standards	Academic Standards
4.60.01 Continuing Education	Continuing Education
4.70.01 International Programs	International Programs
	Study Abroad Program

Table 2.19: CCS BOT Policies

Students can access academic policies in various sections of the [CCS Catalog](#) as well as numerous access points on the [SFCC website](#).

Faculty members can access curriculum development guidelines and procedures on the SFCC Intranet via two main sites.

- For guidance developing and submitting new and revised curriculum for approval, faculty can visit the site entitled the [Curriculum and Graduation Requirements Committee](#). Here, they can find two manuals to assist them in these processes:
 - [Academic Curriculum Development Manual](#)
 - [Career and Technical Curriculum Development Manual](#).
- For guidance developing and revising individual course guidelines, known as the Course and Learning Outcomes, or CLOs, faculty can visit the [ITALIC](#) site (maintained by the Institutional Teaching and Learning Improvement Coordinating Committee). Here, they can locate instructions for developing course outcomes as well as support from CLOs mentors in their division.

2.A.13

Library Policies and Procedures

The SFCC Library documents, publishes and enforces policies and procedures related to the access and use of library and information resources. The policies and procedures are maintained on the SFCC Library's webpages (see [Library Circulation Policies](#)). SFCC meets *Eligibility Requirement 13* in keeping with its mission and Core Themes One, Two and Three by "providing access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered." For more information about the library, see [2.E. Library and Information Resources](#).

2.A.14

Transfer Degrees, Policy

The institution develops, publishes widely and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

SFCC's transfer degrees adhere to the statewide Direct Transfer Agreements, as originally established by the Higher Education Coordinating Board, which is now the Student Achievement Council. Intercollege Relations Commission (ICRC) guidelines related to the transfer of credit are strictly followed (view [ICRC Handbook](#)). The CCS Provost Office maintains an inventory of established articulation agreements between SFCC career technical programs and individual receiving institutions. Information is communicated through the college catalog, program guides available on the college website, and through academic counselors and academic consultants.

SFCC follows policies instituted by the SBCTC that address [Common Course Numbering](#) and [CTC Inter-College Reciprocity Policy Transfer Distribution Courses and Areas](#) in the community and technical college system.

International students wishing to use credit earned outside the United States may request an evaluation of their transcripts using the agency of their choice selected from a list of approved companies.

Students

2.A.15

The CCS Board of Trustees *Policy Manual* is posted online. In meeting *Eligibility Requirement 16*, the following policies and related administrative procedures can be found in [Chapter 3 – Student Services](#):

CCS BOT STUDENT SERVICES POLICIES	RELATED PROCEDURES
3.10.01 Admissions Policy	Admissions
3.20.01 Accommodations for Students with Disabilities	Accommodations for Students with Disabilities
3.30.01 Non-discrimination/Anti-harassment	Non-discrimination/Anti-harassment
3.40.01 Student Rights and Responsibilities	Release of Student Financial Records
	Student Records
	Student Rights and Responsibilities
	Student Concerns
	Transcripts
	Security Reports

Table 2.19: CCS Board of Trustees Student Services Policies and Procedures

SFCC’s policies and procedures regarding student conduct, including definitions, examples, violations, and the appeals process are published on the SFCC website on the [security page](#). Students can also find information regarding their rights and responsibilities in the online college catalog (iCatalog), under “[Rights & Rules](#).”

Additionally, the following text from the Student Code of Conduct is published in the SFCC Student Planner which is printed annually and given free to students:

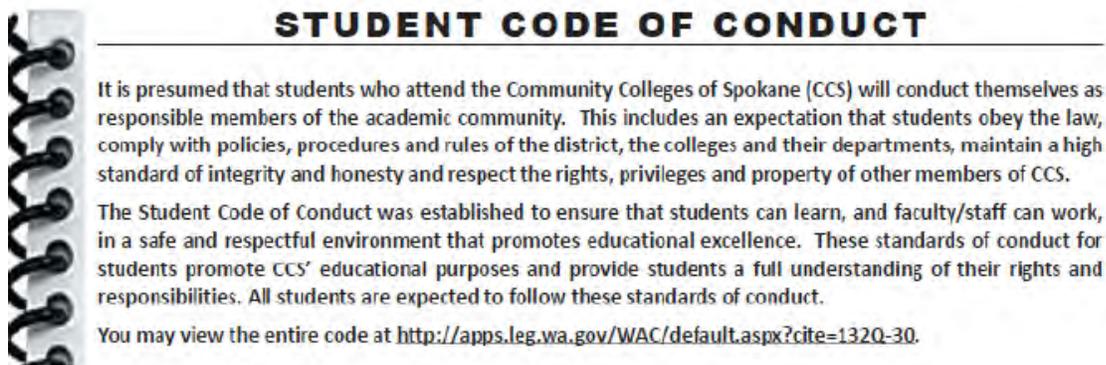


Figure 2.1: Excerpt from 2013-2014 Student Planner

2.A.16

Information regarding admission policies and procedures can be found in two major areas: the “[Admissions & Registration](#)” section of the SFCC website and the [iCatalog](#). Information and links are provided for information regarding testing, and additional information regarding placement testing is available on the [SFCC Testing Center webpage](#). Here, students can read testing policies, schedule an appointment and download study guides.

Admission

A high school diploma or General Equivalency Diploma (GED) is required for admission. Admission is granted on a “first-come, first-served” basis for as many students as the various programs can accommodate. Some programs may require satisfactory completion of certain prerequisites prior to admission or have special selection procedures; thus, admission to the college does not guarantee acceptance in every program.

In accordance with Washington Administrative Code [WAC 131-12-010](#), any applicant for admission to District 17 shall be admitted when, as determined by the chief administrative officer or his/her designee, such applicant

- is competent to profit from the curricular offerings of the college.
- would not, by his or her presence or conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution.
- is 18 years of age or older.
- is a high school graduate.
- has applied for admission under the provisions of a student enrollment options program such as Running Start, Gateway to College, or a successor program, or other local student enrollment options program.

Those students ages 16 through 18 who meet the provision of Title III—Adult Education Programs may enroll in certain adult basic education classes with a release from the common school district. Individuals admitted into such classes are allowed to continue as long as they can demonstrate measurable academic progress. District 17 does not desire to replace or duplicate the functions of the local public schools; however, persons may appeal for special admission on a course-by-course basis. Approval for granting an appeal is made by the Vice President of Learning or his/her designee.

When applying for admission, students with prior college are asked to submit transcripts (Running Start students are required to submit high school transcripts). These are helpful in general advising, verifying successful completion of intermediate-level algebra and English composition, and verifying courses that may fulfill prerequisites for other courses and/or programs at the college to which a student applies.

Admission may be to individual courses or to a program as determined by admissions officials. This policy is intended to expand opportunities for students who may not be enrolled in Running Start or other local student enrollment option programs. Students enrolled in high school must quarterly submit a release form that identifies approved credit

classes and is signed by the high school principal. The policy prevents replacing or duplicating the functions of local public schools.

Placement Testing

For counselors and academic consultants to determine a student's readiness for college-level courses, all degree- and certificate-seeking students must undergo placement testing in reading, writing, and math, and in so doing, strengthen the students' potential for success.

SFCC administers the MyMathTest program for math placement and COMPASS English (reading and writing). Students who have completed two semesters of pre-calculus in high

school are exempt from math placement if they received a B or better. The Testing Center also offers written challenge tests for students who wish to challenge their reading and writing placements. The reading and writing challenge exams are designed and assessed by SFCC English faculty in order to ensure students are placed in classes where they will be both challenged and have the greatest opportunity to learn and practice skills with which they are not currently demonstrating strong performance.

New Student Orientation

New students are scheduled for New Student Orientation after testing. At New Student Orientation, students work one-on-one with an academic counselor or academic consultant to develop a class schedule based on the student's placement scores and educational goals.

Successful Academic Progress

CCS's Academic Standards Policy is published on SFCC [Admissions & Registration under "SFCC Policies and Procedures"](#) webpage and is intended to support a successful learning experience for all students. Students enrolled in degree or certificate programs must demonstrate satisfactory academic progress, defined as earning a minimum quarterly and final cumulative grade point average of 2.0 and completing their degree or certificate within 150% of program length.

CCS recognizes the unique and diverse backgrounds and needs of students, and while all students are held to the same level of academic excellence, students with special circumstances may petition for special consideration. Students receiving federal or state financial aid must also follow the Financial Aid Satisfactory Progress Policies.

Academic Appeals

In regards to the SFCC termination, appeal, and reinstatement process, it is stated under ["SFCC Policies and Procedures"](#) that "Students whose quarterly grade point average falls below a 2.0 are notified of progressive action, to include warning, probation and suspension." Two forms are available on the website for those students who need to apply for Suspension Reinstatement or Final Suspension Reinstatement. The forms indicate the process needed to answer and file the appeal requests.

Under the “[Student Rights & Responsibilities](#)” section of the iCatalog, students in need of an appeal are directed to contact the admissions or registration offices and provided the link to WAC 132Q-02-370 “[Records requests and appeals](#).”

2.A.17

Policies and Procedures regarding Co-Curricular Activities

SFCC and District 17 support and encourage student co-curricular activities: “Student activities within CCS are conducted to promote educational, cultural, social and recreational programs. These programs are planned, coordinated and conducted by students to supplement classroom-learning experiences throughout the college year.” It is also made clear that student tuition covers participation in co-curricular activities (see “[Climate/Activities](#)” on iCatalog).

These activities are governed by the College Student Senate, which is a representative body of the Associated Students of Spokane Falls Community College (view the [A.S. Constitution](#) on the “[Student Government](#)” webpage). Adherence to the student constitution ensures fair and equitable participation. Student publications such as the newspaper and literary arts magazine are student clubs and, thus, run by the same constitution and CCS policies as any club (for more information on student publications *The Communicator* and *Wire Harp*, see [iCatalog](#)).

To ensure that all SFCC students are informed of the opportunity to participate, all SFCC [clubs](#) are listed on the Student Life webpage, and student [activities](#) are listed via the Student Resources “Calendars” webpage and via the [calendar section](#) of the myBigfoot Portal. Clubs and activities are also listed in the beginning pages of the *Student Planner*, an annual publication funded by Student Government and given free to all students.

Human Resources

2.A.18

Policies and Administrative Procedures

The CCS Board of Trustees *Policy Manual* is posted online. In [Chapter 2 – Human Resources](#), the following policies and related administrative procedures can be found:

CCS BOT HUMAN RESOURCES POLICIES	RELATED PROCEDURES
2.00.01 Personnel Administration	A. Classification
	B. Human Resources Training & Development
	C. Telecommuting
	D. Commute Trip Reduction Program
	E. Flexible Work Schedules
	F. Adjunct Contracts for Administrators
	G. Non-Represented Classified Staff - Reduction in Force

CCS BOT HUMAN RESOURCES POLICIES	RELATED PROCEDURES
	H. Performance Appraisal 1. Supervisor's Manual for Performance Management I. Personnel Record System & Retention J. Volunteers and Student Interns K. Adjunct Contracts for Classified-Overtime Eligible Staff
2.00.05 Diversity	A. Personnel Selection B. Human Resources Training & Development C. Affirmative Action Plan
2.10.01 Designation of Appointing Authority	A. Appointing Authority and Disciplinary Action
2.10.04 Personnel Selection	A. Personnel Selection B. Selection Practices for Interim Administrative Appointment C. Part-Time Hourly Employment D. Probationary & Trial Service Periods E. Student Employment - Social Security Exemption
2.10.06 General Ethics for Employees and Officers	A. General Ethics for Employees & Officers 1. Ethics Brochure B. Complaint of Improper Governmental Action & Non-Retaliation (Whistleblower Complaint) C. Receipt of Door Prizes
2.20.01 Compensation	A. Professional/Exempt & Administrative Compensation Management B. Executive Management Compensation C. Non-Represented Classified Staff Salary Determination D. Early Notification of Intent to Separate from Employment E. Tax Sheltered Annuity F. VEBA G. Payroll Overpayment H. Work Study Compensation
2.30.01 Equal Employment, Non-discrimination and Anti-harassment	A. Prevention of Harassment/Discrimination within CCS 1. Chancellor Directive Regarding Mutual Respect & Dignity B. Reasonable Accommodations & Return to Work C. Affirmative Action Plan

CCS BOT HUMAN RESOURCES POLICIES	RELATED PROCEDURES
2.30.03 Drug Free Workplace	<ul style="list-style-type: none"> A. Drug Free Workplace B. Safety Sensitive Function Compliance
2.30.05 Workplace Safety	<ul style="list-style-type: none"> A. Suspended Operations <ul style="list-style-type: none"> 1. Compensation Management During Period of Suspended Operations B. Behavior Intervention Teams C. Mandatory Reporting of Suspected Child Abuse/Neglect D. Chemical Hygiene for Laboratory Setting E. Confined Space Entry F. Hazard Communication Program G. Hearing Conservation H. Lockout/Tagout I. Reporting Medical Emergencies, Accidents and Work Related Injuries J. Respiratory Protection K. Sex Offender Admission/Employment L. Prohibiting Children in the Workplace <ul style="list-style-type: none"> 1. F.A.Q. Children in the Workplace Procedure M. Automatic External Defibrillator (AED) Use and Safety N. Driver's Safety Training O. Key Control <ul style="list-style-type: none"> 1. Key Check Out Form P. Emergency Communications Q. Employee Uniforms and Work Clothes
2.40.01 Leave Administration	<ul style="list-style-type: none"> A. Family Medical Leave Act & Return to Work B. General Leave Administration C. Exempt & Administrative Employee Leave Administration D. Educational Leave for Exempt, Administrator & Non-Represented Classified
2.40.03 Employment Contracts	<ul style="list-style-type: none"> A. Exempt Employment Contracts B. Academic Employee Employment Contracts
2.90.01 Labor Relations	<ul style="list-style-type: none"> A. Master Contract - Academic Employees B. Collective Bargaining Agreement - Classified Employees

CCS BOT HUMAN RESOURCES POLICIES	RELATED PROCEDURES
	C. Request for Representation Records
	1. Representation Records Request Form

Table 2.14: CCS Board of Trustees *Policy Manual* – Chapter 2: Human Resources Policies and Procedures

Human Resources staff reviews a quarter of the *Board Policy Manual* Chapter 2 procedures per year. All procedures were reviewed, and revised as necessary, at least once within the last four-year period.

In meeting *Eligibility Requirement 5* and fulfilling the SFCC Mission by pursuing the objectives of Core Theme Four (Diversity, Equity, and Global Awareness), the college follows its [core values](#) in valuing respect and appreciating diversity and demonstrates this by publishing and adhering to the above policies.

SFCC is committed to treating every student and member of its community equally and without discrimination while simultaneously providing for the educational needs and responding to the legitimate claims of those it serves as determined by the charter, the CCS District Strategic Goals, and through the SFCC Mission and Core Themes. For the specific policies and language regarding SFCC’s expectations for a welcoming workplace, see diversity and equality; see *Board Policy Manual* 2.00.05 “[Diversity](#)” and 2.30.01 “[Equal Employment, Non-discrimination, and Anti-Harassment](#).”

2.A.19

The following bullets provide explanation how SFCC keeps its employees up to date in regards to their employment status, evaluation procedures, retention, promotion and termination.

- **Prior to employment** all employees are apprised of their conditions of employment, assignment and compensation via an “Employment Notice” or annual contract (faculty and exempt/administrators).
- **Within the first month of employment**, all covered employees receive a copy of their respective collective-bargaining agreement which outlines wages, hours and working conditions.
- **During the first year of employment**, employees receive monthly online training session from the following titles:
 - Employee Orientation Process Overview
 - About Community Colleges of Spokane
 - Acceptable Use of Technology and E-mail
 - Exclusive Representation/Unions
 - Training Program
 - Drug Free Workplace Act and Policies
 - Employee Assistance Program
 - State Ethics Law and You
 - Preventing Harassment/Discrimination

- Performance Evaluation
 - Safety Rules and Practices
 - Compensation and Salary Movement
 - Management Responsibilities (for managers/supervisors).
- **During the first year of employment**, all new full-time employees participate in the orientation process.
 - **Annually thereafter**, notices are sent regarding contract renewal status and thereafter employment contracts are issued (faculty/exempt/administrators only).
 - **Classified staff** are civil-service employees and have on-going employment status unless separated through voluntary/involuntary separation.

Note: All training is verified as completed through our OTHRs system, producing a record of completion both for the employee and human resources.

2.A.20

SFCC ensures the security and appropriate confidentiality of human resources records. Evidence of this is demonstrated in a number of policies and procedures:

- Board Policy [2.00.01: Personnel Administration](#)
- CCS Administrative Procedure 2.00.01 – I: [Personnel Record System and Retention](#)
- Records are made available to public or union representatives only per procedure: [1.50.02-A:Public Records Requests](#)
- CCS Administrative Procedure 2.90.01-C: [Request for Representation Records](#)

Institutional Integrity

2.A.21

CCS Marketing and Public Relations

As part of a multi-college district, SFCC receives comprehensive communications services, such as handling SFCC news releases and media inquiries, from the centralized Community Colleges of Spokane (CCS) Marketing and Public Relations Department. This ensures consistency and accuracy.

The communications manager and the Public Information Officer (PIO), a member of the SFCC administrative team, work closely with college leadership to assess communication needs and to provide appropriate support. They also advise relevant staff and faculty regarding specific inquiries, interviews and promotional opportunities.

Marketing and Public Relations staff members solicit and evaluate feedback from students, faculty, staff, high school counselors and community members. This critical input is regularly shared with CCS trustees, foundation board members and the District Outreach Coordinator.

Outreach

The District Outreach Coordinator coordinates SFCC Student Services outreach efforts. The coordinator ensures that representatives from SFCC visit all high schools throughout the six-county district as well as attend key community and special events. Having these responsibilities assigned to a single person at district-level helps to ensure that unified messaging about the college is spread to the community.

Website Design

During the 2011-12 Academic Year, SFCC participated in the first phase of moving toward an integrated districtwide web presence, creating a uniform and consistent design across Community Colleges of Spokane's four websites:

- Spokane Falls Community College www.spokanefalls.edu
- Spokane Community College www.scc.spokane.edu
- Institute for Extended Learning www.iel.spokane.edu
- Community Colleges of Spokane district www.ccs.spokane.edu

Branding design has subsequently been applied throughout all communication materials in order to provide a clean, consistent and cohesive look.

iCatalog

SFCC developed and uses an online course catalog known as [iCatalog](#). As of Summer 2012, the college catalog is no longer printed. The iCatalog contains information regarding:

- academics, courses & programs
- admission & registration
- paying for college
- calendars, maps & locations
- global education
- resources & support services
- corporate & continuing education
- credit for prior learning
- rights and rules.

Because the catalog is online, it provides a single accurate file that is more efficiently updated. iCatalog content is managed by the CCS Instructional Support Services and supported by CCS Information Technology's Information Systems and Development Services.

Also available through iCatalog are [Program-of-Study planning guides](#), which show students the roadmap to complete certificates and degrees in a timely manner. These planning guides are also available via each program's webpages.

iCatalog interacts with [iSchedule](#), and vice versa, to assist students, academic counselors and academic consultants in schedule planning. A small quantity of credit schedules is

printed each quarter to accommodate students with disabilities and others. Staff members assist those who need additional printed material from iCatalog.

myBigfoot Student Portal

In 2011, SFCC launched a web-based student portal known as [myBigfoot](#), which has been enhanced in subsequent years. The portal is a webspace designed to pull together diverse information in a uniform way so that it is easier to find and access. Rather than being organized by college offices or functions as the college website is, the portal is organized by student activity (for example, admission, registration, add/drop and news); therefore, when students are in an activity and stuck, it is easier to find the information they need to get unstuck. For another example, the landing page lists the eight easy steps to get started as a student; by clicking on a step the student not only learns information about it but is guided through doing it. For placement testing, the student learns what that is, where to test, and can then click on a link to sign up for a test. The portal promotes academic success by presenting consistent, up-to-date information to all students in a way that helps them apply that information.

As a result of SFCC's transition to relying more heavily on online communications, feedback is received immediately, updates are dynamic, and two-way communications are more easily facilitated. Content is reviewed at least annually and updated when applicable.

These publications, altogether, help to demonstrate the meeting of *Eligibility Requirement 17*.

2.A.22, 2.A.23

Operational Ethics

SFCC supports, promotes and demonstrates high ethical standards in managing and operating the institution through disclosing all appropriate information for its evaluation, including its dealings with the public, the Commission, and external organizations and in the fair and equitable treatment of students, faculty, administrators, and other constituencies. By meeting this standard, SFCC also meets *Eligibility Requirement 20* and much of *Eligibility Requirement 21* (see [2.A.3](#) for more on *Eligibility Requirement 21*).

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

SFCC ensures complaints and grievances are addressed in a fair and timely manner, as is evidenced in *Board Policy*, procedures, and related documents, which are all available online.

SFCC meets *Eligibility Requirement 6*, having established and adhered to these high ethical standards in all of its operations and relationships. It ensures complaints and grievances are addressed in a fair and timely manner, as is evidenced in Board Policy and procedures.

- CCS Administrative Procedure [2.10.06: General Ethics for Employees and Officers](#)
- CCS Administrative Procedure [2.10.06-A: General Ethics for Employees and Officers](#)
- CCS Administrative Procedure [2.10.06-B: Complaint of Improper Governmental Action and Non-Retaliation](#)
- “[State Ethics Law and You](#)” brochure, annually mailed to all employees
- [Faculty Online Training](#) (required for salary advancement): State Ethics Law and You & 7 Deadly Sins: Ethics Case Studies
- [Adjunct Online Training](#) (required annually of any adjunct teaching more than 6 credits)
- [Classified Staff Online Training](#)
- [Exempt/Supervisory Online Training](#) (training provided annually – part of exempt/administrator salary advancement criteria)
- CCS Administrative Procedure [2.30.01: “Equal Employment, Non-discrimination, and Anti-Harassment”](#)
- CCS Administrative Procedure [2.30.01-A: Prevention of Harassment and Discrimination within CCS](#)
- CCS Administrative Procedure [2.30.01-B: Reasonable Accommodation and Return to Work](#)
- [Chancellor’s Directive Regarding Mutual Dignity and Respect](#). Sent annually to all employees
- [Master Contract with AHE](#). Article 21 – Grievances. Provides process for considering faculty complaints
- [Master Contract with WFSE](#). Article 30 – Grievances. Provides process for considering classified complaints
- The [Student Concern process](#) is posted for students on the SFCC Internet (see more about this in [2.A.15](#)).

2.A.24

Policies and Procedures Regarding Copyright

The following links to policies and other documents demonstrate SFCC’s adherence to copyright and related issues:

- *Board Policy* [7.50.10: Copyright Definitions](#)
- *Board Policy* [7.50.11: Copyright Purpose](#)
- *Board Policy* [7.20.12: Copyright Works Created Without District Assistance, Support or Sponsorship](#)
- *Board Policy* [7.50.13: Copyright Works Created with District Assistance, Support or Sponsorship](#)
- *Board Policy* [7.50.14: Copyright Separate Contractual Agreements](#)

- [Board Policy 7.20.20: Use of Copyrighted Materials](#)
- [CCS Administrative Procedure 7.50.20-A: Use of Copyrighted Materials](#)
- [Board Policy 7.60.10: Patent Ownership](#)
- [Board Policy 7.60.11: Patent Assignment of Patent Rights](#)
- [Board Policy 7.60.12: Patent Use of Employee Patented Products](#)
- [Board Policy 7.60.13: Patent Contracted Inventions](#)
- Policies regarding “Copyright Ownership and Patent Ownership” are included in the faculty union [Master Contract](#) with faculty union. An [online training film](#) regarding copyright policies is available for faculty and tied to salary schedule advancement (subject area 20.5.A.4).
- The SFCC library maintains a [useful webpage](#) regarding copyright-policy information and infringement-prevention
- An [informational page](#) about copyright compliance is posted on the SFCC intranet homepage.

2.A.25

Integrity of Accreditation Language

As part of the catalog review and website-updating process, reviewers are reminded to reflect the current accreditation status. The current SFCC accreditation status is posted under the “[About](#)” section on the SFCC homepage and available via the [iCatalog](#). Documents and resources regarding the [current accreditation cycle](#) are posted for employees via the SFCC intranet. All of the language reflects the current accreditation reality and does not imply future status.

2.A.26

Policies Regarding Procurement of Products or Services

Institutional integrity and the integrity of contracts, policies and procedures for SFCC are carefully monitored by the public information office, human resources office and by the CCS Grants and Contract Manager.

The Washington State Legislature has established comprehensive regulations that govern the procurement of goods and services by all state agencies and institutions in the Revised Code of Washington (RCW) Chapter 43.19, “[Department of Enterprise Services](#),” and granted further delegated authority to be exercised by institutions of higher education in [RCW 28B.10.029](#).

The CCS BOT has delegated the authority on matters pertaining to the general business and financial affairs and management to the chancellor, as documented in [WAC 1320-01-006](#), [Board Policy 2.10.01](#) and [board resolution number 02-50 and 10-34 “Delegation of Authority.”](#)

The chancellor has vested contracting authority in specific administrative officers by [CCS Administrative Procedure 1.40.01-A](#), which identifies parties and levels of contracting authority. Internal authorization levels for various academic administrators are defined

within this document. In consultation with the Washington State Attorney General's Office, the Grants and Contracts Manager of CCS reviews and approves all non-procurement contracts before execution. For procurement, the CCS Purchasing Manager is solely authorized to execute contracts and make binding procurement commitments on its behalf.

Non-procurement, internal contracting procedures have been established and communicated to all employees through the adoption of internal controls in [CCS Administrative Procedure 1.50.02-E](#), "Processing Contracts." Internal procurement procedures have been established and communicated to all employees through the adoption of internal controls in [CCS Administrative Procedure 5.30.05-F](#), "Purchasing Goods, Equipment, Supplies and Routine Services."

In the furtherance of their duties, the CCS Purchasing and Grants and Contracts managers utilize contract templates and documents drafted by the Attorney General's Office to protect the integrity of the institution and adhere to its mission and goals. The procurement policies, procedures, transactions and documentation are under regularly scheduled review by the Washington State Auditor's Office.

Laws, Administrative Rules, Policies and Procedures:

- [RCW 43.19](#): "Department of Enterprise Services"
- [RCW 28B.10](#): "Colleges and Universities, Generally"
- [WAC 1320-01-006](#): "Academic Achievement and Accountability Commission"
- [CCS Administrative Procedure 2.10.01-A](#): "Designation of Appointing Authority"
- [CCS Administrative Procedure 1.40.01-A](#): "Delegation of Authority"
- [CCS Administrative Procedure 1.50.02-E](#): "Processing Contracts"
- [CCS Administrative Procedure 5.30.05-F](#): "Purchasing Goods, Equipment, Supplies and Routine Services"

SFCC provides access to the rural service district through distance education in its partnership with the IEL and into this current year as the IEL transitions into becoming part of SCC. To ensure that SFCC has full control over these offerings, SFCC has renewed its partnership with the IEL for the 2013-14 Academic Year via the "Operational Agreement for the Delivery of Credit-bearing Courses" (view agreement [via the intranet](#) or [see Appendix 1-E](#)). Because students who started as IEL students and received SFCC credits have yet to complete, the IEL/SFCC Operational Agreement will remain in place during the transition year until these students have completed at the end of the 2013-14 Academic Year on June 30, 2014 (see timeline, [Appendix 3-A: Spokane Community College-IEL Merger](#)).

The former IEL also submitted a compliance report each year to the CCS Chancellor and SFCC President (see [SFCC-IEL Compliance Documentation](#)). The agreement was reviewed annually, modified and updated and signed by the CCS Chancellor, SFCC President, and previous IEL CEO.

Academic Freedom

2.A.27

Academic freedom is addressed in Article 3, Section 1 of the CCS [Master Contract](#), page 2 (PDF page 12), which is approved by both the CCS BOT and the faculty union:

Academic Freedom: All academic employees shall, within statutory limits, be granted academic freedom, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning subject to accepted standards of professional responsibility. These responsibilities include a commitment to democratic tradition, a concern for the welfare, growth and development of students, and insistence upon objective scholarship, and to insure that the CCS's approved course of study(ies) be followed.

The definition of academic freedom used in the Master Contract comes from the definition used by the American Association of University Professors (AAUP). Additionally, the [New Faculty Handbook](#) is distributed to all new faculty members, adjunct and full-time, and academic freedom is defined and addressed on page 8 (PDF page 12). The definition makes it clear that colleges of the CCS District support independent thought.

2.A.28

Dedication to Academic Freedom

As one of the eight [SFCC Core Values](#), academic freedom is regarded as an essential way in which education is conducted at the college. SFCC supports scholarship in its mission statement, and the important role it plays is apparent in the Core Theme One, Excellent Instruction/Learning, Objective 1, and Indicator 1.1.1 by emphasizing the importance of professional development for faculty.

Campus Atmosphere

In compliance with *Eligibility Requirement 15*, SFCC maintains an atmosphere where intellectual freedom and independence thrive. Faculty and students are encouraged to examine and test all knowledge and look at the multi-faceted sides of arguments and theories appropriate to their discipline or area of major study as judged by the academic/educational community in general.

In the [Community College Student Experiences Questionnaire](#), given in fall 2008, 53% of responding students believed that during their experiences at SFCC they had “very much” or “quite a bit” gained or made progress in developing the ability to learn on their own, pursue ideas, and find information they needed, while 48% of respondents had “very much” or “quite a bit” become aware of different philosophies, cultures, and ways of life. This suggests that SFCC promotes a healthy atmosphere for academic inquiry, freedom and independence. Within the same survey, 78% of respondents found all or most of their instructors to be approachable, helpful and supportive while 71% found all or most of the SFCC courses they had taken to be challenging, stimulating and worthwhile which, again,

suggests an atmosphere not only conducive for academic inquiry but also an atmosphere that rewards it.

In the [2013 Employee Climate Survey](#), 70% of respondents perceived the learning environment across campus to be hospitable to all students, and 82% “strongly agreed” or “agreed” that they were proud to be an employee of SFCC.

2.A.29

Faculty and Copyright Policy

Online training in copyright policies is tied to full-time faculty salary advancement. This helps to promote teaching faculty to be good stewards of scholarship in the classroom and in their own scholarship while the new faculty mentoring program helps to ensure that good classroom policy is transferred to new teachers. (See [2.A.24](#) for more on copyright policy.) Faculty are encouraged to share their publications with the SFCC library.

Finance

2.A.30

The CCS Board of Trustees, authorized by [Washington Administrative Code 1320-01-006](#), possesses oversight and management of financial resources, including final approval of the CCS budgets, as specified through the Revised Code of Washington ([RCW](#)) [28B.50.140](#). The budgetary role played by the BOT can be found in CCS BOT Policy Manual under [Chapter One on Governance and Organization](#), notably the policy on the Delegation and Authority 1.40.01 and its subsequent procedure, 1.40.01-A.

2.B. Human Resources

2.B.1

Staffing Policy and Procedures

CCS management determines appropriate staffing levels to maintain the mission and operation of the district. As such, CCS management determines when a position will be filled, the type of appointment to be used, and the skills and abilities necessary to perform the duties of the specific position.

To justify the need and cost associated with filling a position and, conversely, the potential impact of leaving the position vacant, all supervisors are required to submit a position-request form prior to beginning recruitment for any CCS vacancy. The request is reviewed and signed by the supervisory chain of command, up to and including, the Human Resources Office, Budget Office, President/CEO and Chancellor.

CCS Administrative Procedure [2.10.04 – A Personnel Selection](#), requires that all members of the public be provided with equal opportunity to apply and be considered for CCS

employment. All permanently funded vacancies not filled from established eligibility lists shall be generally announced and active solicitation shall be undertaken.

- When conducting an external recruitment, an announcement of the recruitment is conspicuously posted within the labor market considered the most appropriate for the vacancy.
- Executive, administrative, and tenure-track faculty vacancies are recruited nationally.
- Classified Collective Bargaining Agreement, WFSE HE, requires classified positions be posted for a minimum of ten (10) working days, taking into consideration employee accessibility to electronic and hard-copy notifications, as well as geographical issues.
- All CCS vacancies are posted and maintained on the district's [Job Opportunities web page](#) with clearly stated instructions regarding how to submit an application for consideration using the [NEOGOV](#) software application system, as well as the interview selection and screening process.
- All CCS recruitment announcements posted on the CCS Job Opportunities web page are accompanied by a description of the position, including the specific duties and responsibilities.
- Collective Bargaining Agreements for WFSE HE classified (Article 3) employees and faculty (Article 17) contain [procedures for screening and selection of personnel](#).

CCS Administrative Procedure [2.00.01 – A, Classification](#), requires all CCS positions to be part of a classification plan established and/or maintained by the Chief Administration Officer. The classification plan provides for the grouping of positions by job description and is the basis for other procedures and rules related to recruitment/selection, compensation, training, promotion, demotion, reduction in force, reemployment and related issues.

- All CCS positions are identified by a position description based upon an analysis of the duties and responsibilities performed.
- The immediate supervisor of a position is responsible for ensuring an accurate description is established and maintained for each position under his or her supervision.
- Each position description lists the specific duties and responsibilities performed, the competencies, licenses and certifications required decision-making authority and working conditions for the position.
- The Chief Administration Officer is responsible for maintaining, periodically reviewing and analyzing (when requested) the position description for each district position,

and for providing tools and training to supervisors to ensure position descriptions are consistent and accurate throughout the district.

2.B.2

Administrative and Staff Evaluations

CCS Administrative Procedure [2.00.01 – H, Performance Appraisals](#) is required for administrative, exempt, and classified staff. Formal employee performance evaluations are required every two years. The formal evaluation includes an opportunity for the review of the employee's position description and discussion regarding professional development. Annual goals from the prior year are reviewed, and new goals are set for the upcoming year.

2.B.3

Professional Development

SFCC employees have several avenues whereby opportunities and support for professional development are available to enhance their knowledge, skills and understanding as related to their role on campus.

Human Resources

The CCS Human Resources Office offers a number of [training opportunities](#) for all employees. Some specific training is tailored for individual employee groups such as classified staff, supervisors/ administrators and faculty members. While a number of trainings are required, many are optional.

Through the District's subscription to Lynda.com Online Training Library, all employees can access videos that teach a wide range of computer skills useful on the job, including Microsoft Office tips and tricks, InDesign, HTML, and audio recording techniques. In times of reduced budgets, this access reduces the need for more expensive travel, can reach more employees and reduces time away from work.

Beginning in 2011, CCS began offering [professional development targeted to specific employee groups](#), including the Administrators Academy Teaming Modules, Faculty Symposiums and Classified Training. For employees who cannot attend, recordings of the events are posted on the Human Resources training website.

For a more intense experience, employees of any job classification can apply to participate in the Leadership Development Program or the Intercultural Leadership Program. The purpose of the [Leadership Development Program](#) is to foster positive working relationships among employees from all district units while bringing awareness to the possibilities for an organization when its members heed the call to servant leadership. Applicants who show an aptitude for leadership and desire to grow in this area are chosen for this year-long learning community. Run on alternate years, the [Intercultural Leadership Program](#) is also a competitively-awarded, year-long learning community experience. Participants learn to create an environment of open-mindedness and understanding of diversity throughout the

District and community. Both programs offer Friday Forum Speakers for program participants that are open to all CCS employees.

Faculty

1K Fund

Through the [1K fund](#), a faculty member may request professional development funds of up to \$1,000 over a two-year cycle. The account is managed out of the office of the Vice President of Learning and the supervising dean must approve faculty requests. Requests must demonstrate that the professional development will enhance the faculty member's effectiveness in fulfilling the roles, duties, and responsibilities of his or her assignment.

Faculty Development Committee

Each year, the committee encourages faculty members to submit [mini-grant proposals](#). The committee funds up to \$600 per request, and up to \$1,200 for those requests involving outcomes-assessment. The grants encourage faculty to engage in various professional development activities such as attending conferences in their field. Faculty members may receive funding once every two years.

The committee also provides new faculty, full-time or part-time, the opportunity for professional development by providing a new faculty orientation that, in addition to a morning-long training and campus tour, includes the assignment of faculty mentors who assist them during the first year of their employment. These opportunities help to ensure that faculty members maintain excellence through continuing professional development and evaluation (Core Theme One, Objective 1).

Additionally, the committee helps to support faculty members, and occasionally staff, in attending professional development events and workshops by bringing speakers to the SFCC campus.

Institutional Teaching and Learning Improvement Coordinating Committee

The mission of the [Institutional Teaching and Learning Coordinating Committee](#) is to promote effective teaching and to facilitate student learning by supporting educational assessment at the course level and by coordinating the assessment of degrees, programs and instructional delivery systems. One way that the committee supports effective teaching and learning is through providing funding for faculty members working on [projects](#) that improve teaching and learning through assessment. Faculty might create classroom or program assessment tools or change their curriculum or andragogy and assess the change's effectiveness. Funding recipients are required to submit links of their finished products to the committee's coordinator so that successful practices can be shared and replicated across campus.

Sabbatical Leave Committee

Every year a Sabbatical Leave Committee meets to determine the number of sabbaticals and available quarters for submitted sabbatical-leave proposals depending on the budget's ability to support them. Criteria have been developed to determine which requests are sent to the

SFCC President for approval. Even in the most severe of budgetary times, at least one or two sabbaticals have been granted. For more information regarding sabbatical policy, see [Master Contract](#) (section 7 a. "Professional Leave," page 22; [Board Policy 2.40.01](#): 3.1).

Classified Staff

The Classified Staff Council

The council offers [mini-grants](#), funded by the Community Colleges of Spokane Foundation, to promote training opportunities and professional development. Mini-grants can be used to attend conferences, bring speakers or consultants to campus or to register for non-credit classes. The council also sponsors events at least twice a year that feature speakers on topics such as emotional intelligence, leadership and collaborative techniques.

Diversity and Equity Committee

[The Diversity and Equity Committee](#) provides mini-grants to any SFCC employee for the purpose of promoting the committee's mission to foster a culture of inclusiveness in which diversity is respected and celebrated and to encourage institutional efforts to actively redress historic and current inequities of opportunity. Mini-grants can fund campus activities or materials, curriculum and program development and professional development.

Exempt/supervisors

Both WAC and CCS procedure require managers/supervisors complete a certification program designed to ensure competency in the skills and knowledge necessary to effectively carry out the responsibilities of their position. Certification is achieved through accumulation of 24 hours of eligible training within 3 years of appointment and recertified once every five years thereafter, in the following five program areas.

2.B.4 - 2.B.5

Hiring Qualifications for Faculty

Consistent with its policies, procedures and contractual agreements and with the SFCC Mission and Core Themes, particularly Core Theme One, Excellent Instruction/Learning, SFCC insures that faculty members, in sufficient numbers, are appropriately qualified in their assigned fields and have the proper resources to deliver quality instruction and assure the integrity and continuity of the academic programs in whatever manner and wherever delivered. The necessary qualifications to be considered for faculty employment at SFCC are clearly laid out in Article 20, Section 1, Requirements for Initial Employment for Tenured, Annually Contracted Academic Employees. Article 3, Section 13 of the [Master Contract](#) addresses professional licensure and certification required of faculty members teaching in career technical programs.

Workload

All programs of study, whether career technical or in disciplines which are part of transfer degrees, have at least one full-time academic employee. The professional responsibilities of

the full-time academic employees are clearly addressed in [Article 4 of the Master Contract, Section 4, Academic Employee Responsibilities](#). Faculty workloads are addressed in Article 4 of the Master Contract, Section 3, Workloads for Annually Contracted Academic Employees with the number of hour's faculty members are contracted to work in regards to the category and program to which they are assigned.

2.B.6

Evaluating Faculty Performance

In meeting *Eligibility Requirement 10*, SFCC, consistent with its mission and core themes, “employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.” For more information on faculty evaluation and processes regarding this, see Chapter Four, [4.A.1 – 4.A.6](#).

2.C Education Resources

2.C.1

SFCC offers comprehensive academic transfer, career technical, developmental, basic skills in its partnership with IEL (soon to be merged with SCC) and continuing education programs.

SFCC ensures that degrees and certificates have designators consistent with program content in recognized fields of study through several processes. In career technical programs, Classification of Instructional Programs (CIP) and Educational Program Codes (EPC) codes from the State Board are used to update curriculum. SFCC periodically builds articulation agreements with other colleges for specific career technical and transfer programs.

In accordance with *Eligibility Requirement 22*, since the 2002-03 Academic Year, SFCC has identified the general education learning outcomes of the AA Direct Transfer Agreement as its main program. Each of the six distribution areas of the degree has specific learning outcomes. Collectively they constitute the degree learning outcomes. The Associate of Science for Transfer degree shares the same distribution areas, as do the Major Related Programs under both degrees. For more information on outcomes, see [2.C.2](#).

The various types of [educational assessment](#), including the assessment of program learning outcomes, are accessible with appropriate links on a one-page website. Career technical education (CTE) program review can also be viewed on this site. Program review includes employment data, as well as continuous improvement planning information for each CTE program.

Programs Offered

SFCC’s educational programs fall into two broad categories: pre-major/transfer programs and career technical programs (view webpage, “[Degrees and Certificates Offered](#)”). The IEL also offers credit-bearing courses through SFCC by vetting the curriculum through SFCC curricular processes (until June 30, 2014).

Various methods ensure that the content and rigor of both transfer and career technical programs are in alignment with industry, state and national expectations. The approval processes described below ensure that the appropriate content and rigor of new courses and

programs are consistent with SFCC's mission regarding high quality learning opportunities, as demonstrated in Core Theme One, Excellent Instruction/Learning, Objective 2, Indicator 1.2.3 and Objective 3, Indicator 1.3.1.

Appropriate Content and Rigor: Career Technical

Proposing new course programming in one of SFCC's career technical programs follows this process:

1. It is presented to an advisory committee composed of professionals in the field who examine the appropriateness of its methods and content, comparing it to current industry needs and what is taught at peer colleges.
2. These courses are then aligned with specific occupational knowledge, skills, and abilities required in the work environment. Several programs require accreditation from professional organizations: for example, the Physical Therapist Assistant and Occupational Therapy Assistant programs. The accrediting organizations hold these programs to strict learning outcomes and standards.

Many of the career technical programs also include internships. These help SFCC maintain alignment with industry with appropriate rigor because students are placed in industry for extended periods and the organizations or businesses where they intern provide the college with feedback about each student's performance. For example, SFCC's Audio Engineering Program is a recognized Certified Training Center with Avid Technology Incorporated. As a Certified Training Center, the college is able to certify students at the 100, 110, 200, and 210 levels in ProTools. Avid's certification is recognized internationally in higher education and industry.

Appropriate Content and Rigor: Pre-major/Transfer

Proposing new course programming in pre-major/transfer fields follows this process:

1. It is proposed, discussed, and voted on at departmental meetings among instructors.
 - a. Degrees designed solely for transfer are aligned with statewide articulation agreements or are supported by articulation agreements with individual baccalaureate institutions.
 - b. The standard for what qualifies a course as a transfer-level course follows the guidelines given by [Washington's Direct Transfer Agreement \(DTA\)](#).
2. SFCC requires that proposed courses that meet a general education distribution requirement be submitted with evidence that the course should meet the requirement upon transfer to the baccalaureate level.

Course and program content changes in both pre-major/transfer and career technical programs must then pass a rigorous evaluation by the SFCC [Curriculum and Graduations Requirement Committee](#), composed of [faculty members from varying disciplines](#) across campus.

Departments also ensure content and rigor through collaboration and coordination with area four-year universities. The following examples are representative of this.

- The Life Science Department recently redesigned the first-year major sequence in biology in order to align the sequence with Eastern Washington University and Washington State University.
- In the Music Department, student learning was assessed in piano and music theory using the same proficiency exams as Central Washington University.
- In the Fine Arts Department, instructors routinely participate in Eastern Washington University's (EWU) portfolio-assessment process, allowing that instructor to bring back knowledge of EWU's assessment process and standards.
- In the Drama Department, new curriculum in scene design and costume design was recently developed that deliberately drew on the same curriculum offered at the University of Idaho.
- The English Department recently assessed its beginning composition course learning outcomes and aligned them with two- and four-year colleges and universities across the region.

IEL/SFCC Programs

Prior to July 1, 2013, the IEL offered programs through SFCC by vetting the curriculum through SFCC curricular processes. All IEL program descriptions began with the following language: "The Institute for Extended Learning, in conjunction with Spokane Falls Community College . . ." The IEL and SFCC have an operational agreement that ensures 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 (see [Appendix 1-E](#)). The IEL participated in educational program assessments adopted at SFCC. The operational agreement states:

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

That practice will continue through the transition year, 2013 -14, after which time SCC will incorporate most of the former IEL into their operations completely (see [Appendix 3-A: Spokane Community College-IEL Merger](#)).

Degree and Program Alignment with Mission and Core Themes

The college consistently monitors how its degrees and programs align with its mission and core themes, as well as determines whether changes will allow the college to better fulfill the mission's attention to quality, affordability and accessibility.

The college is well represented on the statewide councils tasked with managing the statewide articulation agreements behind the degrees and has a district committee that monitors SFCC's adherence to those agreements.

Through this process, faculty and staff continually focus on Core Theme One and Core Theme Two and commit to innovation and excellence in instruction/learning and student services. This commitment is ensured by assessing the core theme indicators and taking necessary action to improve areas that fall below desired thresholds. In planning degrees and programs, SFCC maintains a consistent gaze on all core theme objectives.

Program Assessment and Review

Each career technical program regularly reviews its progress for continuous improvement. Programs annually conduct an educational assessment of their program goals. Teams of faculty members annually work with their advisory committees from business and industry to analyze needs, to design and develop curriculum, and to implement and refine their assessment models and tools by assessing program goals and related instruction outcomes. Career technical program assessment also uses data from a variety of sources, including employers, current students, practicum supervisors, faculty members and portfolios.

The "[Career Technical Program Review](#)"

intranet page provides resources used by faculty members in the assessment and review process such as tracking

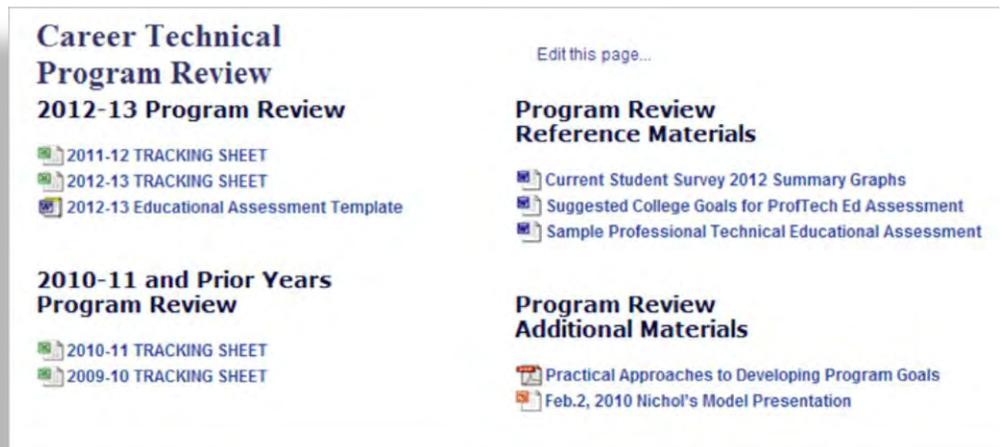


Figure 2.2: SFCC Intranet Career and Technical sheets/matrixes that contain the items annually collected to document continuous improvement, including the five-column Nichols Model and summary of advisory committee,

current student, graduate and employer surveys. Faculty and advisory committees use these to inform and implement changes to courses and programs. Each career technical program aligns its program goals with institutional goals. Goals are annually evaluated and tracked on a Nichols Model sheet, showing institutional core themes, program goals, the means of assessing those program goals, the data collected and the use of that data.

Transfer Program Assessment and Review

Each SFCC transfer program meets specific [General Education Learning Outcomes](#) (GELOs) in each distribution of the AA Degree. (View learning outcomes in [2.C.2](#)). GELOs are updated when needed by teams of faculty from each distribution.

In building the SFCC transfer program, existing Direct-Transfer Agreements, and Major Related Programs are used for each discipline in planning. The guidelines set forth in the *Intercollege Relations Commission Handbook* are followed, as quoted:

1. Institutions shall identify, to the extent possible, transfer courses that are equivalent or parallel to home courses on a discipline-by-discipline basis. Information about course comparability shall be communicated to other institutions.
2. Transfer courses identified as comparable or equivalent to home courses shall be applicable toward baccalaureate prerequisites and requirements in the same way as the home courses. (View [Intercollege Relations Commission Handbook](#), III A.)

To identify equivalencies, when a department desires a course to be part of a specific distribution area on the AA Degree, the SFCC Curriculum Coordinator sends a letter of transfer to each of the baccalaureate institutions in Washington State and inquires as to how the course would transfer to their institution if a student transfers without the AA Degree. The Curriculum Coordinator collects, tabulates, and presents the responses to the Curriculum and Graduation Requirements Committee for consideration of awarding the course to that particular distribution.

In alignment with *Eligibility Requirement 11* and in sum, it is through the above processes SFCC ensures that students are continually offered courses and programs that contain appropriate and rigorous content that is held to clear outcomes and aligned to industry and academic standards.

2.C.2

Course Learning Outcomes

SFCC courses have identified [Course Learning Outcomes \(CLOs\)](#) which are published for faculty on the SFCC intranet. Many instructors publish CLOs on syllabi or by another means such as posting them on the online site that accompanies their class. [An application wizard](#) is in place to help faculty members revise CLOs and create new ones while linking them to relevant degree learning outcomes. Outcomes 101 is an annual course offered to faculty to

assist them with creating and measuring CLOs (view [past sessions of Outcomes 101](#)).



Figure 2.3: [ITALIC](#) Webpage for Faculty

Program Goals/Outcomes

SFCC career technical programs have stated program goals that assess student performance and are measured on an annual basis. [Program goals/outcomes](#) are assessed following a Nichols Model format (see [2.C.1](#)). Program goals are published for current and future students on [Program outlines](#) which are reviewed each academic year to provide accurate information accessible on the iCatalog.

SFCC Transfer Programs and Degree Outcomes	
Distribution Areas	Distribution Area Outcomes
Communications	<ul style="list-style-type: none"> • Demonstrate effective reading/listening skills and provide useful feedback to other writers/speakers. • Demonstrate clear and thoughtful written and oral communication to a specific audience.
Quantitative and Symbolic Reasoning	<ul style="list-style-type: none"> • Attach meaning to abstract symbols and know when to apply the appropriate symbolic/quantitative process, model, or skill. • Interpret and make inferences from graphical and numerical data, and be able to translate data to graphical representation. • Demonstrate the ability to reason using axiomatic principles, definitions, and theorems.
Humanities	<ul style="list-style-type: none"> • Become familiar with the discipline's specialized language. • Comprehend elements of tradition and change within a discipline in the humanities. • Participate in a humanities discipline as an artist or practitioner, as a scholar, or as an active and critical member of an audience community. • Make connections between humanities disciplines. • Gain increased understanding and appreciation of the human condition.

SFCC Transfer Programs and Degree Outcomes	
Distribution Areas	Distribution Area Outcomes
Social Sciences	<ul style="list-style-type: none"> • Accept the intellectual obligation to subject personal preferences and inherited assumptions to the scrutiny of critical theory and the test of evidence. • Demonstrate an understanding of human beings within themselves and within their communities: recognition of them biologically, socially, and historically. • Demonstrate knowledge of the range of methods and interpretive structures, empirical and analytical, by which the social sciences investigate the lives of individuals and societies. • Critically employ the methodologies of the social sciences.
Math and Science	<ul style="list-style-type: none"> • Use sound scientific practices to develop and apply techniques to solve problems and evaluate the relevancy and accuracy of information. • Use appropriate language and vocabulary to demonstrate concepts in mathematics, physical sciences, and life sciences.
Health Related/PE/Recreational Leisure	<ul style="list-style-type: none"> • Gain the knowledge and skills that allow a person to live a longer, safer, healthier, and richer life. • Participate in activities that provide personal growth and development in such areas as visual arts, performing arts, health, and physical education. • Develop an appreciation for active engagement in health and leisure activities.

Table: 2.8 Transfer Degree Program Outcomes

These [outcomes](#) are published on the SFCC website and available to all faculty members and students as well as being available via the iCatalog.

ALL COURSE OFFERINGS ARE SUBJECT TO CHANGE. THE COLLEGE CANNOT GUARANTEE CLASS OFFERINGS, DESIGNATED TIMES OR SPECIFIC INSTRUCTORS - AS FUNDING LEVELS AND STUDENT INTEREST MAY AFFECT WHETHER OR NOT AN OFFERING IS AVAILABLE.

MATH 098 — Algebra III (5.0 cr)

This course is a continuation of MATH 094 and covers intermediate algebra skills. Topics include sequences, rational expressions and equations, basic functions that include but are not limited to absolute value, exponential and logarithmic. Prerequisite: MATH 094 with a 2.0 or better or an appropriate placement score.

[View Course Outcomes](#)

Click on the **Item Number** to view class status and available seats for the current registration quarter.

Quarter	Item No.	Course ID	Days	Instructor	Start Time	End Time	Bldg	Room
Fall 2013	2895	MATH 098	Daily		8:30 AM	9:30 AM	018	0119
Fall 2013	2898	MATH 098	Daily		9:30 AM	10:30 AM	018	0124
Fall 2013	2901	MATH 098	Daily	Glaze G	10:30 AM	11:30 AM	018	0119
Fall 2013	2904	MATH 098	MTWTh		1:00 PM	2:15 PM	018	0119
Fall 2013	3399	MATH 098	MW		6:00 PM	9:00 PM	018	0105

Figure: 2.2 MATH 098 - SFCC Math Course Offerings Fall 2013

Additionally, departments on campus are beginning to update their websites to show the outcomes for offered courses (see figure below from [SFCC English Department website](#)).



Figure: 2.3 English courses outcomes

2.C.3 - 2.C.4

Credit and Degrees

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms or equivalencies in higher education.

Certificates and degrees are reviewed and recommended by SFCC's Curriculum and Graduation Requirements Committee (CGRC) then sent to the Washington State Board for Community & Technical Colleges (SBCTC) for approval. Using institutional policy guidelines, the college ensures that certificates and degrees are awarded in an equitable, consistent manner.

The CGRC and the Vice President of Learning oversee development of lower division general education courses as well as career technical curriculum. Courses, whatever the mode of

delivery, pursue the same content, rigor and expected learning outcomes specific to each course. All courses are subject to the same [approval processes](#) and norms for the award of credits. The CGRC reviews, approves and maintains a list of academic courses for each discipline area.

Transfer degrees adhere to a structured framework recommended by the Intercollege Relations Commission (ICRC) and the SBCTC (view [ICRC handbook](#)).

SFCC publishes its [Graduation Requirements](#) on its website and provides the form for students to apply for their degree online. The [requirements for degrees and certificates](#) are also published in the Courses & Programs section of the website. For more information about the publication of admission requirements, see [2.A.16](#).

2.C.5

Curriculum Changes: Policies and Procedures

SFCC's Curriculum and Graduation Requirements Committee (CGRC) is composed primarily of faculty members from every academic department of the college, and prior to July 1, 2013, included representatives from the IEL who will continue to do so for one more year as the IEL merges into SCC (see [Appendix 3-A: Spokane Community College-IEL Merger](#)). All new curriculum and major revisions, whether in regards to individual courses or academic programs, must be approved by the CGRC before being submitted to the Vice President of Learning for final approval (see [2.C.1](#) for more information about the process).

The curriculum-development process is clearly defined and is available in two separate manuals electronically, one geared specifically for [career technical courses and programs](#) and one designed for [academic transfer courses and programs](#). Through the CGRC, faculty members exercise a major role in the design, approval, implementation, and revision of curriculum. As a requirement of the CGRC, all courses submitted for approval must have clearly defined course learning outcomes that guide the assessment of student achievement, and every program must have a typical student schedule, updated and attached to the curriculum documents submitted for approval. An inventory of all course and program documents, along with the Course and Learning Outcomes (CLOs) for each course, can be accessed electronically by all faculty and staff.

According to Article 17, section 1b of the faculty Master Contract, faculty members form the majority of members on screening committees for faculty positions:

The screening committee will be composed of an administrator, member-at-large and three (3) academic employee members chosen by the department in which the new academic employee will serve or a related area as identified by the department. When possible a majority of the academic employee members of the committee will be from the department in which the new academic employee will serve.

In addition to faculty assessment of learning in their discipline courses, the faculty is the primary assessors of student learning at the distribution area, degree and program-level in both the career technical and transfer areas. In assessment above the course level, faculty

typically serve in teams, bringing together broad expertise and perspectives; for example career technical program review (see [2.C.1](#) for more information), Art and English 101 portfolio, or cross-disciplinary general education learning outcomes assessment.

2.C.6

Library and Learning

SFCC faculty members with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Librarians at SFCC, who hold tenured faculty positions, are active partners in instruction, teaching almost 200 library instruction sessions each year. Librarians collaborate with instructional faculty members to integrate library and information resources into the learning process in order to help students meet course learning outcomes and to gain important information literacy skills. They sometimes also teach GENST 104, The Internet and the Art of Research.

Professional Development

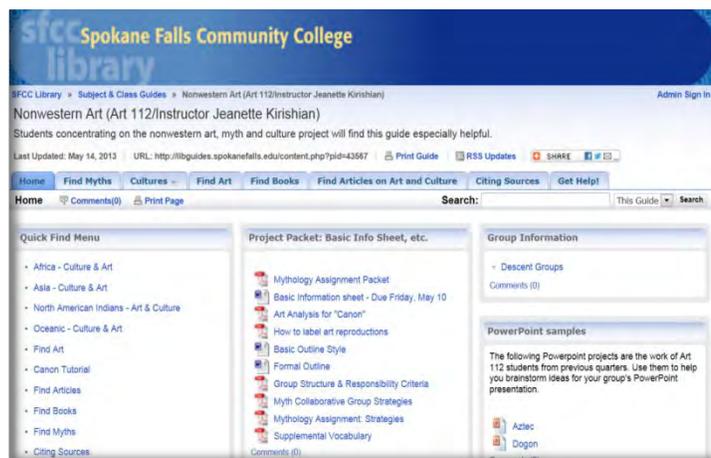
Library faculty develop and offer professional development activities designed to help other faculty members to learn about library services and information resources especially those that support their teaching responsibilities. Recent offerings have included:

- Workshops on Zotero, a tool for organizing, sharing, and citing information resources
- A symposium on the use of Open Educational Resources (OER)
- Sponsoring a copyright webinar.

Library faculty also write articles for the Faculty Development newsletter, purchase resources for the faculty development library collection and act as liaisons between the library and college departments.

The instructional faculty members and librarians often collaborate and librarians create [online Subject and Class guides](#) for students. Available via the library website and typically through the instructor's online course site, these guides help to streamline the student research process as well as helping students to navigate library resources and internet resources specific to their class studies and assignments.

For an example, see the library guide used by the [Nonwestern Art class](#). **Figure: 2.4 Library Guide**



2.C.7

Prior Learning Assessment

The college is currently in the state of increasing its focus on offering credit for [prior learning assessment](#) (PLA). The college has awarded credit in the past for challenge exams and Advanced Placement (AP) if certain posted scores are met. Starting with the 2012-14 iCatalog, credit can also be awarded for the International Baccalaureate (IB) and College-Level Examination Program (CLEP). Through a reciprocity agreement in Washington, if scores have been accepted for credit in one of these PLA areas at one college, then the credit must be accepted at the receiving institution if the student transfers.

For AP, IB, and CLEP, the faculty is involved in the assessment of the awarding of the credit. Faculty members review the tests and commonly accepted scores at local universities and then select the appropriate threshold scores to be used by the credentials evaluator. Challenge exams are directly assessed by faculty members in the discipline and awarded credit as deemed appropriate.

Credit earned by PLA is recorded on students' transcripts as such, and neither duplicates other credit awarded to the student in fulfillment of degree requirements nor do the total numbers of accepted PLA credits surpass a maximum of 25% of the credits needed for the degree.

A portfolio class for students has been created by faculty for assessing prior experiential learning, and will be first offered during the 2013-14 Academic Year. SFCC will make it clear to students that there are no assurances regarding the number of credits that will be awarded prior to the completion of SFCC's review process.

2.C.8

Transfer Credit Procedures and Review

At Spokane Falls Community College, transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the students' programs and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit is appropriate for its programs and comparable in nature, content, academic quality and level to the credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

SFCC fully complies with *Eligibility Requirement 12*, "General Education and Related Instruction: The institution's baccalaureate degree programs and /or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes."

SFCC accepts credit from regionally accredited institutions in the United States. Credit earned at an international institution recognized by the country's Ministry of Education or the equivalent accrediting body is generally accepted as well. Transferring students are advised to contact the Admissions office of the college for transcript evaluation, and information regarding transfer is provided through the SFCC website. All incoming credit is reviewed for transferability and an initial evaluation of prerequisite courses and courses required by program accrediting agencies is performed when a transcript is first received. A full, course-by-course intensive review is done when student declares his or her intent to earn a degree at SFCC by filing for graduation. Transcript evaluators use the CollegeSource® Online service for course descriptions and course syllabi. Evaluators refer to faculty members and a credential evaluator's listserv as needed.

The project to commonly number community and technical college courses was directed by the presidents of the Washington community and technical colleges with leadership from the Washington State Instruction and Student Services commissions and support from the State Board for Community and Technical College. This project was developed to better support transfer between community colleges. The [Common Course Numbering \(CCN\)](#) system is an effort to identify equivalent community and technical college courses and label them with the same department/division abbreviation, course number, and course title.

Washington State has an articulation agreement that supports transfer of SFCC's general Associate of Arts (AA) degree and its major-specific variations. That agreement also includes assurances that distribution requirements within the degree will be honored in transfer. Statewide articulation agreements exist for majors in science fields as well.

As an individual college, SFCC has [articulation agreements](#) supporting all of its Associate of Fine Arts degrees. SFCC also has agreements supporting transfer options for career technical degrees to Brooks Institute of Photography, DeVry University, Eastern Washington University, The Evergreen State College, International Hearing Society, Kaplan University, Sierra Heights University, University of Phoenix and Washington State University.

Undergraduate Programs

2.C.9

All [SFCC transfer degrees](#) contain significant core coursework in general education, encouraging the prerequisite skills and conceptual growth necessary for successful college students and fostering the development of students as well-educated citizens. The primary means of transfer for a SFCC student is through degrees based on the Direct Transfer Agreement (DTA). This statewide articulation agreement defines minimum credit standards in communication, quantitative/symbolic reasoning, humanities, social sciences, math and the natural and physical sciences. The agreement supports SFCC's Associate of Arts degree, and transfer associate degrees in biology, business, elementary education, math education, and pre-nursing. A minimum of 60 credits in each of these degrees falls within the general education distribution requirements.

SFCC also has transfer degrees for majors in science and engineering fields based on Associate of Science – Transfer (AS-T) statewide articulation agreements, track 1 and track 2. Those agreements define credit minimums in communication, mathematics, humanities and social sciences. In each track, a minimum of 30 credits must fall within the general education distribution areas. The remaining credits support pre-major coursework and the requirements of the student's transfer destination. Supported by specific articulation agreements with baccalaureate institutions, SFCC offers Associate of Fine Arts degrees in Art, Music and Drama. Each of these degrees requires a minimum of 35 credits in general education, covering communication, quantitative/symbolic reasoning, humanities, social sciences, math and the natural and physical sciences.

2.C.10

General Education Courses and Outcomes

General education courses at SFCC fall within one of the following distribution areas: communication, quantitative/symbolic reasoning, humanities, social sciences, math/science or health-related/PE/recreational/leisure activities. For a course to be considered for a distribution area, a minimum of three letters of transfer must be submitted supporting transfer to a baccalaureate institution within the distribution area. Each distribution area must also be supported by general education learning outcomes (GELOs), which help define the high-quality learning opportunities promised by the SFCC mission. Courses submitted for a distribution area must address how they meet the outcomes of that distribution area. Assessments of these GELOs are the foundation of SFCC's assessment of general education outcomes. Students can access these [general education learning outcomes](#) on the SFCC Internet site.

Since the other transfer degrees, such as the Associate of Science – Transfer degree, also uses the same distribution areas, these general education learning outcomes apply. Each year the Dean of Computing, Math and Science, along with the curriculum coordinator, and program review and educational assessment coordinator, meet with designated faculty who teach in each general education distribution area. The GELOs are reviewed, and one or two are selected for assessment that year. Faculty work with the dean and curriculum coordinator, and the director for planning and institutional effectiveness research to develop the appropriate research questions, assessment instruments, and methodology for assessing the specific learning outcome. The results are reported to SFCC’s Institutional Teaching and Learning Improvement Coordinating Committee (ITALIC).

2.C.11

Requirements for Career Technical Degrees and Certificates

SFCC has clear requirements in related instruction for all career technical degrees and certificates.

- Degrees and certificates of 60 credits or more are required to have a minimum of fifteen credits of related instruction.
- Certificates of 45-59 credits are required to have a minimum of nine credits of related instruction.
- Certificates of 44 credits or less determine the number of credits of related instruction through consultation with the appropriate advisory committee.

In all programs requiring related instruction, [advisory committee members are surveyed](#) in order to identify relevant outcomes in communication, computation, and human relations. Program leads choose courses that meet the chosen outcomes, all of which are taught by qualified faculty, and incorporate them into the program requirements.

Graduate Programs

2.C.12 – 2.C.15

These standards do not apply to Spokane Falls Community College’s mission.

Continuing Education and Non-Credit Programs

2.C.16

Spokane Community College and Spokane Falls Community College have consolidated their continuing education and corporate training divisions to streamline administration and increase efficiencies. The new Center for Workforce and Continuing Education (CWCE) supports CCS mission and strategic initiatives by providing “results-oriented partnerships among education, business, labor and community leaders that strengthen workforce development,” and specifically advance the Responsiveness to Community Needs core Theme’s objectives of workforce development and community partnerships.

Consistent with its mission, CCS offers continuing education opportunities, encompassing non-credit, open enrollment, lifelong learning, professional, personal enrichment and corporate/contract training for the communities that the college serves. These offerings provide training for upgrading job-related skills and skill development as well as personal and cultural enrichment.

In response to meeting community needs, CCS provides customized training for local business and industry, by offering cost-effective, short-term, intensive, skill-based training programs. Professional development courses also serve as an outreach strategy for particular departments and the college by linking students to high-quality programming and opening the door to further education.

2.C.17

The District Education Council is the body responsible for discussing and addressing issues related to continuing education programming (see more about the council under [2.A.2](#)). CCS's Center for Workforce and Continuing Education (CWCE) drives the economic development of our region by providing lifelong learning opportunities to current and future employees and entrepreneurs.

Continuing Education Offerings

Continuing education activities consist of the following:

- Classroom instruction
- Workshops and seminars responding to industry need, including but not limited to
 - General computer workshops
 - First Aid/CPR, Non-Destructive Testing
 - Flagging
 - Business Ethics
 - Team Building
 - Communication
 - Lean Principles.

Scheduling

Most continuing education courses are offered on evenings or weekends to accommodate the schedules of working adults. Corporate and contract training is customized to fit industry need and is usually delivered on-site, during the hours of operation of each individual business.

Design and Instruction

Appropriate procedures are established within CCS to ensure that each continuing education course includes a planned educational experience under capable direction and qualified instruction. All full-time SFCC faculty members are eligible to teach continuing education courses as supplemental assignments. All part-time faculty members are eligible to teach continuing education courses. Such assignments are considered workload and contribute toward eligibility for employee benefits.

Once per month during the academic year, the Human Resources Office posts a general job announcement on the SFCC job opportunities website. Any faculty, who wishes to be considered for potential employment in any instructional area of continuing education and corporate training, must submit an application.

When training opportunities arise, the director first reviews applications in the college's human resource system, NeoGov, to determine whether any current SFCC faculty member meets the requirements to achieve the training objectives. A qualified faculty member is then selected.

The director for the center of workforce and continuing education meets annually with department chairs through the college's Deans and Chairs Council to discuss training demand, projected popular subjects and development of program content into training modules.

2.C.18

Continuing Education Units

SFCC does not currently issue continuing education units (CEUs) for continuing education activities but will conduct a thorough analysis in 2014 to determine if and when SFCC should offer CEUs and how they would be incorporated into CCS mission and strategic initiatives.

If it is deemed an appropriate function for continuing education to offer CEUs, SFCC would use the standard unit of measurement: ten contact hours are equal to one continuing education unit. SFCC will follow the guidelines and standards established by the International Association for Continuing Education and Training (IACET).

2.C.19

Records for Non-Credit Instruction

All self-support, noncredit courses are required to follow the established State Board of Community and Technical Colleges' Student Management System (SMS) and processes. SFCC maintains enrollment and other student records for all self-support courses and programs in both the SMS and CampusCE management systems.

The Continuing Education Unit maintains records of courses, syllabi and course objectives for noncredit courses delivered. Records are kept in the Center for Workforce and Continuing Education and through the record management system of Campus CE.

2.D. Student Support Resources

2.D.1

SFCC provides a comprehensive menu of academic support programs, courses and services available to the general population, as well as programs targeted toward underrepresented or underprepared groups (Core Theme Four). The created learning environments are supplemented by the physical environments in which they take place. For more on the physical spaces themselves, see [2.G.1](#).

Project DEgree

SFCC was selected as one of five community colleges in the country to pilot Gateway to College's new [Project DEgree](#) program, which provides a cohort learning community and academic support for students who test developmentally into the three academic areas of reading, writing and math. This costly, research-rich approach was designed to support high-risk students' learning needs. Grant funding for Project DEgree ended in 2012; however, the college adopted many of Project DEgree's principles and processes, including a significant revision to the developmental English program. Lessons learned were also applied to SFCC's Gateway to College Program, which is beginning its third year.

Peer Tutoring

[Peer Tutoring](#) offers academic support (Core Theme Two) through both on-ground and online modalities, providing broad access to support student learning in more than 20 of SFCC's most challenging subjects including biology, chemistry, math and writing (Core Theme Three). Peer tutors are faculty-recommended and have earned a 3.5 or higher in the subject tutored.

Peer Mentoring

The Peer Mentoring Program matches current, experienced students recommended by faculty to new students in order to provide assistance in meeting academic goals and to build a connection to the SFCC community. These mentors guide new students to relevant campus and community resources, aid with academic strategies such as time management, share their experience and knowledge as successful students and provide support and encouragement. SFCC research shows that students, who elect to participate in peer mentoring, are more likely to be first-generation, economically disadvantaged, or have a self-reported disability. This support service is being accessed by students most in need of learning support.

Ask-A-Student

Since Winter 2013, SFCC began implementing an initiative called "[Ask a Student](#)." This service provides prospective or new students the opportunity to contact trained, currently enrolled students with questions. Their answers help them navigate SFCC more easily.

African American First-Year Experience

African American is one of the three racial or ethnic groups who struggle academically at SFCC; African American First-Year Experience is designed to help these students more successfully transition into the college experience. Provided by African American staff and community professionals, this comprehensive experience consists of curricular, co-curricular and academic support pieces designed specifically for African American students' needs. An African American Literature course was recently developed, in part to help this population of students engage with the curriculum.

International Office

To support international students, the [International Office](#) provides directed, individualized academic support services, in addition to all those services available to the general student population. These services include meeting quarterly with every international student in order to identify those students who are facing academic problems and to assign appropriate resources to assist them. Meetings occur every two weeks with students on academic warning or probation. (Core Theme Four)

eLearning

A growing population of students who take their courses through online, hybrid and web-enhanced modalities is supported by the [eLearning office](#). This office provides orientations

for its Learning Management System (LMS); updates and posts online tutorials for the LMS; and personalized support in person, via phone and via email. (Core Theme Three) Beyond providing access to the LMS-based online classrooms, online students have access to an eLearning Help Desk. SmarterMeasure (an online readiness assessment) and an [e-Tutoring service](#) are also available. In addition to on-ground assistance, the library provides online, chat-based library reference assistance as well as access to a significant collection of online digital information resources that can be accessed remotely. For more information on the library's virtual resources, see [2.E.1](#).

Additional Support

For students wanting fuller support, SFCC offers a variety of courses designed to familiarize first-year students with the college environment, college readiness attributes, engagement opportunities and educational and career planning. SFCC's three Learning Centers—for [Math](#), [Developmental English](#), and [Modern Languages](#)—provide additional, individualized instruction and instructional support.

With the new tutoring center opening in the Falls Gateway Building as of fall 2013, peer mentoring and peer tutoring are being scaled to reach a much larger number of SFCC students than previously possible.

Dual-Enrollment Programs

SFCC offers three dual-enrollment programs: Running Start, Gateway to College, and Early College High School. All three dual-enrollment opportunities are supported by dedicated staff members who advise and guide students through the application and enrollment processes and direct students to appropriate and relevant resources.

Running Start

The longest running of the programs, [Running Start](#), draws high school students who seek greater academic challenges than those provided in the high school environment.

Gateway to College

Our newest dual enrollment program, Gateway to College, creates a dual-credit pathway to high school completion and college credit for students who have dropped out of high school, are at risk of dropping out or are severely credit deficient. With Spokane area high schools' on-time graduation rate at 62%, and credit-retrieval programs closed due to funding cuts, this program provides a much-needed opportunity in our community (Core Themes Two, Three, Four and Five).

Early College High School

SFCC was named one of the nation's first three Early College High School partners. Serving urban Native Americans, the first program offered college credit through the Medicine Wheel Academy, housed in the Spokane Public Schools District 81. Today one-third of the student

population enroll in college courses and the graduation rates are 100% compared to 60% among Native American students in other district high schools.

Early College has also been initiated through one of the Spokane community centers, [Emmanuel Family Life Center](#), which provides a comfortable and familiar setting for underrepresented students. This allows SFCC to conduct college classes for underserved students while increasing their ability to be college-ready and to continue their education. Because success rates were encouraging and the program is being expanded. Our newest Early College venue, Rogers High School, serves the highest percentage of minority and economically disadvantaged students in Spokane.

These programs, courses and services support SFCC's Student Achievement Core Theme Two.

- Peer mentoring, African American student orientation and student success courses help students extend learning and develop meaningful and significant connections with their communities (Core Theme Two, Objective 1).
- Peer mentoring, dual enrollment, African American student orientation, student success courses, international support, peer tutoring, and learning centers improve their academic transitions (Core Theme Two, Objective 3).

Applied Learning Opportunities

Learning Communities

SFCC's [Learning Communities](#) Program (LC) provides effective learning environments for students by giving instructors the opportunity to work together to integrate curriculum and students the opportunity to work together in a longer block of time with a cohort of peers and with two or more instructors. This enhances the students' learning experience (Core Theme One, Objective 3) and the instructors' professional development toward excellent instruction (Core Theme One, Objective 1).

LCs also allow for a thematic focus and an emphasis on how different disciplines can be synthesized. Students are frequently asked to lead seminars and participate in group projects. Every year, SFCC offers a variety of learning communities, some pairing two classes together, some joining three courses, and others linking classes (to see a course description of an LC, see the 15-credit class "[The Good Life: Psychology, Literature, and the Pursuit of Happiness](#)").

In order to create effective learning environments, LCs are selected each year based on a list of criteria which include preference for courses integrating developmental classes with college-level ones to help developmental students get started on their degrees and increase their potential for success. Courses are also chosen that combine several classes required by the associate degrees. The LC is an appropriate step forward in SFCC students' educational plans.

I-BEST

SFCC's program of Integrated Basic Education and Skills Training (I-BEST), a specific type of learning community, provides the knowledge, skills and abilities for students to transition into the workforce or continue their education in a career technical program of study that is aligned with industry (Core Theme One, Objective 2). Students entering I-BEST are typically low income and disadvantaged in some respect. These students are nurtured in all domains of learning by a group of committed instructors. In addition to the content instructor, an Adult Basic Education (ABE) instructor is present to assist the students. The additional attention and help have proven to be an integral component of student success in I-BEST. Compellingly, the added attention provided by the team instructors accounts for the 80% of I-BEST completers continuing into a second quarter of college studies at SFCC.

2.D.2

Campus Safety

The mission statement of the SFCC Office of Campus Safety focuses on providing a professional, responsive, visible and innovative service to the SFCC community and its stakeholders. To achieve its mission, the Office of Campus Safety conducts evacuation training and mandatory evacuation drills, as well as safety-related training at least six times per year. Training topics include malicious harassment laws in the state of Washington and the Clery Act.

Several campus buildings provide lockers in which students can secure their belongings. The recent safety marketing campaign, "Lock, Take, Hide," encourages the campus community to become more cognizant of leaving personal belongings in vehicles parked on campus in an effort to reduce theft and break-ins.

On the [campus safety website](#), visitors find crime statistics for the last five years, services provided by the Campus Safety Office, safety tips and security policies. Policies cover emergency management, parking enforcement, weapons, alcohol on campus and the Student Code of Conduct.

2.D.3

Marketing and Outreach

The SFCC Marketing and Outreach Office, under the direction of the Vice President of Student Services, broadly shares information about higher educational opportunities throughout Spokane and surrounding rural communities. The SFCC Director of Marketing and Outreach, along with other SFCC staff, regularly visits high schools and community organizations and presents at local college fairs. Many local middle schools and high schools bring their students to the SFCC campus for college presentations and tours to prepare them for their college plans. Approximately 4,500 elementary school students visited the SFCC Planetarium during the 2012-13 Academic Year.

SFCC partners with many other agencies and organizations to promote college readiness and higher education. The SFCC outreach team coordinates with many external groups like the

College Bound/College Success Foundation, Gear-Up, AVID, Washington State College and High Relations, I-BEST and Inland Business Education Consortium.

The outreach team delivers a consistent message to the community regarding programs of study for associate of arts transfer degrees, career technical degrees, and articulation agreements with four-year universities. Our mission and goals for accessibility, quality, and affordability are always posted on our website, brochures and presentational material.

New Student Orientation

All new SFCC students are required to attend a four-hour New Student Orientation (NSO). At orientation, students become familiar with the campus culture, increase their connections to the SFCC community, practice effective communication with staff and peers, begin to recognize that they share responsibility for their academic success and learn where to access student success resources. They gain a basic understanding of financial aid, registration, educational planning technology applications, campus-engagement opportunities and their educational pathways.

2.D.4

Termination of programs

When a program is terminated, appropriate arrangements are made to ensure those students currently enrolled in the program have an opportunity to complete the program both in a timely manner and with a minimum amount of disruption. For example, when SFCC discontinued its Aviation/Airway Science Program, which was articulated with the University Of North Dakota (UND), an additional quarter of instruction was offered to allow second-year students to complete the program. First-year students were given options to complete the program through UND or another community college (see [Appendix 3-C UND Aerospace Program Closure](#)).

2.D.5

SFCC provides the following information for students via its [iCatalog](#):

- [Institutional mission and core themes](#)
- [Entrance requirements and procedures](#)
- [Grading policy](#)
- Information on academic [programs and courses](#)
 - [Degree and program completion requirements](#)
 - Expected learning outcomes (posted on instructors' syllabi or their online course management site)
 - [Transfer program outlines](#)
 - Required course sequences
 - [Projected timelines to completion](#)
- [Names, titles, degrees held and conferring institutions for administrators and full-time faculty](#)
- [Rules, regulations for conduct, rights and responsibilities](#)

- [Tuition, fees and other program costs](#)
- [Refund policies and procedures for students who withdraw from enrollment](#)
- [Opportunities and requirements for financial aid](#)
- [Academic calendar](#) (additional calendar here: “[Important Dates and Deadlines](#)”)

2.D.6

Student Access to Program Information

The [program outlines](#) available through iCatalog on the SFCC and CCS websites allow students to view current and accurate information on specific programs. State and/or national eligibility requirements for licensure or entry into an occupation or profession are described. The programs outlines address or have links to descriptions of unique requirements for employment and advancement in the occupation or profession.

For example, if a student went to the program outlines then clicked on the link to the “[Early Childhood Education Certificate](#),” the student will be taken to a fact sheet in to learn:

- degrees and certificates SFCC offers in this field
- where the Early Childhood Education Department is housed online and on campus (via a link),
- tuition and fees
- book costs
- program options
- program goals
- career opportunities created by the degree or certificate
- required classes and credits for the degree or the certificate.

2.D.7

Security

Admissions, Registration, Financial Aid, and the Registrar’s Office maintain security code access and log-in passwords to prevent any corruption to confidential files and computers. The electronic records system backs up all student information nightly. The state Center for Information Services supports vital retrieval of data in the event of a natural disaster, power outage or technical failure. Record retention coordinators and department supervisors receive training in archive processing and management.

Student Record Policies

SFCC follows established policies for confidentiality and release of student records (see [Board Policy 3.40.01](#)) and publishes them for easy access by students (see [iCatalog](#)).

The retention and disposal of student records are guided by the Washington Secretary of State. A retention schedule has been compiled between the secretary of state and Washington’s State Board for Community and Technical Colleges, titled “[General Retention Schedule for Washington’s Community & Technical College System](#).”

The college also is guided by the published, “State Government General Records Retention Schedule,” for records not unique to colleges but typical of all Washington state agencies.

Managing and Maintaining Student Records

SFCC has identified records managers and records custodians for all records at the college. Training is provided by the secretary of state. Records coordinators are available at the executive levels to provide direction to departments. The executive assistant to the president is tasked with overseeing the retention of records schedule.

Student records are maintained electronically through the student management system (SMS) and the financial aid management (FAM) system. These systems are backed up daily at the Center for Information Services and maintained for all 34 community and technical colleges by the State Board for Community and Technical Colleges (SBCTC). For disaster-recovery purposes, duplicate computerized records of electronic transactions, management information system reports and SMS and FAM reports are maintained by the SBCTC in a secure offsite location. The college maintains paper academic records, records of transfer credit, credit by exam, independent study and grade changes. Archival and destruction of records are addressed through college processes adhering to state regulations.

FERPA

SFCC complies with the requirements of the Family Education Rights and Privacy Act of 1974 (FERPA) and protects students’ rights to privacy. In addition, a comprehensive [FERPA notification](#) is published in the iCatalog. A release of information policy and regulations pertaining to directory information are included in this notification. Students may request, in writing, that no directory information be disclosed. Students who request no disclosure of information are flagged electronically and staff members are alerted. Employees are individually trained regarding FERPA before being given access to electronic student records.

2.D.8

SFCC provides an effective and accountable program of financial aid consistent with the SFCC mission to make higher education more affordable and accessible to the community. SFCC provides comprehensive services to students seeking associate degrees or certificates. Funding for financial aid originates from the federal and state governments, local tuition dollars, tuition waivers and from other public and private agencies. Additionally students use funds from private scholarships, [CCS foundation scholarships](#) as well as benefits from the Veterans Administration.

Financial Aid Information, Policies, and Requirements

Financial aid information regarding application forms and procedures, eligibility requirements and satisfactory academic progress requirements appear in [iCatalog](#) and on the [website](#).

Helping Students

College outreach staff conducts financial aid information sessions at area high schools and participate in the national College Goal Sunday event in January. New students receive

financial aid information during the New Student Orientation sessions conducted by college staff before the start of each quarter. [The Net Price Calculator](#) on the financial aid webpage helps students determine the cost of an SFCC education and gives them an estimate of the grant assistance for which they may qualify.

Managing Growth

The number of students applying for financial aid has increased by 40% between the 2008-09 and 2010-11 school years. During the same period, funding administered by the financial aid office increased by 36% to over \$36 million. Because federal financial aid regulatory changes have required more manual processing, managing this rapid growth and regulatory change requires a review and continual improvement of the financial aid application and award procedures. CCS hired a LEAN consultant during the summer of 2010 to help streamline processes in the admissions, registration and financial aid offices. CCS District IT staff have written a program which significantly reduces the manual calculations to review an application.

Communication

The financial aid office focuses on communicating with students in a timely manner about their financial aid processes. The office changed the major mode of communication with students from paper to email. This has allowed students to receive information more rapidly and freed staff to process applications. [The Financial Aid Portal](#), which went live during 2009, provides students access to real-time financial aid information. Students can verify when the college has received the required forms and information, identify and download any missing forms, view their financial aid award and determine the amount of any check and when it will be available.

2.D.9

The SFCC Financial Aid Office staff regularly monitors and reviews the Direct Loan Program to make the application process easier and more understandable for the student, reduce the default rate and increase processing efficiency. Staff use the National Student Loan Data System (NSLDS) to check and verify previous loan information when awarding loans.

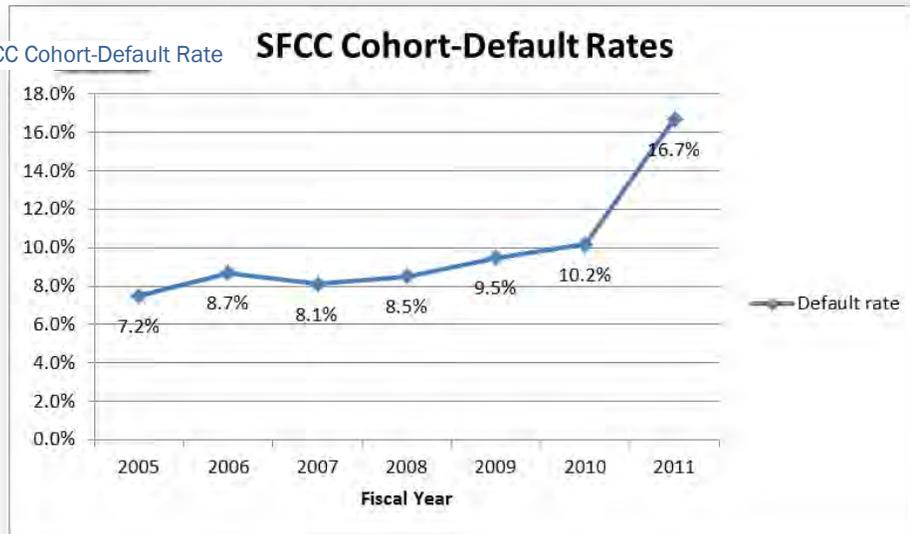
SFCC does not include loans in the student's initial financial aid award unless the student specifically requests loan funding. Students who want to borrow must complete the Ford Direct Loan Worksheet, the Department of Education Entrance Counseling Tutorial and an electronic master promissory note. The Department of Education Counseling Tutorial and the master promissory note websites emphasize the importance of repaying the loan debt.

Students whose tuition is paid by Ford Direct Loan funding receive a letter informing them of their right to cancel or reduce the amount of their loans. Students who withdraw from the college either officially or unofficially are advised in writing of loan reductions based on Return to Title IV funds calculations. The office sends them an email that directs the student to the Department of Education website, www.StudentLoans.gov, to complete their exit counseling interview. Graduating students receive an email directing them to the same site. The Department of Education notifies SFCC electronically when the student completes the

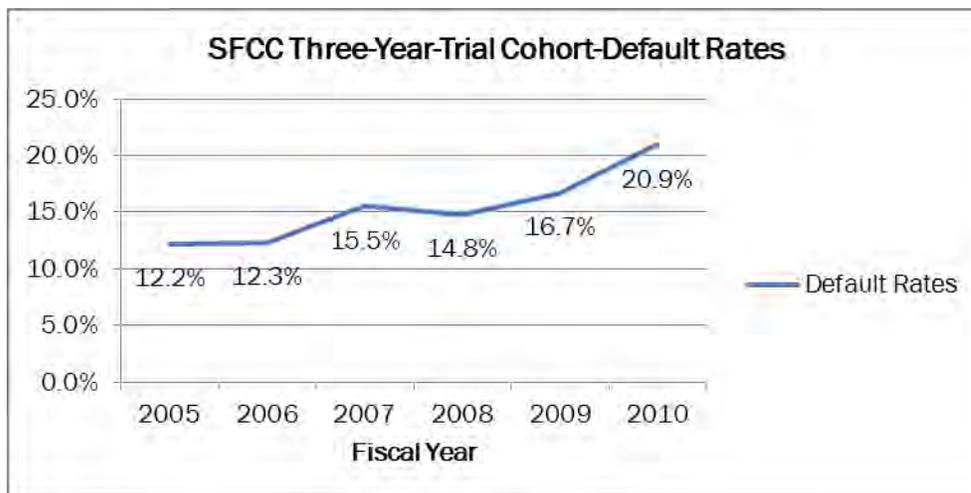
exit interview. The Financial Aid office staff mail an exit counseling booklet to all of the students who do not complete the exit counseling online.

The cohort default rate is the percentage of borrowers who enter repayment on Ford Direct loans during a particular fiscal year and default before the end of the next fiscal year. This two-year cohort-default rate needs to be below 10% to avoid impacting current students' loan disbursements.

Figure: 2.5 SFCC Cohort-Default Rate



Due to a change in loan regulations and the default rate calculation formula, the cohort default rate calculation has increased. The new three-year rate starts with the loans that entered repayment during the 2009, 2010 and 2011 fiscal years. With a three-year window of time in which a student could default on a loan, default rates will increase. The rate for an acceptable default-rate ceiling will increase to 15%. The National Student Loan Data System, (NSLDS) recently began publishing trial three-year-loan default rates and SFCC's is noted in the previous figure. The affect of the change in calculation of the default rate from



two to three years is evident in this figure as well as the one that follows.

Figure: 2.6 SFCC Three-Year-Trial Cohort-Default Rates

The Ford Direct Loan program represents the second largest aid program after the Pell Grant. The volume has steadily increased each year.

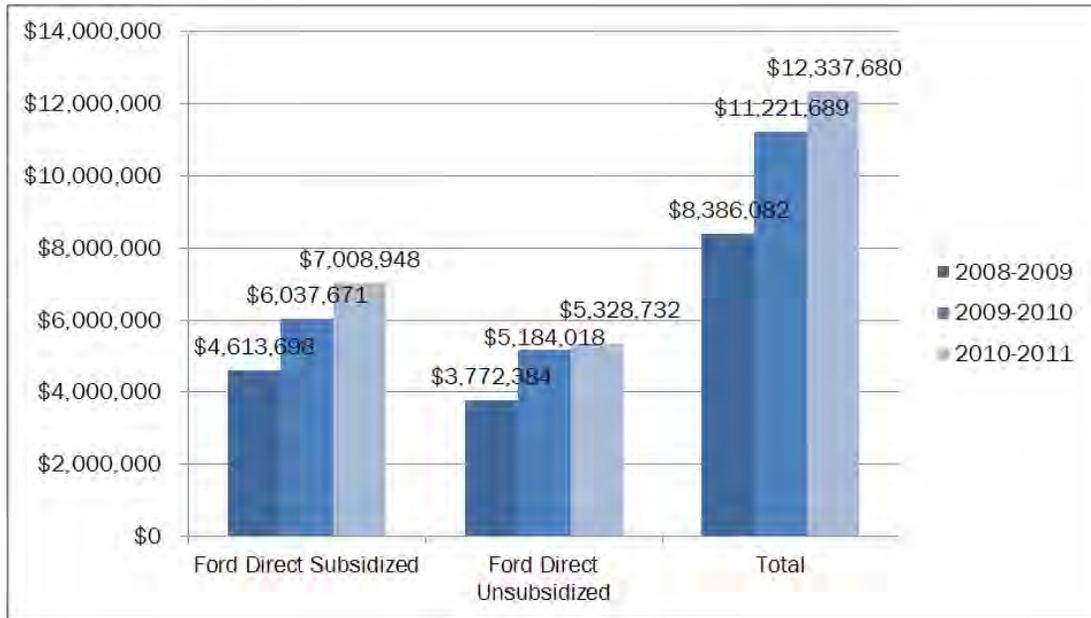


Figure: 2.7 Ford Direct Loan Program Increases in SFCC Funding

The volume of the loans, coupled with the negative impact an increased default rate could have on current students, mandates that SFCC take default management and emphasizing repayment obligations seriously. The office has a default management secretary who communicates with both current students and former loan borrowers about their repayment obligations.

The Ford Direct Loan Servicers and Federal Family Education Loan Program (FFELP) lenders notify the college when a student enters pre-claim status and their loan repayments are delinquent. The college sends a pre-claims letter to the student. The letter outlines available options for payment and provides lender contact information. On a monthly basis, the college pulls a report from NSLDS of students whose loan repayments are greater than 30 days delinquent. The default secretary gives these students a courtesy call telling them about options for repaying their loans and encouraging them to contact their lender.

2.D.10

SFCC's Academic Consulting Team maintains the college's academic advisement system. They assess the delivery to ensure it meets advisement student learning outcomes and improves student success. Academic consultants, who are one group responsible for advising students, receive their advisement training through a "just-in-time" professional development process, facilitated by the academic departments' assigned faculty counselor mentors. Through the professional development, academic consultants learn where to locate curriculum, program and graduation requirements. Additionally, academic advising requirements and responsibilities are defined, published and made available to students via the [Academic Consulting website](#), which tells students what they can expect from their academic consultant and what their consultants will expect of them. The website provides

access to a variety of resources regarding educational planning, financial aid, myBigfoot, and success resources. Academic advisement at SFCC contributes to Excellent Instruction/Learning (Core Theme One), Student Achievement (Core Theme Two), Diversity, Equity, Global Awareness (Core Theme Four), and Responsiveness to Community Needs (Core Theme Five).

Remodeling the Academic Advisement Program

SFCC recently remodeled their academic advisement program from the ground up, using the Council for the Advancement of Standards in Higher Education (CAS), Student Affairs Administrators in Higher Education (NASPA) and the National Academic Advising Association's (NACADA) core values of academic advising. These standards assisted the development of the SFCC definition and scope of academic advising, academic advisement outcomes and the responsibilities of academic advisers and advisees.

The following table shows the relationship between the student competencies identified as most important to academic advisement at SFCC, SFCC's institutional core values and the corresponding core-theme objectives.

Standards and Competencies	Institutional Core Values	Core Theme Objectives
Demonstrating professionalism	<ul style="list-style-type: none"> • Collaboration • Diversity • Personal excellence 	4.2 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.
Realistic self-appraisal, self-understanding and self-respect	<ul style="list-style-type: none"> • Personal excellence • Respect 	2.2 Each student will meet his/her educational goals.
Critical thinking and creativity	<ul style="list-style-type: none"> • Academic excellence • Academic freedom 	2.1 Students will extend learning by developing meaningful and significant connections with their communities.
Social responsibility and sense of civic responsibility	<ul style="list-style-type: none"> • Collaboration 	5.3 SFCC's advances the values of justice, service, and engagement in the community. 2.1 Students will extend learning by developing meaningful and significant connections with their communities.
Understanding knowledge from a range of disciplines	<ul style="list-style-type: none"> • Academic excellence • Student success • Environmental stewardship 	1.3 Students attain the learning outcomes established for their courses and programs.

Table: 2.8 Academic advising objectives and core themes

In the revised advisement system, which was piloted Spring 2013, new students who have tested into at least one developmental area and are undecided are assigned to a faculty counselor or academic consultant. They meet for educational planning, to check their academic progress and to devise and implement plans for improvement so that students meet their academic goals.

2.D.11

Co-curricular activities are coordinated by the Student Senate of the Associated Students of Spokane Falls Community College. This group of student-body leaders oversees numerous student clubs representing a wide variety of student interests and activities. The core themes are embraced by the student clubs who are actively engaged not only on the campus but also in the community. To secure funding each year, every student must volunteer in the community (Core Theme Five).

Led by quality faculty and staff advisers, student clubs complement academic and instructional programs by enhancing the overall student experience.

The Student Senate, club advisers, and [student clubs](#) fall under the responsibility of the vice president of student services and the director for student funded programs. Club activities require approval while the direction of the club, including regular meetings, is left to the club advisers. For more information on co-curricular activities, see [2.A.17](#).

2.D.12

CCS operates a campus store at SFCC and contracts with Sodexo Services to provide food services at the Falls Cafe. These enterprises provide necessary auxiliary services in support of the college mission of affordability, accessibility and quality learning. Together the auxiliaries create a collegial atmosphere that caters to the physical, social and intellectual growth of the student body, college employees and the community at large.

Students, faculty, staff and administration have ample opportunities for input regarding these services either through involvement on a specific auxiliary advisory committee or through annual surveys that focus on customer satisfaction.

2.D.13

Intercollegiate athletics fulfills the SFCC mission by providing access to higher education for athletes who may not yet be ready to complete at the university level and through scholarships, making the education more affordable. Coaches provide high quality instruction, which provides athletes with the opportunity to develop physical, mental, emotional and social competencies through their participation in this comprehensive student support program.

The SFCC program is the largest in the conference and offers all 15 sanctioned sports including 8 women's sports (volleyball, soccer, basketball, cross country, golf, tennis, track, softball) and 7 men's sports (soccer, basketball, cross country, golf, tennis, track, baseball). In accordance with the Equity in Athletics Disclosure Act, annual participation data by gender are available through the [2011-12 Annual Report](#).

The program has been successful in terms of winning many NWAACC Championships. However, consistent with Core Theme Two and the mission of the college, the mission of the department emphasizes student academic achievement as the top priority. The department has many academic success strategies in place which have produced excellent retention and graduation rates as well as the department GPAs near 3.0.

Student athletes follow the standard admissions, registration, testing and financial aid policies. The department follows standard district policies.

2.D.14

SFCC maintains an effective identity-verification process for students enrolled in distance education courses. Students enrolled in online courses offered by SFCC must use an authentication protocol in order to access their classrooms. Authentication consists of a secure login and passcode which are automatically formulated by the learning management system (LMS). In order to log into the LMS, the student logs in with their student identification number (SID) and a password. Students are directed to update their password the first time they sign into the LMS.

Proctors for examinations require students to verify their identities using an approved photo ID. Although many faculty members giving proctored exams refer their students to traditional on-ground testing centers, some faculty members are also experimenting with Tegrity™'s test proctoring solution which uses a web camera and microphone to authenticate a student's identity. The Tegrity™ proctoring software also records a student's test-taking activity which faculty can review after the exam has been completed.

The college ensures the identity-verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of charges associated with the identify verification process.

2.E. Library and Information Resources

2.E.1

The SFCC Library plays an integral role in helping the college meet its mission to foster high-quality, affordable and accessible learning opportunities in a welcoming environment both on campus and online. Library and information resources are selected and purchased to support student learning, complemented by a full suite of services for students and faculty. Essential resources and services, including reference assistance and digital material, are easily authenticated using EZProxy and made available online to students studying off campus.

The library contains, on-ground and virtually, altogether 48,000 print books, 200 print periodicals subscriptions, 6,000 videos, 25+ [database subscriptions](#) and a wide variety of eBooks, as well as a circulating collection of devices. These devices include graphing calculators, digital cameras, headphones, laptops and projectors. The library's resources provide students and faculty with the depth, breadth and currency required to support the college's mission wherever programs are offered and however delivered.

Additionally, as part of the WIN borrow system, SFCC students are free to use the library resources at Gonzaga University and Whitworth University's libraries.

Specifically, the library's information resources support the college's mission and core themes in the following ways.

Excellent Instruction

The library faculty provides library instruction using a multifaceted approach. One of the primary avenues is working with students, one-on-one, at the reference desk. Staffed with a faculty librarian during open hours, librarians work with individual students to identify, locate and evaluate appropriate information resources. During the 2010-11 school year, librarians interacted with almost 4,890 SFCC students at the reference desk and another 508 via Ask-WA, SFCC's 24/7 collaborative virtual reference desk service which is supported by OCLC's QuestionPoint service.

Faculty librarians also offer instructional sessions customized to support the information literacy outcomes associated with specific courses. Complementing in-person instructional sessions, librarians also create unique [LibGuides](#) which provide students with pathways to the high quality information resources introduced in their library instruction classes. As one faculty member commented in a satisfaction survey conducted in 2011, "The online course guide created by the research librarian is outstanding and an excellent resource for my students because the online page features a tab for related videos, journal databases and citation guide. I post a link to this customized online library guide on ANGEL."

Although most classroom instruction is offered as a one or two session format, faculty have also collaborated with librarians to more fully infuse information literacy instruction throughout their courses and programs in fields of study as diverse as Non-Western Art and Physical Therapy. Librarians teach several class sessions and interact with students on multiple occasions. During the 2010-11 school year, librarians taught 196 class sessions.

Student Achievement

The library offers students a comprehensive reserve collection of textbooks. As textbook costs spiral upward, students find it more difficult to purchase them especially during the first, crucial weeks of the quarter. Library staff purchases textbooks from the SFCC bookstore each year to update the reserve collection and to ensure that students in high enrollment classes have access to essential textbooks. During the Fall 2011, 116 items in the SFCC Textbook Reserve collection were checked out 948 times.

Broad Access

Library faculty work closely with instructional faculty to identify and obtain information resources that support and supplement the college's curriculum. In recent years, the trend has been to purchase or license digital resources as they are more accessible than print-based resources. As a result, the library subscribed to over 20 databases and other digital resources ranging from full-text periodical databases such as ProQuest and Academic Search

Complete to more specialized databases like Datamonitor (business), CINAHL (nursing and allied health) and JSTOR.

Recognizing that simply providing students with access to digital resources is not sufficient, the library has also developed a substantial technology collection consisting of laptops, netbooks, MacBooks and other equipment students can check out and use at home. In this way, students not only have remote access to library resources whenever they need them, they also have the means to access them. Computers from this collection circulated almost 7,800 times in 2011.

Diversity, Equity, Global Awareness

In 2011, the library obtained funding from the SFCC International Education Committee to update the Latin American print collection. Additionally, SFCC diversity grants were solicited to purchase materials related to China and Tibet for the library collection.

Responsiveness to Community Needs

Library faculty and staff monitor the needs of the community by conducting regular satisfaction surveys, offering public comment cards, meeting with departments to review library services and collections and by working with students in the library. As a result, librarians have adjusted library hours, opening fifteen (15) minutes earlier so students can access the library and library computer lab before classes begin, purchased new resources like Safari Books Online and developed a series of drop-in information literacy workshops called "Twenty on Tuesday," which covers one basic information literacy-related concept in a twenty-minute session.

Each quarter, SFCC offers free workshops on citing sources in academic writing. The popular sessions, conducted by a faculty member as "Capt. Citation," provide a light-hearted overview of plagiarism and how to avoid it by correctly attributing sources. The sessions are particularly helpful to students who may not be currently enrolled in a writing class or who have not written a research-based paper in some time.

The recent consolidation of library services across the district under the auspices of the District Director of Library Services has provided SFCC library staff and faculty new opportunities for closer collaboration with their colleagues at SCC (and formerly the IEL) while continuing to meet the needs of SFCC students and faculty.

2.E.2

Needs and Resources

To provide the best and most appropriate resources and services for library users, faculty librarians regularly survey both students and faculty. Conducted every other year, the surveys help ensure that the needs of the library's constituents are being met. Beginning in 2013, the library survey will be conducted annually, districtwide and reflect the newly organized CCS Library Services. The library staff analyzes suggestion for change and implements. For example, when surveys indicated a need for more quiet study space,

building renovation funds were obtained so that glass partitions could be added to the mezzanine level of the library to mitigate noise and provide students with an attractive quiet study space. Student surveys also led to increasing group-study spaces, which can be booked by student groups as well as for class meetings, and to expanding its laptop checkout program to include a larger collection of MacBook Pros loaded with the latest Adobe Creative Suite software.

The library provides resources and services to meet the needs of the college's educational programs in order to directly support SFCC students. The librarians have subject area responsibility for material selection and de-selection. They also work with faculty across disciplines to purchase materials that support the curriculum such as research assignments. When new programs are initiated, such as the Occupational Therapy Assistant, librarians, along with the instructional faculty, analyze the program's information resource needs to ensure appropriate library materials are chosen for the collection. In general, the library's selection policy directs librarians to give serious consideration to purchase recommendations received from faculty members, college staff, students and members of the community. SFCC librarians are presently working with SCC librarians to analyze the complete list of databases purchased by the district, with an eye to streamlining the purchasing wherever possible, making sure appropriate databases are available to the faculty and students we serve.

The librarians continue to explore and select new products and books in their subject areas with the aid of review services like *Choice* and by reading reviews in professional periodicals such as *Library Journal*. They also gain knowledge of the instructional needs in their areas by serving on SFCC's Curriculum and Graduation Requirements Committee, working with faculty on new research assignments, adding reserve material for courses, and obtaining faculty input on database trials.

2.E.3

The SFCC Library's reference service is based on the learning commons models with faculty librarians and IT staff providing students with research instruction at their point of need. Because the SFCC Library houses the main open computer lab, librarians assist and instruct students in all aspects of finding, evaluating and integrating resources in print and nonprint projects.

Information Literacy

SFCC librarians work with faculty to infuse elements of information literacy into their curriculum so that students can develop research and information evaluation skills within the context of their regular coursework. The SFCC librarians collaborate with discipline instructors to provide relevant library class sessions with immediate hands-on activities in the library's classroom computer lab. Individualized research assignments ensure that multiple class learning outcomes are addressed. The librarians also create web-based guides customized for each class incorporating links to on-ground and virtual resources, how-to screenshots and video tutorials as appropriate.

In addition to working with specific classes, SFCC librarians offer workshops to acquaint instructors with new information resources and/or online tools. Faculty librarians also meet with departments to demonstrate new resources as part of their liaison assignments.

Library and the Online Classroom

A link to the SFCC Library homepage is programmed into every online classroom along with a link to the distance learning webpage which offers a menu consisting of helpful web links, illustrations and video tutorials. Some eLearning classes have a librarian embedded in the online class to answer questions, but most online classes with research assignments rely on library web guides and links to online reference support.



Figure 2.8 SFCC library webpage, with chat/messaging services

Librarian Chat

E-learners and on-ground students can take advantage of the library's online chat/messaging service which is staffed by SFCC librarians all hours that the library is open. It is supplemented by a collaborative service which provides online reference assistance even when the library is closed. The preceding figure illustrates the chat function.

2.E.4

Evaluating Resources

Librarians regularly evaluate the effectiveness, quality and adequacy of resources and services to ensure that the library users' information needs are being met. The library solicits feedback from users in a variety of ways. Regular user surveys of faculty, staff and students allow librarians to gather feedback from all types of patrons concerning the need for any change or addition to current services or resources.

Librarians regularly analyze the usage statistics of databases and e-books. The electronic journals and databases provide online statistics that can be downloaded monthly, quarterly and yearly. The librarians use these statistics to determine which resources are adequately used. The librarians can use this information to develop promotional materials and techniques to make sure that SFCC faculty and students know about the resource. If promoting the use of a database isn't successful, the database is replaced with one that will better support the curriculum and students' needs. When a decision is needed on whether to renew a title, the usage statistics are used to conduct an analysis of the cost per search and/or downloads.

Librarians regularly participate in program-level accreditations and serve on the curriculum committee, both additional ways of gathering information regarding what is needed in both the print and the digital collections.

The librarians regularly evaluate new products and services and compare them with currently held resources to make sure that the best resources are being offered to students and faculty. When resources are being evaluated for possible purchase, the librarians send trial information to faculty to allow them to use the product and then provide feedback. To the same purpose, the librarians also make trials available to students when possible. Budget considerations apply, too.

The quality and adequacy of information-literacy instruction can be measured by scores and feedback on the English 101 and Applied Education 121 assessment instruments. Clickers are also available in the library classrooms for immediate feedback during sessions. Users of the library's online chat service are prompted to complete a survey after each session.

As of Spring 2013, the library implemented both Primo (the Ex Libris discovery layer) and SFX (the Ex Libris link resolver), to enhance the student research experience. These services are available both on and off campus using EzProxy which will authenticate users by username and password. To protect the terms of license agreements with vendors, only current faculty, staff and students have active accounts for these products. Dual-enrolled students will have access to all databases they need to be successful in their coursework. When these services are launched in fall 2013, librarians will solicit feedback in order to modify the products appearance and usability on the library website.

Upgrades

As part of the WIN ([Washington Idaho Network](#)), the libraries are presently using Ex Libris' Voyager. WIN is currently investigating library systems and the consortium is likely to migrate to [Alma](#), the next generation Ex Libris library services framework. No timeline for migration has been established.

2.F. Financial Resources

2.F.1

Financial Stability

The District Business Office incorporates most of the CCS business functions. These include central accounting, student accounting, foundation accounting, travel and other employee reimbursements, grant and contract accounting, purchasing, contracting, cashiering and payroll for the college.

Meeting *Eligibility Requirement 18*, CCS demonstrates fiscal stability with sufficient cash flows and reserves to support college programs and services. Budget reports are prepared monthly for the Board of Trustees, and reviewed with the board by the chief financial officer. Comprehensive financial statements and annual operating budget reports are prepared and presented to the Board.

Risk is managed appropriately to ensure financial stability. The Board of Trustees has approved a reserves policy which sets aside an operating reserve equal to five percent of the annual operating budget. The State Board of Community and Technical Colleges (SBCTC) and the State of Washington have emergency funds available for high dollar emergency repairs or maintenance. The district participates in a self-insurance liability program through the state. Additional commercial policies are also purchased through the state to protect assets not covered under the self-insurance program.

2.F.2

Resource Planning and Development

Grants, donations, and nontuition revenue are incorporated into realistic and responsible budget planning. A Notice of Intent to Apply for External Funding (NOI) form must also be completed for all grant applications including new grant proposals, grant renewals and continuations of grants with revisions. This form is reviewed for duplication of effort, assignment of appropriate leverage and other fiscal/resource obligations as well as personnel, resources and monetary impact on SFCC departments from the grant submissions process and expected outcomes. The majority of grants is determined in time to be included in the budget before final approval. Federal and state funding such as Perkins, WorkFirst, Worker Retraining and Adult Basic Education are allocated through SBCTC with dollar amounts determined in advance. A large college source of non-tuition revenue is the monies collected from K-12 school districts for Running Start. These revenues are projected based on historical enrollments and the number of potential Running Start students taking the required placement assessment.

SFCC representatives serve on the CCS Grants Team which assists with budget development for grant proposal submissions. A grant budget development worksheet template has been designed to assist faculty, staff and administrators in developing a workable budget prior to submission to make sure that the budget is aligned with CCS fiscal guidelines. Additional resources are also available for grant writers on the CCS website including an explanation of

time and effort reporting and the college's indirect cost calculations. The CCS Grants and Contracts Office oversee the NOI process which ensures that the financial approval requirement and the [CCS Delegation of Authority](#) requirements of the college are met.

2.F.3

Financial Planning and Budget Development Practices

CCS meets institutional policy and state and federal regulations through its accounting system. Financial functions are centralized in the District Business Office. Accounting functions are managed through an integrated financial management system (FMS) that was developed for SBCTC and is common across all SBCTC institutions. The FMS system maintains all required accounting data for state and customized local reporting.

Philosophy

Budgets are developed annually through an inclusive process that incorporates input from all campus units. The budget-building philosophy includes the following guidelines:

- Fulfill mission
- Prepare for future
- Invest in student learning and progression
- Broaden access for underserved-populations
- Engage entire academy through college-wide fiscal workshops and through divisional budget exercises
- Utilize data and analyses from the institutional effectiveness process.

Implementing the philosophy includes investing in effective initiatives, providing access, facilitating student success, and supporting SFCC core themes and the CCS Strategic Plan. Efforts are made to designate operating support, make strategic cuts, increase partnerships and economy of scale with consideration of future needs.

A balanced budget in accordance with expected revenues is then presented to the Board of Trustees for final adoption.

Budget Process Principles

Several key guiding principles apply to the SFCC budget development process. They include the following:

- Fulfill SFCC's mission as a comprehensive community college while minimizing any negative impacts of the state operating budget cuts on student learning, student achievement and success, services, infrastructure and current employees.
- Continue to practice fiscal responsibility, the evidence of which is found in the prudent use of non-state and state funds as well as the strategic development of "rainy day" contingencies that can be accessed in difficult times to mitigate severe budget problems and to allow SFCC to accomplish our mission.

- Involve the whole college in developing strategies to accomplish key goals and maintain critical elements of our strategic plan with consideration of the stresses and problems that arise from cuts.
- Continue to use resources to position SFCC for recovery, future opportunities and revenue production.
- Develop budgets considering all revenue and funding sources within the rules or policies dictating use.
- Distribute initial resource allocations based on a historical, pro-rata model including consideration of prior allocations, permanent changes or alignments and targeted funds.
- Budget for annualized faculty contracts at actual amounts when known.
- Provide for a minimum of two quarters of faculty sabbaticals and award based on committee recommendation and presidential approval.
- Allocate funds for district managed costs at recommended levels.
- Provide earmarked budget per SBCTC and based on SFCC's allocation for students of color and disability support services.
- Provide for ongoing permanent faculty, staff and exempt salaries and benefits based on actuals at the beginning of the fiscal year and including any budget-reduction mandates as may be known at the time of budget building.
- Adhere to all federal, state and district mandates.

Budget planning considers historical averages, tuition and fee rates and state allocations and is realistic and conservative with respect to expected revenues. Enrollment management is tied closely to the dollars allocated to direct instruction. These dollars are spent on full-time faculty salaries and the part-time faculty salary pool. Course offerings are planned to align with student demand and capacity as closely as possible. CCS state funding allocation is based on FTE enrollment targets.

2.F.4

Financial Management System

The Financial Management System (FMS) system supports multiple reporting options for use by budget and program managers and District Business Office personnel. Expense reports are reconciled against the allocation given to each campus unit. Revenue reports are generated to see if tuition or non-tuition revenue is meeting projections. Because the budget team members are co-located at the campus units as well as in the Business Office, SFCC receives more timely and accurate financial information as well as thorough support.

2.F.5

Capital Planning

Capital planning is carried out through the CCS Facilities Master Plan, which includes the SFCC Master Plan. It is normally updated every few years, with the most recent update in 2012. Requests for state capital funds follow a comprehensive and competitive process managed by SBCTC and informed by SFCC's mission to provide high-quality and accessible learning opportunities. SBCTC colleges requesting funds for new construction, replacement facilities or renovation submit an extensive Project Request Report (PRR) for each project desired. All requests across the system are scored according to published criteria, and a unified capital budget request for the entire SBCTC is presented to the state legislature.

In addition to requesting state allocation of capital funding, SFCC also has the option to request capital project funding through the state by a Certificate of Participation (COP). With legislative approval, the state issues bonds and the proceeds are used to fund construction or acquire facilities. The college then has the obligation to repay this certificate over a 20-year period. Before granting COP approval, the college's overall fiscal position is vetted by SBCTC and the State Treasurer. Only after the fiscal integrity of the college has been proven is the COP issued.

SBCTC also makes annual or biennial allocations to CCS for maintenance, repairs and minor projects. Each project is assigned a unique budget code by SBCTC. Budgets are monitored both locally and by the SBCTC. The District Business Office has a budget manager assigned as fiscal oversight for facilities projects. This person monitors capital budgets and processes capital paperwork to provide coordination of payments, solution of problems and meeting of necessary deadlines.

Any deviations from the approved allocations are noted and may require additional justification and demonstration of financial viability (typically through positive fund balances) and approval by SBCTC.

2.F.6

Auxiliary Enterprises

Auxiliary enterprises at CCS each have a separate designated fund. These include data processing (fund 443, rarely used), printing (fund 448, Service Center), motor pool (fund 460), bookstore (fund 524), parking (fund 528) and other auxiliary (fund 570, rarely used). The chancellor or designee is authorized to make fund transfers from unobligated fund balances as necessary to avoid negative cash balances in local operating funds at the close of an accounting period in accordance with [RCW 43.88-260](#).

2.F.7

External Financial Audit

Meeting *Eligibility Requirement 19*, each year, CCS is subject to financial audit procedures conducted by the Washington State Auditor's Office in connection with the audit of the state's basic financial statements. Each year the Washington State Auditor's Office conducts

the A-133 Single Audit, an independent audit of systems and internal controls over federally funded programs that the state has designed to ensure compliance with federal regulations. Meeting *Eligibility Requirement 18*, the audits are conducted in accordance with Government Auditing Standards (also referred to as Generally Accepted Government Auditing Standards), which are generally accepted auditing standards in the United States. The State Auditor's Office has passed all of its peer reviews, which are conducted by external parties every three years. Results of the audits are issued within six months of the state's fiscal year end and are made available to the public online at the Washington Office of Financial Management website.

Internal Audit

CCS also actively monitors the fiscal and compliance activities of federal and state grants by conducting internal audits of those programs yearly through the Office of the District Director of Fiscal Services and Internal Control/Compliance. Through this office, departmental internal control/compliance reviews are conducted on specific departments and programs as prioritized by internal risk assessment.

The Board of Trustees reviews accountability audit reports after receiving a copy of the audit report in advance of their meeting. The CCS Chancellor, the SFCC President, the CCS Chief Financial Officer and other personnel attend this meeting to discuss the audit results and answer the trustees' questions.

In addition to receiving copies of audit findings, CCS and SFCC administrators, who have compliance responsibility for areas noted during audits, receive copies of management letters issued by the auditors. Administrators review these letters and are required to prepare internal corrective action plans to address any deficiencies noted.

2.F.8

Institutional Fundraising

CCS has authorized two organizations to conduct fundraising activities on behalf of the college: the [CCS Foundation](#) and the [Washington State Combined Fund Drive](#). The CCS Foundation was incorporated in 1972 for the purpose of encouraging, promoting and supporting educational programs and scholarly pursuits in connection with CCS. The foundation provides significant scholarship support to CCS students and contributes funds to the college for special projects and events. The CCS Foundation also supports athletic teams and student athletes through memberships, an annual golf tournament, dinners and other events or activities. CCS student clubs and organizations may also engage in fundraising to support their activities. Each organization maintains a separate account with the college. Disbursements from these accounts are made in accordance with established college policies and procedures. (For more information about the CCS Foundation, its governance and its relationship to SFCC, see [2.A.9 – 2.A.10](#).)

2.G Physical and Technological Infrastructure

Physical Infrastructure

2.G.1

Since 1967, when the community college system was organized statewide, the college has requested and received capital funds from the state legislature for repairs, minor works and, more recently, renovation and construction of facilities. Through careful maintenance and prudent use of capital funds, the facilities continue to function despite some of them being over 50 years old.

Meeting *Eligibility Requirement 14*, Physical and Technological Infrastructure, SFCC possesses the physical and technological infrastructure necessary to achieve the SFCC mission and core themes and to create effective learning environments for its programs and services that support student learning needs that are consistent with the nature of our educational programs and methods of delivery. These effective and appropriate learning environments contribute to Excellent Instruction/Learning (Core Theme One) and Student Achievement (Core Theme Two).

SFCC responsibly plans and develops the SFCC campus and buildings through the District Facilities Department. The college provides a safe and healthy environment that is conducive to learning and working. The Megamation computerized maintenance management system (CMMS) assists planning, scheduling and completing preventive maintenance and other work orders effectively. The college engages in ongoing efforts to enhance existing facilities and to provide space sufficient to meet program and occupant needs both through local funding sources and state-provided repairs, maintenance and improvement (RMI) funds.

Effective and strategic Master Facilities Planning at SFCC has allowed the college to update over 50% of the campus building inventory, resulting in modern spaces that enhance the teaching and learning environment (see [Appendix 3-B: Spokane Falls Community College Master Plan - Draft](#)).

In all of the following instances, faculty and students have participated extensively in the building design phase of planning to assure optimal use of available space for academic purposes, with an eye toward spaces and facilities that are aesthetically inviting and learner-friendly.

sn-w'ey'-mn

In 2008, the college's first LEED Gold Certified building, [sn-w'ey'-mn](#), also known as Building 24 was opened. This building, as shown in the following picture, contains over 70,000 square feet of classroom and office space, including 22 computerized classrooms, three computer labs, and multiple study areas and lounges for students on every floor and wing. Business and social science classes are held here, as are a number of English classes. The 140-seat auditorium has proven to be a favorite venue for literary, and student club and community events.



Figure: 2.9 sn-w'ey'-mn, Building 24 (photo credit TESTCOMM, LLC)

Magnuson Building

In September of 2009, the Magnuson Building was opened after extensive remodeling. Used by both SCC and SFCC's Health Sciences programs, Magnuson provides nearly 32,000 square feet of state-of-the-art classroom, laboratory and exercise rooms designed specifically to support SFCC's Physical Therapist Assistant and Occupational Therapy Assistant programs.

Science Building

In 2011, the new Science Building, Building 28 pictured below, was opened with dedicated labs, including a cadaver lab, all of which support classes in allied health, physics, chemistry and the life sciences. The building also features a number of student-friendly study spaces and a computer lab. The building's signature feature, the 52-seat planetarium, not only supports the college's astronomy curriculum, but also provides enrichment programs for local community members and school children. The building received the college's second LEED Gold Certified building designation.



Figure: 2.10 Science, Building 28

Music Building

While the science building was under construction, extensive renovations were being completed on the Music Building, Building 15, pictured on the following page. In addition to adding classroom spaces and new faculty offices, installation of soundproof practice spaces, a state of the art recording studio and a MIDI lab were included in the renovation project. In common with both sn-w'ey'-mn and the new Science Building, the renovation provided an opportunity to create new hospitable and inviting space for students to congregate, converse and study. In response to frequent complaints of air quality and allergy-related symptoms, the roof was replaced, leaks in sewage pipes repaired, fan coil units added, operable windows were installed and the integrity of the ductwork was restored.



Figure: 2.11 Music Building 15 with new Midi Lab (inset picture)

Falls Gateway

Open for occupation Fall 2013, the new Falls Gateway, Building 30, houses classrooms, computer labs, a tutoring center, testing center and offices for counseling and administration.

Humanities Building

The Humanities Building, Building 5, which houses the Spartan Theatre, has a film classroom with a new theatre-quality projection system used for all on-campus film classes and for showings hosted by student clubs. The system was purchased with student technology fee monies.

Stadium/PE Complex

In 2012, the Stadium/PE Complex, Building 7, and soccer field were renovated with the help of matching funds and state capital dollars.

Early Childhood Learning Center

Construction started Summer 2013 on an Early Childhood Learning Center, which will house the Head Start program, among other uses.

Student Union Building

Students in the Interior Design Program recently submitted a plan for the renovation of the main social area in the Student Union, Building 17, which was approved by the Facilities and Grounds Committee of the college.

SFCC's physical spaces are designed for student learning and support Excellent Instruction/Learning (Core Theme One). SFCC's track record for updating facilities and securing funding for new facilities over the last ten years demonstrates the commitment to provide the environments needed for excellent instruction and learning.

2.G.2

Policies Regarding Hazardous or Toxic Materials

Per [CCS Board of Trustees Policy 2.3.05 Workplace Safety](#), Community Colleges of Spokane is committed to the health and safety of its faculty, staff and students in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards and with any special safety concerns identified at the unit level.

The Environmental Health and Safety Office (EH&S) is a non-academic service department dedicated to promoting and supporting SFCC's efforts to protect human health, safety and the environment. EH&S provides consultation and services in the areas of public health, air and water quality, worker health and safety, biohazards, and chemical waste disposal and cleanup. Guidelines and procedures can be found on the CCS Internet site under [CCS Administrative Procedures 2.30.05 A-S](#). Lockout/Tagout Safety training is available in person and [online](#) for affected employees.

A safety officer from the CCS Human Resources Office makes periodic inspections and meets with faculty and staff in those departments where hazardous materials are used. Information about the hazardous chemicals is reviewed, updated and available at the sites where the chemicals are used.

Required procedures on the use, storage and disposal of hazardous materials are outlined in the [Hazard-Communication-Program](#)). SFCC furnishes to each of its employees a workplace free from recognized hazards that cause serious injury or death, as required in the Washington Industrial Safety and Health Act (WISHA), RCW Chapter 49.17 in accordance with [WAC 800-170](#).

Hazardous materials used in the workplace are labeled, used and stored according to the manufacturer's recommendation. Flammable storage cabinets are provided in areas where flammable liquids are present. A material safety data sheet (MSDS) is maintained for each chemical in use and employees are trained on the hazards of the chemical before use.

2.G.3

Physical Development

SFCC has engaged in periodic updates (2007, 2012) through the CCS Master Plan for its physical development consistent with its core themes, particularly Core Theme One of Excellent Instruction/Learning to create positive learning environments that help the college fulfill its mission as it engages in long-range educational and financial planning. The purposes for master planning are stated on the [CCS Facilities and Grounds](#) website.

During Summer 2011, SFCC revisited the master planning process, and CCS Facilities and Grounds engaged an architectural firm to begin the process by meeting with administrators to discuss the college's long-range plans and to identify those areas and concerns that needed addressing in order for the college to fulfill its mission.

During the 2011-2012 Academic Year, the architectural team visited the SFCC campus for SFCC student leaders, faculty and staff to view the plans and renderings of the proposed changes to the campus buildings and grounds over the next ten years. The architects recorded the input and revised the plans and drawings for their second visit during the academic year where the same review process was possible.

During the 2013-14 Academic Year, the architectural firm will visit the college to gather more input and then update the [SFCC Master Plan](#).

2.G.4

Equipment

The primary source for funding instructional and information technology equipment is the Student Technology Fee. Each year, District IT and every division submit requests for equipment purchases related to instruction. Those requests are vetted and then approved or rejected by a committee comprised of students at SCC, SFCC, IEL, and student government officials. Several staff and faculty take part in the vetting process, but they have fewer votes than the student representatives, so any project can be approved or declined based solely by student representatives. Each project or request comes assigned with a division priority, as defined by project stakeholders and a campus-wide priority assigned by administrators. During the vetting process the stakeholders of each project have an opportunity to present the merits of their request to the committee.

The projects that District IT proposes are usually basic infrastructure and various campuswide items like lab desktops and servers. District IT gets direction from elements of the college's strategic plan and core themes. These themes are boiled down to individual benchmarks, such as "replace 20-25% of student desktop computers" or "replace 20% of server platforms." These benchmarks set tangible goals that can be easily measured, but still apply to core themes of the strategic plan. For example, the primary beneficiaries of the desktop reallocation are the open labs and several other program specific labs. These benchmarks ensure that students are getting access to new equipment on a regular basis.

Any project the committee approves is given a final review and then a project template that further defines the scope of work is produced. This documentation is used to track the project from approval to the end of deployment. It is important to note that tech fee requests, while similar in overall process, are unique to each campus based on the programs and student priorities.

District IT budgets provide a level of funding to maintain and support existing equipment and infrastructure with some expansion for upgrades and improvements. Capital projects and department budgets also provide a source of funds for equipment purchases. All IT equipment is sourced, purchased and installed and adheres to equipment and configuration standards and inventory control.

SFCC provides a number of computers in labs across campus so that students can complete specialized tasks such as testing, financial-aid applications, career exploration, homework, email and perform other business-related tasks. The library also provides laptop checkout services so that students can have computer access overnight (for a list of labs and computers on campus, see [SFCC computer labs](#)). This supports Core Theme Three, Objective 1 “SFCC provides access to instruction, support services and technological resources,” and connects to SFCC’s mission to provide accessible education.

Technological Infrastructure

2.G.5

Consistent with its mission and core themes SFCC meets *Eligibility Requirement 14* by possessing appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

District IT operates a converged student and staff network. This network uses a policy-driven framework to assign users and devices to an appropriate subnet. This allows District IT to use consolidated infrastructure regardless of the user or device that needs service and still provide necessary segmentation and security for critical systems. Guest networks may service in excess of 2,000 unique devices that are owned by students. While important college systems are firewalled from the guest network, access to important student services such as our public websites and LMS systems are maintained. The campus guest wireless network is available in every SFCC building. In addition, the college is expanding the student and guest wireless bandwidth and simplifying access to accommodate the increasing number of devices that students are bringing onto the campus (Mission and Core Theme Three).

The total number of desktop and laptop devices across the district is approximately 6200 desktops and notebooks dedicated to labs, classrooms, faculty and staff (Core Theme One). SFCC has an open lab in the library that is supplemented by several dozen notebooks available for student checkout plus another dedicated lab area with approximately 60 desktops. These computers are available to any SFCC student (Core Theme Four). Other

workstations and notebooks are used in various program or discipline specific labs such as the Business Technology Center or the Graphic Design Lab.

The current local area network maintained for the college and the IEL consists primarily of HP Procurve switching equipment, Cisco WAN routing and Cisco ASA firewalls. Each building on campus is connected to the data center and network core in the primary data centers. Each building's connections is at least a gigabit with larger buildings having multiple gigabit trunks bonded together. The basic design of the network is a hub-and-spoke system with a collapsed core. This allows good performance and availability with a minimum of capital investment.

The college also maintains an intercampus gigabit connection for high-speed access to services and applications hosted there. SFCC has a separate K20 internet connection that was upgraded to 500Mbit/s and could serve as redundant failover connections with some additional configuration.

The new classroom building, [Falls Gateway](#), provides a new data center with appropriate air conditioning, UPS and generator support systems available to service campus IT needs. Both data centers are connected with 10 gigabyte dark fiber connection, providing IT with the option to develop failover services between data centers in the future.

The District Telecommunications Department is also in the process of implementing an upgrade to its Avaya telecommunications switches located at SFCC and SCC to provide Voice Over IP and Unified Communications functionality to campus locations in a phased approach as the network is upgraded to accommodate the integration of voice, video and data communications. Once the upgrades are complete, the systems will have failover to maintain communications in the event of a failure on either telecom switch.

These data servers provide the various academic and administrative services to staff, faculty, and students. These services range from our learning management systems, to our student management systems, to streaming video servers that deliver lectures and other content to students.

Students are provided an e-mail account through a partnership with Microsoft using their Live@EDU program. The Live@EDU program provides students with access to all social networking options currently available, access to Office 365 web-based applications, along with 25 GB of cloud-based storage (Core Theme Three).

2.G.6

Technology Instruction

SFCC provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

District IT Customer Support Services Department strives to help students and college employees with their technology needs by providing assistance and training opportunities

from the most basic to the most complex needs. Training is offered through a variety of means across the campus through eLearning modules and Lynda.com, an online, self-paced training tool available to all faculty and staff.

Student Assistance

Student accounts are created within 24 hours of application to attend SFCC, so students can take care of all their needs, such as applying for financial aid, taking placement testing and consulting with advisers for college entrance. These services are available through the student portal, [myBigfoot](#). This account stays with students throughout their time at CCS. Once enrolled, a student's account provides access to additional computing resources, like login to computers and printing. In the technology breakout session at New Student Orientation, students receive a brief overview of the hardware and software available to them as well as how and where to seek help. The SFCC Counseling Department also sponsors a quarterly session on learning to use the learning management system.

New Employee Assistance

New employee accounts are created in conjunction with a request from the employing department, which is given materials to help the new employee get connected and start learning about SFCC. A short quiz reinforces the most important information about contacting technical help and avoiding malicious technical attacks.

Centralized HelpDesk

The CCS IT provides centralized help desk services through its HelpDesk consisting of three IT staff to support student, faculty and staff IT needs. All calls are routed to a centralized number (533-HELP) or e-mail helpdesk@ccs.spokane.edu to initiate work orders that are routed to the appropriate technician for managing and documenting all information related to a user request. Many e-mail requests come from online forms that automatically gather key identifying information such as computer and user names, as well as providing the requestor with the opportunity to describe the problem(s) in more depth. For after-hours support, website assistance is available for students (StuHelpDesk.spokane.edu) and staff (HelpDesk.spokane.edu). These sites house links to important HelpDesk resources and answers to frequently asked questions.

Dedicated areas for faculty and staff to come for more in-depth assistance with incorporating technology into courses and other services to students are available. SFCC operates the "Technology Learning and Teaching Center" (TLTC) for faculty support. The TLTC provides faculty support for the Canvas Learning Management System and has eLearning staff that provides on-ground faculty training for online course development.

Strategic Planning Software

Community Colleges of Spokane utilizes web-based software called "Strategic Planning Online" (SPOL), to insure that the Strategic Plan for CCS is the guide for all CCS organizational unit plans and college core themes. SPOL effectively ties planning objectives

directly to CCS Strategic Initiatives, provides opportunity for outcomes assessment, aligns budget priorities to strategic objectives and subsequently, aligns strategic planning outcomes with accreditation reporting. Each priority area comes with related initiatives and key performance indicators that CCS and SFCC organizational units use to build objectives and tasks. To ensure that these plans stay aligned and are on target, all units use SPOL software to document and track progress. Training sessions for all faculty, staff and administrators were implemented beginning in 2011.

2.G.7

Planning

One of the key recommendations of the District IT Advisory Taskforce was to form an IT governance structure that represents student, faculty and staff needs regarding IT. The governance council and its subcommittees are outlined below.

IT Governance Advisory Council

Charter

The District IT Governance Advisory Council represents the needs and concerns of students, faculty, staff, exempts and administrators regarding IT strategic priorities for academic, student services and administrative systems; implementation of new systems; and emerging information technology to enhance student learning and improve operational efficiency. It will maintain a districtwide perspective focused on shared vision, common strategic direction, common standards and lean business processes. It will support innovation and timely, effective decision-making.

The Council, which has representation from various job categories across CCS, meets monthly and receives and considers input from four advisory committees – Student Services, Academic Systems, Data Management and Communications – each chaired by a member of the IT Governance Advisory Council. Each advisory committee meets quarterly and maintains a districtwide perspective focused on shared vision, common strategic direction, common standards and lean business processes. Through their chairs, the committees provide reports and recommendations to the IT Advisory Council for its consideration.

Through its chair, the Governance Advisory Council provides advisory recommendations regarding IT priorities to the Chancellor’s Executive Cabinet, which includes the SFCC President, the decision-making authority.

Academic Systems Advisory Committee

Charter

Under direction of the District IT Advisory Council, the Academic Systems Advisory Committee will:

- Represent the needs and concerns of faculty and students regarding current technology systems and services that support teaching and learning throughout the district.
- Provide feedback and advice regarding instructional technology standards and guidelines.
- Engage faculty and students in development of current and future technology solutions for instruction and support services.

- Create a forum for exploration and investigation of new teaching and learning technologies.
- Provide input regarding IT priorities for academic technology initiatives.

Data Management Advisory Committee

Charter

Under direction of the District IT Advisory Council, the Data Management Advisory Committee will:

- Ensure data security, integrity and consistency by establishing and enforcing districtwide standards, procedures and guidelines.
- Provide support and problem resolution as the state system transitions to its new administrative and student information system, ctclink. [ctclink](#) is the implementation of a single, centralized system of online functions delivered through the State Board of Community and Technical Colleges to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing their college business. As the current 30-year-old computer system is replaced, colleges will also align their core business processes with the delivered software solution, making for streamlined, standardized practices across the 34 Washington community and technical colleges.
- Identify innovative projects and initiatives that will improve the efficiency and effectiveness of data management and use at CCS.
- Evaluate existing and proposed applications in terms of viability, return on investment and seamless integration with CCS administrative and instructional systems.
- Provide recommendations regarding IT project priorities, strategic planning and IT investment opportunities.

Student Advisory Committee

Charter

Under direction of the District IT Advisory Council, the Student Advisory Committee will:

- Represent the needs and concerns of students regarding technology systems used to provide student services, instruction and support.
- Be advised of and inform the technology fee process.

- Engage students in development of current and future technology solutions to improve tools used for instruction and support services.
- Provide advice and recommendations regarding strategies to meet diverse student needs.
- Provide recommendations regarding project priorities, strategic planning and IT investment opportunities.

Communications and Marketing Advisory Committee

Charter

Under direction of the District IT Advisory Council, the Communications Advisory Committee will:

- Represent the needs and concerns of students, faculty and staff regarding current technology solutions and tools used to facilitate communications.
- Provide input and advice regarding CCS web and portal functionality.
- Provide a forum to research, evaluate and recommend collaboration and communication solutions and tools to improve internal and external communications.
- Provide recommendations regarding project priorities, strategic planning and IT investment opportunities.

2.G.8

Technology Replacement Plan

One of the primary goals of the IT Governance Council is to develop a districtwide IT strategic plan to ensure that IT projects and initiatives support the CCS Strategic Plan. This planning cycle typically begins in the fall quarter and will be reviewed annually.

Campus [technology planning](#) begins with an on-line survey of students and faculty concerning quality and availability of technology resources required to support the annual tech fee process as described in section [2.G.4](#). SFCC has a well-defined procedure and calendar schedule that invites faculty, deans, management, IT staff and students to submit equipment and IT requests to support the variety of programs. (View [student](#) and [faculty](#) surveys.)

From there the technology planning process shifts to the department level. SFCC Department Chairs are responsible for engaging their department in the development of a technology plan. To record their department's plan they use a technology-plan worksheet to record specific information about the initiative and what technology is needed to fulfill it.

The worksheets are submitted by each department to their dean, who reviews the proposals and prioritizes them from the division comprised of multiple departments perspectives.

The division technology plans are compiled to create a plan for the entire college. Projects and initiatives are undertaken from various funding sources according to priority.

Staff PC rotations and plans are developed and funded separately from student needs. Typically SFCC needs are evaluated by the IT staff on an annual basis and a rotation schedule is developed for management review and adjusted to meet specific needs and priorities. Department budgets, grants, capital projects and special projects are all potential sources that can provide the funding to meet staff and faculty needs as outlined in the college tactical or strategic plans. To view the organization chart for IT, see [CCS Information Technology](#) and the following charts.

Chapter 2 Summary

This chapter provided a descriptive account of the resources which SFCC uses to accomplish its core themes and fulfill its mission. As a result of the 22% cut in state funding for Washington community and technical colleges over the last three years, SFCC has turned towards finding ways to increase its efficiency while cutting operating costs. Given the nestling of SFCC within a college district, many of the efficiencies have been realized by taking advantage of district resources and reducing duplication and redundancy around the district wherever possible while not jeopardizing quality. Through district reorganization during Spring 2012, library, IT, continuing education and international and eLearning were consolidated for more efficient sharing of resources. In Summer 2013, one of the three Community Colleges of Spokane institutions, the Institute for Extended Learning (IEL), began to merge with Spokane Community College. At the time of this report that merger is taking place and plans, which are referred to in the following chapter, are being developed to make the merger as smooth as possible.

Despite the challenges posed by the budget cuts, the district reorganization and merger have helped SFCC stay true to its mission and its commitment to its core themes:

1. Excellent teaching/learning
2. Student success
3. Broad access
4. Diversity, equity, global awareness
5. Responsiveness to community needs

SFCC accomplishes its core themes by having the necessary resources and organization through the following: governance structure; policies and procedures that are reviewed on a regular basis and are clearly communicated and made available to the public; faculty and staff who are highly qualified and dedicated to student success and are hired through clearly defined hiring practices; faculty who are involved in and responsible for curriculum development and educational assessment; student services that are focused on supporting the learning environment and nurturing student development; library services that enhance learning and scholarship; adequate and sufficiently managed finances; and the physical and

technological infrastructure that creates a high quality learning environment and is responsive to the needs of the community.

The writing of Standard 2 involved many individuals from throughout the college and the CCS District. Although the work was guided by the SFCC Accreditation Steering Committee ([see Appendix 1-B](#)), the contributions of many others are embedded in Chapter 2.

Institutional Planning

3



Chapter Three: Institutional Planning

Introduction

Since 2002, Spokane Falls Community College (SFCC) has continuously engaged in college-wide strategic planning in a variety of ways, although the commitment to all aspects of planning have not always been even across planning units. The planning has evolved over the years and institutional planning is in another state of transition due to the new focus on mission fulfillment through the core-theme objectives. There is still work to be done in this regard. The Community Colleges of Spokane (CCS) District Strategic Plan that was completed in the 2010-11 Academic Year has provided needed guidance and the SFCC strategic planning has aligned under the appropriate CCS strategic planning priorities. Other more discreet forms of planning have been fine-tuned but remain basically the same, such as technology planning, master capital planning and the campus improvement planning process. Emergency planning and continuity of operations planning were significantly changed five years ago and undergo periodic updates, the last one in the 2012-13 Academic Year.

In accordance with *Eligibility Requirement 23*, all planning unit heads—including instructional programs and departments, both academic and student services—are held accountable by the SFCC president to maintain progress toward continuous improvement in achieving departmental/program objectives that align to college-wide, core-theme objectives and district-wide, strategic-planning initiatives within Strategic Planning Online (SPOL).

These annually updated plans include a section on the use of results from data analysis. A department or program that does not engage in continuous improvement planning will not receive an allocation of the operating budget's discretionary funds, which are necessary for operating. Through the processes of such planning around its core themes and alignment with CCS Strategic Priorities, SFCC regularly monitors its internal and external environments to determine how and to what degree it is meeting the needs of those it serves and how well it meets its core-theme objectives, thereby fulfilling its mission.

Standard 3.A Institutional Planning

Despite several changes in SFCC's planning process over the last few years, core, strategic and operational planning processes have remained ongoing, purposeful, systematic, integrated and comprehensive. The college has maintained a commitment to planning processes that involve faculty, administrators, staff and students. As the [2008 - 2013 Strategic Plan](#) is now being replaced with a plan structured on the core-theme objectives, the college is in a good position to incorporate planning in direct alignment with the revised NWCCU standards based on continuous improvement. Planning is accomplished through a variety of committees, taskforces and workgroups both at the college and district level. All

planning activities are now designed to advance the college's mission through the achievement of the five core themes:

1. Excellent Instruction
2. Student Success
3. Broad Access
4. Diversity, Equity, Global Awareness
5. Responsiveness to Community Needs

3.A.1

Educational planning has been largely informed by continuous assessment of either the general education distribution outcomes for departments supporting transfer-intent students or career technical program review for programs supporting workforce-intent students. This regular cycle of assessment and planning is a core process in the purposeful, integrated and comprehensive planning for improvement in SFCC curriculum and programs. In 2012, SFCC identified a team consisting of an academic dean, a career technical assistant dean, the curriculum coordinator, director of planning, institutional effectiveness and research and the point of contact for career technical program review to assist departments and programs in their ongoing work. This approach provides additional support resources for planning and assessment for career technical education programs and the general-education distributions.

In addition to the ongoing planning and assessment done through the [distribution](#) and [program review](#) process, SFCC expands its educational assessment opportunities through the Institutional Teaching and Learning Improvement Coordinating (ITALIC) committee. This committee supports ongoing assessment training, faculty teaching, assessment development, assessment of the [writing intensive courses](#), [diversity requirement](#) and development of [course learning outcomes](#) (CLOs). For more information on ITALIC, see [2.B.3](#).

[Student-based surveys](#), including the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory (SSI), are now planned as a regular part of a three-year survey cycle (the third year is reserved for special subject and concern areas). The findings from the CCSSE and SSI are used as measures for various core-theme indicators as well as for general evaluation and planning purposes. For example, the results of both surveys strongly contributed to using Achieving the Dream grant money to develop advisement procedures and an early-alert initiative. A [Current Student Survey](#) is conducted in Spring, surveying students in career technical programs. Students are asked about their satisfaction with instruction, access, support and development of abilities. The response numbers can be very low in certain programs, which limits the value of the data for planning purposes.

SFCC has faced a sizable planning task in 2013, the change in the alignment of the Institute for Extended Learning (IEL) with SFCC to the integration of the IEL with Spokane Community College (SCC). The proposed transition and integration does not diminish SFCC's ability to

fulfill its comprehensive mission, but the way the mission is fulfilled requires a structural change. SFCC benefits from the comprehensive adult basic education, once offered by the IEL, through SCC. SFCC has an agreement with SCC to offer the Adult Basic Education (ABE) courses, once offered by the IEL, at the SFCC-Pullman campus in Pullman, Washington. Here SCC faculty will deliver the ABE curriculum (See [Appendix 3–A: Spokane Community College- IEL Merger](#)).

The planning required by this substantive change has been inclusive and comprehensive. Tri-chairs of the IEL-SCC Transition and Integration Taskforce include the chief academic officers of SCC and SFCC and the district provost. The [subcommittees](#) included employees from all classifications (faculty, administrative and professional exempts and classified staff) and from SCC, IEL, SFCC and the central district administration. Per the employee contracts with CCS, members were chosen by the chancellor, following contractual guidelines and practices.

Members were selected based on their demonstrated experience in developing solutions to problems, demonstrated commitment to continuous improvement, demonstrated experience in cross discipline/area collaboration, experience/expertise in subcommittee's area of influence, broad representation from various areas of the colleges and district and knowledge/experience with the colleges and the community. The chancellor selected members from nominations sent from each employee category. The subcommittees started meeting during Winter 2013. These are the subcommittees:

- Academic Issues
- Student Services and Support
- Personnel Relations
- Marketing/Facilities/Space Utilization.

Each subcommittee had staff from institutional research to assist in the deliberations and provide information for data-informed decision-making. The chancellor's ["charge" to the taskforce](#) included guidance materials with specific questions to guide the work, criteria for membership, expected outcomes, a timeline for recommendations for action, subcommittee memberships and affiliations.

The procedures regarding [technology requests](#) are addressed in [2.G.4](#) and [2.G.8](#), while [2.G.3](#) covers non-technological [campus improvements](#), increases in lab and course fees, [adding personnel](#), [budget planning](#), and [capital requests](#). All have planning procedures that tie into the strategic planning, which is linked to planning unit objectives. These objectives are matched to the core-theme objectives and mission fulfillment. These processes are included in the [SFCC Budget Development Timelines](#) document. Adequate time is allowed for each unit to gather input from members before requests are forwarded to administration for decision-making. Before these discreet planning processes were in place, it was sometimes said that the money followed the loudest complaints. Since the development of these planning processes, college priorities are transparent and the core-theme objectives are taken into account when prioritizing funding.

3.A.2

The strategic planning process at SFCC has shifted in focus from an “event” style process—gathering multiple teams, having frequent and lengthy meetings, deliberating on language and producing a document suitable for publication—to an operationalized process, one that places strategic planning directly into all the levels of the institution. While the change has not been smooth or fast, progress is continually being made, as most program and departments are engaged in unit strategic planning that ties unit operational goals to the core themes.

Our [mission statement](#) has been one of the drivers for this change due to the institutional confidence regarding its accuracy in capturing our vision and values, as do the five core themes. These themes and the objectives that advance them, have frequently been discussed over the last two years, each time with affirmation that they should remain unchanged. The SFCC core themes were [cross-walked](#) to the CCS district strategic priority areas in 2011 and are in alignment with them while maintaining the institution level focus (see table in [Standard 1.B.2](#)). Continuous improvement needs to focus on operationalizing the core themes, as well as improving them. For more information about the development of the core themes, see the Preface: [Developing the Core Themes](#).

Strategic Planning Online

Other drivers of the move to an operationalized process of strategic planning were changes in technological and human resources. In 2005, SFCC began using the software product [Strategic Planning Online](#) (SPOL) to document planning unit level strategic planning. In 2012, the district also began using SPOL requiring a reconfiguring of some institutional-level processes to allow unit-level planning to be linked to both institutional and district strategic objectives and priorities. Full use of SPOL has not yet been reached (currently 84% of all planning units have at least one operational objective) in part due to process changes, frustration on the part of users in learning new software, the time it takes to appropriately document objectives and a lack of expertise in strategic/operational planning at the department or program level. Efforts were made in 2012-13 to address these issues with a presidential presentation to the faculty on developing operational objectives and the Office of Planning, Institutional Effectiveness and Research (PIER) providing multiple group or individual training sessions with planning unit managers. Ongoing training materials and sessions are planned for 2013-14 to strengthen the reporting of assessment data and documentation.

SPOL is also used to identify key initiatives by core-theme objectives for reporting to the Board of Trustees (BOT). This should encourage consistent reports and documentation by units. In an effort to create more robust and integrated strategic planning, operational objectives for BOT reports will be selected by core-theme teams.

While both SPOL and the data reports are used at the operational level, they are designed to encourage faculty planners to consider how a strategic/operational goal advances the SFCC core theme objectives. The structure of SPOL requires that unit managers approve objectives. SPOL units are designed in a hierarchical framework, so the approval process

moves the objectives up from the unit level to the vice president of learning, the vice president of student services, or the president. At each level, the objectives are reviewed. The approval process keeps the focus of the objectives on advancing the institutional core themes and maintains the change from a top-down planning process to the current, more organic unit-level operational planning process.

The intention to operationalize strategic planning at the lowest possible unit level made the Strategic Planning Committee redundant. The regular meetings of the Administrative Council frequently address strategic planning concerns. The Accreditation Executive Committee discusses and communicates about planning. Many of the integral planning processes are reported in the accreditation process, thus providing a structure for doing the work without another committee. The challenge posed by the lack of a visible and focused body to shepherd the planning process is to keep planning from falling by the wayside. SFCC has faced that challenge through the use of SPOL throughout the units of the institution and regular reporting by core theme team leads at all college community meetings, the ITALIC Committee, the accreditation committees and the administrative council committees. Through these processes, it is hoped institutional planning becomes much more operationalized rather than a separate committee working on a document that is seldom viewed by the college at large.

3.A.3

The Use of Data in Planning

Since 2005, there have been four directors of institutional research at SFCC. In the fall of 2011, two new institutional research personnel were hired, Sally Jackson as the Director of Planning, Institutional Effectiveness and Research (PIER) and Brian Frederiksen as a Research Analyst II. Since that time, several new interactive reports have been made available to administrators and faculty. [These reports](#) allow users to gather enrollment, student and student success data at any time. Data, which before were difficult to access or available too late to inform decisions, now are available at any time. While the reports are now built, there is still a need to communicate their utility to faculty and staff. At this time, the primary audience for demonstrations has been deans, chairs and administrators. In the coming year, we will focus on developing training materials and sessions for all faculty members and staff.

The [program review process](#) and [general education distribution assessment](#) process is designed to support the use of data and evaluation to inform planning. The career technical education programs use a five column Nichol's model documenting the summary of data collected and the use of results. The assessment process of general education distributions is less uniform, but there is still an expectation that the documentation will include data analysis and reported use of results. Current and the previous three years documents are maintained in an easily accessible format and available to employees through the SFCC intranet.

Both the Washington State [Student Achievement Initiative](#) (SAI) and the [Achieving the Dream](#) grant have been used to create tighter links between data and planning. The standardization

of data and ease of use of the [Achieving the Dream Evaluation Tool](#) which uses the SAI data, allow users to track the effectiveness of planning on very specific student populations.

Identifying indicators appropriate to evaluate core-theme fulfillment and institutional mission fulfillment has been an iterative process as SFCC strives to use the best data in the best way. Use of data for decision-making is an imperative practice, but one that is fraught with error. Reliance on indicators that are selected due to familiarity or ease of collection may lead to decisions based on false premises. The core-theme teams have worked with the PIER in order to balance the need for meaningful indicators and accessible data. Evaluating the college's fulfillment of its teaching and learning mission, with the multitude of confounding variables influencing every data point, necessitates the use of "best available" and "proxy" data. Multiple conversations including faculty, staff and administrators have taken place in this process. While the conversations are ongoing, with an eye to our next strategic planning and reporting cycle, we are currently confident that the indicators selected do appropriately allow SFCC to evaluate its achievement of its mission.

The core-theme teams had very intentional conversations about identifying thresholds, benchmarks and goals. There was a clear dissatisfaction with unsubstantiated numbers. Time was spent with each team to research appropriate peer-group data for external benchmarks and challenging yet achievable targets. These data in some cases indicate that SFCC is not always performing at the level it wants, but we are more confident that the findings are meaningful and that we are not spending precious resources in the belief that we are contributing toward improvement, when in reality our actions are having no effect on outcomes at all.

Some of the historic reports generated by the Office of Planning, Institutional Effectiveness and Research have not been maintained over the last two years due to personnel changes, changes in data collection tools (such as moving from the CCSEQ to the CCSSE student surveys) and changes in data delivery (static reports to interactive report generators). While these changes break the longitudinal chain of data and reports, they were made with the intent of continuous improvement based on the most appropriate and timely data available.

3.A.4

Resource Allocation and Institutional Capacity

Budget allocation decisions are made based on addressing CCS and SFCC strategic planning, institutional effectiveness/continuous improvement and initiatives designed to help achieve the mission and core-theme objectives with a significant emphasis on students' learning and achievement of their educational goals. Allocation of resources for personnel is also a critical element of budget build-up. The campus improvement budget is expended in accordance with the [Campus Improvement Process](#). Likewise, the student-governed [Technology Fee Allocation Plan](#) dictates how funds are allocated. These plans are generated using collegewide input processes through departments, their chairs, student surveys, program leads, managers and deans. The SFCC Cabinet (vice presidents and president) makes final budget decisions as appropriate. Through these processes, minor capital, capital improvements, equipment, student support and other needs are identified. SFCC

management also works as a college with constituents to seek additional resources in conjunction with student-governed S&A fee allocation processes and the CCS Foundation. The [budgetary timeline](#) is reviewed by the administrative cabinet and made available to employees.

The recent and current federal and state budget climate has limited the ability of institutions to be agile in allocating funds to support strategic objectives as the funds are severely limited and dedicated to primary functions. The tendency to see planning in terms of growth or “addition,” combined with a lack of financial resources, can undermine continuous improvement driven planning. The Community Colleges of Spokane District and the colleges have participated in the [LEAN process](#) for two and a half years with the goals of more effective services, increased efficiencies and reallocation of resources. While these changes may lead to improvements for both the students and the organizations, they have also provided visible reminders of negative consequences of planning and improvement to employees when funds are limited.

3.A.5

Emergency Management Plan

The purpose of the Emergency Management Plan (EMP) is to establish a continuing state of emergency readiness and response. The EMP is used to manage college emergency incidents to the maximum extent possible to protect life, the environment and property and to restore the college to normal operating conditions in the shortest possible time. While it is not possible to cover every conceivable situation, the EMP provides the basic administrative structure and protocols necessary to cope with emergency situations through effective use of college and campus resources.

The EMP is designed to provide a single source of information to protect CCS employees, students and visitors during emergency situations. It is also intended to facilitate an effective response to emergencies by outside responders through the early initiation of a recognized command, control and communication structure (see [Board of Trustees Policy 2.30.05](#)).

The EMP covers emergencies on the campuses of SCC, SFCC and all other sites owned and controlled by CCS. It is an all-hazards plan that covers natural and human-made emergencies that may arise on the CCS campuses, including but not limited to:

- Severe weather
- Civil disturbance
- Fire
- Threats/violence
- Aircraft crash
- Hazardous material release
- Bomb threat
- Earthquake

- Community disaster
- Volcanic eruption (on or near campus).

CCS is committed to ensuring that its Emergency Management Plan is dynamic. The EMP is designed to be flexible in order to accommodate contingencies of various types and severity. It also recognizes the need for trained, responsible individuals to use their reasonable judgment in case of an emergency.

The EMP is regularly tested and evaluated to ensure maximum preparedness. Key staff participate in table-top and full-scale exercises to enhance skills and evaluate plan protocols. All CCS employees are required to have a basic understanding of the EMP and their role in the successful execution of critical protocols. The EMP is available in flip chart, wire bound cover stock with a tab identifying each type of incident. Each tabbed page gives specific, ordered directions of what to do in case of that specific emergency. These flip charts can be found in classrooms, hallways and meeting rooms throughout the SFCC campus.

The CCS Emergency Management Plan is reviewed on an annual basis to ensure that the EMP reflects the current conditions and status of the campus facilities and personnel. During this process the roster of Incident Command System personnel and alternates is reviewed and updated, if needed, along with the state of emergency preparedness and response. Personnel involved in the Incident Command Post and the Emergency Operations Center (SFCC president and both vice presidents) are required to successfully complete the National Emergency Management Training. Appropriate recommendations are made to revise any programs and/or procedures for the chancellor's approval.

Continuity of Operations Plan

The [Continuity of Operations Plan](#) (COOP) was updated for all SFCC departments during Winter 2013. COOP is a critical component of emergency planning for all CCS departments. The purpose of the Continuity of Operations Plan is to mitigate the effects of a humanmade, technological or natural disaster. The plan covers all college operations, campuses, centers, divisions, departments and service areas, including contract operations. Using an all hazards approach, the plan insures that, regardless of the event, critical functions will continue to operate and services will continue to be provided to the extent possible to faculty, staff and students. This approach anticipates the full range of potential emergencies, from those that cause the temporary interruption of a single function to the shutdown of an entire campus or region, requiring the suspension of all nonessential functions and the relocation of critical functions to an alternate site for an extended period of time. SFCC departments that conduct teaching or student services have a COOP. Departments that provide essential support or infrastructure to these units also do continuity planning.

COOP includes considerations of the following:

- Space (for example, classrooms, libraries, offices)
- Infrastructure (for example, power, water, sewer, phones)
- Faculty and staff

- Equipment (for example, computers)
- Identifying critical functions and resources
- Safeguarding critical resources against loss (for example, back-up for systems and data)
- Taking actions that will mitigate the impact of losses (for example, mutual aid agreements with area colleges)
- Replacing resources quickly (for example, contracts with vendors)
- Performing critical functions without normal resources (for example, distance learning)
- Providing timely information to all college personnel at all times.

Learning Management System

Access to the online Learning Management System (LMS) is critical in the event that catastrophic events interrupt normal institutional operations. In the event that the college experiences a major interruption to network operations, with the move to a cloud-based LMS (Canvas, supported by Infrastructure) in July 2013, the risk of catastrophe has been reduced; as students and faculty have access to the LMS provided they have access to the internet.

Core Theme Planning, Assessment and Improvement

4



Chapter Four: Core-Theme Planning, Assessment and Improvement

Introduction

In the NWCCU Five Year Interim Evaluation Report of 2008, SFCC received two commendations and no recommendations.

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 that exists between faculty at the Institute of Extended Learning and Spokane Falls Community College. There is a pervasive attitude of cooperation and focus on continuous improvement that exists at all levels of the institution.

Although the college had yet to develop core themes in 2008, it had developed and refined its institutional [strategic objectives](#) (referred to in Chapter Three) that were similar in nature to the core themes. The process was already in place, having started in earnest in 2002-03, to identify objectives, take action, assess the action, analyze the data and develop further, actions, if appropriate, to continuously improve. The Revised NWCCU Standards focused on continuous improvement and the college scorecard (see Appendix 1-C) measuring its institutional effectiveness was a good match for planning processes. The process did not happen overnight and the level of continuous planning among departments and programs has not been consistent collegewide. Although the college has been using Strategic Planning Online (SPOL) since 2006 -07, the amount it has been used and the degree to which it was used to align with the colleges strategic objectives (now core themes) have not been applied evenly among the divisions until the 2012 - 13 Academic Year when all planning units were required to participate as an essential prerequisite to budget allocation.

The college was awarded a Title III grant in 2007. With the Foundations of Excellence efforts that began in 2005 - 06 and five years of Title III initiatives, the college has been in a constant assessment process focused on student achievement. Initiatives that have failed to produce the desired outcomes have been revised (college success courses) or abandoned (supplemental instruction, UMKC model) and what was clear is that most of the college initiatives to improve student success were aimed at fairly small populations of students.

As discussed in [3.A.1](#), in June 2011, SFCC became an Achieving the Dream College. Through its planning and data analysis processes with the support of its Achieving the Dream coaches, SFCC has focused on two interventions that have been scaled up to help a much wider proportion of its students through a revamped academic advising effort (see [2.D.10](#)) and the creation of the [Early Alert system](#). As part of a cohort of Washington State Achieving the Dream colleges through a Washington College Spark Grant, the state's Student

Achievement Initiative points are being used to assess the effectiveness of the Achieving the Dream efforts.

The college continually evaluates its viability and sustainability under changing circumstances and core theme planning, evaluating and implementing action based on the outcomes are at the heart of that process. From its planning efforts that started in 2002, through the support of Foundations of Excellence, Title III and Achieving the Dream, the college has a history of identifying objectives, assessing effectiveness, analyzing data and developing improvement plans to help it be effective toward mission fulfillment, as can be evidenced on its [Institutional Effectiveness Scorecard](#).

In continued adherence with *Eligibility Requirement 23*, SFCC has maintained its Institutional Effectiveness Scorecard which began in 2005. Through this process SFCC has regularly monitored, using multiple indices involving both internal and external sources, how effective it is in fulfilling its mission. With a slight revision, the core themes replaced the 2008 – 2013 Strategic Plan objectives on the Scorecard in 2010, establishing the five Core Theme Teams as a clear indication of how achieving the core-theme objectives, at a satisfactory threshold, is essential for mission fulfillment. Further modifications are planned to align the Scorecard specifically with the Core Theme objective indicators for the upcoming Year One planning, 2013 -14.

Starting in Fall 2011, the five core theme teams met frequently to develop the key three objectives for each theme along with indicators, benchmarks, thresholds and targets for each indicator.

- Indicator: Assessable component of objective
- Benchmark: External reference point for measurement
- Threshold: Minimum accepted performance level
- Target: Institutional Goal
- Measure: Comparison between the benchmark and the threshold or target

Core-theme planning is continually informed by the results of analyzed data and are used to inform action steps to improve either toward reaching acceptable thresholds or exceeding those and striving toward the targets. Throughout the year, CCS Board of Trustees receives updates on the success of meeting the core-theme objectives and how those, in turn, support CCS District Strategic Priorities.

If we are failing to meet our established threshold, the red on the SFCC Institutional Effectiveness Scorecard (see [Appendix 1-C: Institutional Effectiveness Scorecard](#)) and the mission fulfillment cards indicates that we need to develop operational plans, support them with resources and fully focus our attention on improving in that area. If we are just marginally achieving at our established threshold level, the college is on alert that improvement is needed or falling into the red zone is possible. The color yellow is used to note this. If we are exceeding our threshold by a substantial amount, the green color means that our efforts in this area are working and we should continue.

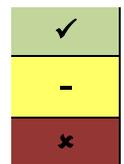


Figure: 4.1
Mission
Achievement
colors

Core Theme One: Excellent Instruction and Learning

3.B Core-Theme Planning

This core theme aligns with the college's mission, as excellent instruction and learning are integral to attaining student achievement and scholarship. By achieving the objectives of this core theme, SFCC affirms that it offers comprehensive academic transfer, career technical, developmental, basic skills and continuing education programs; fosters respect for knowledge and actively contributes to scholarship; and promotes excellent instruction and student services through continuous improvement.

3.B.1, 3.B.2

Contributing Programs and Services

Planning for Core Theme One centers on the three objectives of the theme:

1. Faculty members maintain excellence through continuing professional development and evaluation.
2. Faculty and administration develop courses and programs that align with academia and industry.
3. Students attain the learning outcomes established for their courses and programs.

Faculty members, like students, need to be life-long learners. To maintain their mastery as teachers, faculty members must remain abreast of developments in their disciplines and in andragogy. The institution supports these efforts with resources of time and money as well as a structure that provides regular evaluation and feedback. SFCC provides several revenue streams that faculty can access to support their work through peer-reviewed, competitive processes and grants. Faculty participation in professional organizations and activities remains strong in academic and career technical arms of the college. Faculty members also contribute to a culture of excellence by sharing what they learn with their colleagues in a variety of informal venues. Furthermore, learning communities are an important source of faculty development because teachers learn from one another—their disciplines and their andragogy's; even in the current budget crunch, learning communities were offered at a level consistent with previous years.

Demonstrating instructional excellence, faculty members teach courses in programs that produce the kind of learning valued in the academic community and in career arenas. Administration supports faculty in providing excellent instruction by encouraging active participation in those processes that ensure the rigor and relevance of course and program offerings. The Curriculum and Graduation Requirements Committee is a faculty-driven enterprise. Transfer degrees and specific programs created for transfer are supported by current articulations and other agreements. Review of career technical programs is systematic and evaluative.

Excellent instruction in rigorous, relevant courses creates successful student learning. Content experts develop and teach toward desired learning outcomes. They also continuously develop and apply meaningful assessments of students' progress toward those

intended learning outcomes at the program and course levels. These assessments feed a data-informed culture of continuous improvement in course design and delivery. Learning outcomes are assessed in a systematic and evaluative way in both transfer programs and career technical programs. For more information about learning outcomes, see [2.C.2](#).

3.B.3

Data Collection and Analyses

Data in support of this core theme are collected through many sources. Financial information is gathered from the CCS's Business Office and those committees and offices charged with managing funds to support faculty development. Administrators and associated support staff track faculty evaluations, professional certifications and activities. SFCC's Planning, Institutional Effectiveness and Research Office, curriculum staff, ITALIC, key administrators, and faculty create, maintain and document curriculum and program development, review and assessment.

4.A Assessment

4.A.1 - 4.A.6

The assessment structure for **Core Theme One** includes three indicators for objective 1.1., three indicators for objective 1.2 and three indicators for objective 1.3. While benchmark comparisons are often useful in institutional assessments, the indicators for the Core Theme One objectives are measures such as faculty evaluations and program assessment; the clear goals should reach 100% participation rates. In light of that aspiration, benchmarks add little value to the assessment of the objectives and for this core theme were not used.

SFCC Core Theme One - Objective 1.1: Faculty members maintain excellence through continuing professional development and evaluation.					
	Measure	Threshold	Target	Result	Met
Indicator 1.1.1: The college provides financial support for faculty professional development in all divisions of the college to continuously improve instruction/ learning. The level of support will be measured by these faculty development resources, disbursed through a competitive and peer-reviewed process, which are funded and used annually.	Total funding for selected faculty development opportunities.	Funding will not fall below 80% of 2008-9 levels.	Funding will not fall below 100% of 2008-9 levels.	Funding for 2012-13 exceeds 2008-9 levels by approximately 10%.	✓
Indicator 1.1.2 Faculty members participate in professional development.	Percent of full-time faculty members submitting professional activities statement.	90%	100%	91%	✓
	Percent of fall new hires participating in new faculty orientation and mentoring.	80% of new fall hires participate in new faculty orientation and mentoring.	100% of new hires participate in new faculty orientation and mentoring.	Over the biennium 2011-13, 79% of new faculty attended orientation and 53% were assigned mentors.	✗
Indicator 1.1.3 Faculty members participate in formal evaluation.	Percent of faculty members engaging in formal evaluation within the last 5 years.	85%	100%	87%	✓
	Percent of career technical faculty members current in professional certification.	80%	100%	100%	✓

Table: 4.1 Core Theme One – professional development

SFCC Core Theme One - Objective 1.2: Faculty and administration develop courses and programs that align with academia and industry.					
	Measure	Threshold	Target	Result	Met
Indicator 1.2.1 transfer degrees and specific programs created for transfer are supported by current articulations and other agreements.	Percent of academic degrees supported by a current articulation agreement.	100%	100%	100%	✓
	Percent of courses listed on transfer degrees that have documented letters of transfer or are deemed generally transferrable.	100%	100%	100%	✓
Indicator 1.2.2 Review of career technical programs is systematic and evaluative.	Percent of career technical programs current in their program review status.	100%	100%	100%	✓
	Percent of career technical programs receiving input from advisory committees through biennial meetings.	100%	100%	100%	✓
	Percent of SFCC career technical programs are led by a full-time instructor.	100%	100%	100%	✓
	Percent of Tech Prep articulations that are updated and available for students.	100%	100%	100%	✓
Indicator 1.2.3 curriculum review processes support the integrity of the curriculum.	Percent of courses have course learning outcomes reviewed and/or updated within a four-year span.	By fall 2013, SFCC will develop a schedule for cyclic review of all course learning outcomes.	By fall 2018, 100% of the existing inventory of courses will have course learning outcomes reviewed.	Plan and timeline have been developed.	Incomplete

Table: 4.2 Core Theme One – courses that align with academia and industry

The college continues to make a concerted effort to support faculty development opportunities even as state-supported funding has been reduced. Given the challenges created by diminished budgets, SFCC chose data from 2008-2009, prior to funding reductions, as a baseline for comparison. To make the comparisons a meaningful indicator for 1.1.1, the fund amounts measured represented the amount allocated, unless the budgeted amount was not comparable to the actual expense. In that event, the actual expenditures were used.

SFCC's efforts to provide opportunities for faculty development include the selected indicators and measures, but the college also supports additional opportunities for faculty. Every year, funding is provided for a variety of learning communities, two or three courses taught simultaneously to a single cohort of students, providing an opportunity for blending disciplines and content or adding intentional support for challenging courses (see [2.D.1](#)). The college also supports cross-disciplinary efforts through the annual selection of a [collegewide theme](#), an initiative that aims to "engage the campus community in an extended, academic dialogue focused around one broad issue each year. Films, lectures, discussions, debates and artist presentations will help deepen our understanding of our theme" (see [2.D.11](#)).

CCS Leadership Development Program (LDP) is an in-house professional development program designed to increase leadership at all levels in the organization. Up to twenty community college employees, including faculty members, are annually chosen to participate in retreats and monthly sessions designed to share information on the dimensions of leadership and to build connections among employees (see [2.B.3](#)). Professional development is also an integral component of a number of reporting mechanisms for faculty. Of the 168 full-time instructors at SFCC, 112 were required to submit a professional-development summary as part of a recently negotiated new process for salary increments. Of the 112 required to submit a professional development summary, 102 submitted summaries to their deans.

The college invites new full-time and part-time faculty to an orientation session and to work with a mentor for support. Over the two-year period from 2011-2012, 47 new instructors were invited to an orientation session and offered [mentors](#). Of that number, 79% attended the event and 53% were assigned mentors. In a follow-up survey in the Spring of 2013, 22 new instructors responded (47%) to a survey about the quality of support provided in classroom expectations, student services and campus procedures. From an item level, 88% percent of the responses were positive and 68% percent of the respondents gave positive marks on all 3 items.

The [Faculty Master Contract](#) clearly describes the evaluation processes for full-time instructors, new instructors and adjuncts who have obtained associate status based on length of service. The process involves student evaluations and peer and dean observations. While the contract does not specifically define an evaluation process for adjuncts who are neither new nor have obtained associate status, deans have applied the same instruments in evaluating adjuncts. While an adjunct faculty is not considered evaluated unless multiple measures are used, practice in the various divisions is not consistent.

Career technical certification is managed by the state's Professional Development and Certification Tracking System. During 2012-13, the college asked every dean to provide a list of faculty requiring certification. All faculty names submitted were verified as entered in the system and certified.

The primary transfer degree available to SFCC students, [The Associate of Arts \(AA\) degree](#) is supported by a statewide Direct Transfer Agreement (DTA). There are also [five major-specific variations](#) of the AA degree (Associate in Biology, Associate in Business, Associate in Elementary Education, Associate in Mathematics Education and Associate in Pre-Nursing) that are supported by the DTA as well as specific, statewide articulation agreements. Similarly, the Associate of Science Transfer (AS-T) degrees, Tracks One and Two, are supported by generic statewide articulation agreements and specific major-related statewide articulations for engineering pathways. SFCC also has three Associate of Fine Arts (AFA) degrees in Art, Music and Drama, which are not supported by statewide articulation agreements. Rather, each variation of the AFA is supported by at least one articulation agreement with a four-year institution. Some career technical degrees are also supported by agreements with baccalaureate institutions. Current [institutional articulation agreements](#) are posted on the public Community Colleges of Spokane website.

Any proposal to include a course on the transfer degree must meet the criterion of generally transferable, as defined by guidelines supporting the DTA. To meet a distribution requirement of a transfer degree, course proposers must also solicit three responses of transfer status from baccalaureate institutions.

[The career technical program review process](#) is well defined and all career technical programs participate in the process. While every program receives input from advisory committees on a biennial basis, it was determined that two programs solicited committee input online, which was subsequently found to be inadequate for meeting state requirements. Those programs have been notified and future advisory committee meetings will be on-ground. All programs are supported by at least one full-time instructor. Some programs partner with regional high schools to offer Tech Prep, allowing high school students to take career-oriented classes at their high schools that translate into credits at SFCC. Current [Tech Prep](#) agreements are posted online.

[SFCC's curriculum approval process](#) is robust. All changes in career technical programs require documentation from the appropriate advisory committee and the approval of the college's Curriculum and Graduation Requirements Committee (CGRC). All new courses and major revisions of courses require a course outline, course learning outcomes (CLOs), a statement of student workload expectations, and the approval of the CGRC. Courses seeking to be included as transferable to a baccalaureate institution must document their status to transfer and obtain approval from the CGRC.

As part of the development of Core Theme One, SFCC has committed to the development of a process for systematically reviewing current curriculum and ensuring that curriculum documentation was available electronically. An initial survey of courses in the SFCC inventory found the following:

- Eighty- eight (88) courses with no electronic documentation
- Thirty-one (31) courses with course outlines but no (or incomplete) CLOs
- 352 courses with outcomes but without a course outline
- Forty-five (45) courses have not been updated within the last fourteen years.

Informed by this report, the vice president of learning determined that all courses without a course outline or course outcomes which had not been offered in the last three years would be deleted. Departments were notified that unless all three criteria were addressed, courses would be deleted by *December 17th, 2013*. The college also recently received a recommendation from the district provost's office to review all course credit hour assignments within the next four years. Informed by the survey results and the provost's recommendation, SFCC has committed to a 4-year timeline for a complete review of curriculum documentation, beginning in the 2012-2013 school year. The process will address incomplete or outdated documentation as a first priority and the complete review will be completed by Spring 2018. At that time, a cycle will be implemented of regular cyclic review of course outcomes.

SFCC recognizes that excellence in curriculum alignment implies that the college is obliged to work with high schools to ensure that standards and expectations are clearly communicated. Recently, SFCC joined Spokane Public Schools in a grant project that provides an opportunity for Algebra II students in local high schools to take SFCC's math placement instrument and then have access to online tutorial support with an opportunity to retest. SFCC, along with Spokane Community College, Eastern Washington University and regional high schools, have engaged in another grant activity which will use the Common Core State Standards as a means of measuring the current state of regional alignment of mathematics and use the result as part of site visits by cross-institutional teams advocating for improving the state of alignment through the Common Core State Standards.

Supported initially by a Title III grant and subsequently by smaller grants, SFCC recently redesigned its developmental math curriculum. The mathematics department and the college wanted a sequence that was more intentional as a preparation for college level coursework rather than primarily a condensed review of high school coursework.

SFCC Core Theme One - Objective 1.3: Students attain the learning outcomes established for their courses and programs.					
	Measure	Threshold	Target	Result	Met
Indicator 1.3.1 Assessment of learning outcomes in transfer programs is systemic and evaluative.	Percent of the general education learning outcomes for each distribution area of a transfer degree that are assessed per year.	At least 33% of the general education learning outcomes for each distribution area of a transfer degree are assessed per year with 100% having been assessed within a three-year period.	100% of the general education learning outcomes for each distribution are assessed within a three-year period.	4 out of 6 distribution areas assess at least 33% of general education outcomes per year.	x
	Affirmation of a set of outcomes and a timeline for assessment for every academic degree.	Every transfer degree will have a set of outcomes and a timeline for assessment.	The primary AA/DTA degrees assessment process will be conducted annually. All other transfer degrees will be assessed at least biennially.	100%	✓
Indicator 1.3.2 Assessment of learning outcomes in career technical programs is systematic and evaluative.	Percent of programs assessing student learning outcomes annually and period over which all learning outcomes are assessed.	At least 33% of the learning outcomes for each career technical program are assessed per year with 100% having been assessed within a three-year period.	At least 33% of the learning outcomes for each career technical program are assessed per year with 100% having been assessed within a three-year period.	100%	✓

Table: 4.3 Core Theme 1 – Objective 1.3 – Learning Outcomes

Every career technical program engages in an annual program review process that includes outcomes assessment. Similarly, the Assessment of General Education Process supports SFCC’s academic degrees. Having established a systematic and regular program review process, SFCC is now focusing on improving the integrity and value of that process. To that

end, in fall 2012, the college formed an assessment/review team composed of a member of institutional research, a curriculum development coordinator and instructional deans from workforce and instructional divisions. Whereas in the past, individuals would coordinate the various aspects of program assessment, this team now coordinates all efforts.

SFCC's Assessment of General Education Process is based on outcomes developed for each of six distribution areas:

- Communication
- Quantitative/symbolic reasoning
- Humanities
- Social sciences
- Math/science
- Health/physical education/recreation/leisure.

Faculty committees design, implement and evaluate assessments of the outcomes for each of the distribution areas. This Assessment of General Education Process is the core assessment of almost all academic degrees at SFCC. SFCC offers 5 degrees that are major-specific variations of the Associate of Arts degree (in Biology, Business, Elementary Education, Mathematics Education and Pre-Nursing) that are informed by the same assessments. Associate of Science-Transfer degrees are designed to have a general education core with an emphasis on science and engineering majors. The exceptions are the Associate of Fine Arts degrees. Because these are supported by articulation agreements with individual institutions rather than statewide agreement, SFCC requires these degrees to develop outcomes unique to their programs and to assess those outcomes.

Of the six distribution areas, four regularly evaluate all distribution outcomes. The two distributions that do not clearly meet the criteria are quantitative/symbolic reasoning and humanities, although both distributions engage in regular assessment. The quantitative/symbolic distribution conducts assessments, but those assessments are not directly associated with specific outcomes. Since the distribution will be undergoing a major revision due to a pending change in the statewide articulation agreement, a full reevaluation of the outcomes and assessments will occur once the articulation changes are clear and approved. humanities has been assessing outcomes through a portfolio process, measuring one outcome per year. As a result, not all of the humanities outcomes have been measured in the last three years. Humanities' current timeline for assessment will now cover all outcomes within a three-year cycle.

Every career technical program is supported by a set of unique learning outcomes. Assessment activities occur every year, with 33% of the program outcomes assessed every year.

4.B Improvement

4.B. 1, 4.B.2

While the indicator measuring Objective 1.1 allowed SFCC to claim that all thresholds but one were met, SFCC's choices place too much emphasis on what can be readily measured and lack qualitative assessment of the objective. In the next accreditation cycle, SFCC will modify its measures and indicators to improve the assessment.

In gathering data regarding faculty evaluations, it was discovered that the faculty master contract criteria for evaluating adjunct faculty fell below the accreditation standards. This has resulted in an inconsistent application of the evaluation of adjunct instructors from division to division. While SFCC met its threshold of 85% for the measure, the college is dedicated to meeting its target of evaluating all instructors at least once every five years and will determine a consistent standard of adjunct evaluation going into the 2013-14 Academic Year.

In reference to Objective 1.2, the college should make information regarding articulation agreements more readily accessible to current and potential students. Curriculum development and documentation presents a more formidable challenge. SFCC needs to convert its inventory of curriculum documentation into an electronic format and, by doing so, implement a process of regular curriculum review. An electronic format will improve access to outcomes by students and college staff and assessment processes will also benefit.

Objective 1.3 focuses on programmatic assessment and the college has established processes for its programs and degrees that emphasize assessments arising from the unique characteristics and faculty associated with those programs. SFCC is dedicated to meaningful assessment, however and believes its processes can be richer and more informative. In particular, the college will pursue information about student success after leaving SFCC and include those results as part of assessment and planning for continuous improvement.

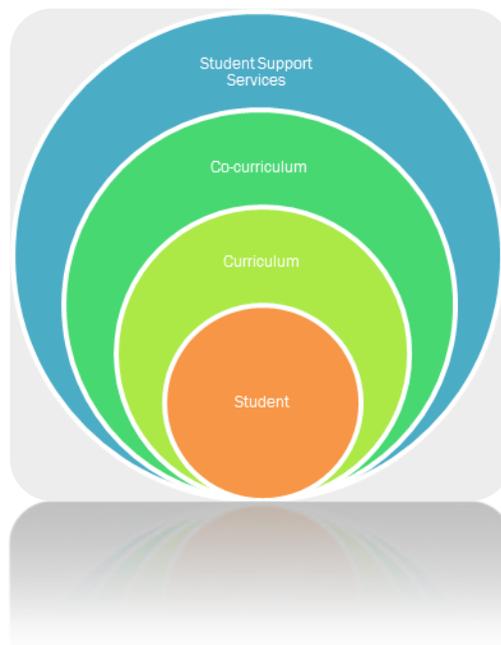
To view mission fulfillment chart for all of Core Theme One, see: [Core Theme One: Excellent Instruction/Learning](#)

Core Theme Two: Student Achievement

3.B Core-Theme Planning

Student achievement encompasses students' experiences while at SFCC and those that prepare them for success after leaving. SFCC provides students with the tools and opportunities to make connections with others, meet their goals and transition successfully, whether onto further learning or into the workforce. Tying directly to the mission statement and the core value of student success, SFCC's curriculum, co-curricula, and student support services, all demonstrate SFCC's commitment to students' achievement as seen on the figure on this page.

Figure: 4.2 Student Achievement Factors



3.B.1,3.B.2

Contributing Programs and Services

The college uses multiple strategies to strengthen and support student achievement by focusing on our core-theme objectives: innovatively designed curriculum to transition students smoothly from pre-college to college-level; co-curricular opportunities that engage students in out-of-class activities to reinforce their in-class learning; and student support services to support students' planning, progress, and transition.

Some of the key contributing programs and services to the Student Achievement Core Theme Two include the following:

- College Prep: a bridge program designed to prepare students for the rigor of college-level work in a supportive learning environment that provides students with the following necessary skills in:
 - Computer skills, both software and research basics
 - Math, reading, and writing review as well as placement testing practice
 - Academic skills including study skills, note-taking, time-management, communication skills
 - College entry information, including assistance with application and financial aid
 - Career exploration and development.

- I-BEST: integrated basic education and skills training that targets unemployed and underemployed students who could benefit from basic educational support to strengthen their math, writing or English as a Second Language skills while acquiring the workplace skills to get and keep entry-level jobs in high-demand career fields. This unique program is co-taught by a GED/ESL instructor and a career technical instructor so that students receive the wrap-around support services necessary to transitioning into the work force, such as:
 - Classes in basic grammar for business, business student preparation, keyboarding, and office math
 - A structured study lab
 - ESL/GED instruction
 - Trade specific skill training while earning 16 transferable college credits
 - Family support services.

- Newly revised developmental curriculum and andragogy in math, reading, and writing designed to improve students' preparation for college-level coursework.
 - Developmental math changes included revisions to both a new three-course curriculum and placement process. After analyzing the existing curriculum against the traditional goal of pre-calculus preparation, and considering the skills needed to succeed in other math, science and quantitative courses, math faculty collaborated with an author to adapt a text to the department's new priorities and developed new andragogical techniques. Next, math faculty designed a new placement test aligned with the new curriculum. This test, the MyMathTest (MMT), assists students through a self-paced tutorial that students can use to prepare for the placement test.
 - Developmental reading has shifted to a core curriculum of reading and study skills instruction. The new modality incorporates short informative lectures, workshops, small group, dyad and individualized instruction and moves away from relying too heavily on self-direction that pre-college students have often not yet developed.
 - Developmental writing changes include adapting a nationally-recognized acceleration program pioneered by the Community Colleges of Baltimore to provide students extra support so that they can succeed the first time a class is attempted and possibly even skip a developmental level. The curricular revisions also integrate reading strategies into both developmental levels, as our research found that students' struggles with reading often mirror their struggles with writing.

- Highly accessible and highly accessed individual support provided via individual peer-tutoring and one-to-one peer mentors.
 - [Peer tutors](#) provide support for more than a dozen academically challenging courses, including accounting, biology, chemistry, math, and writing. Tutors

are available days, evenings, and even weekends for some subjects, as well as online.

- Peer mentors are successful second-year students who are matched with first-year students seeking greater assistance in meeting their academic goals. Mentors guide new students to campus and community resources, help with academic strategies such as time management, share their experience as successful students and provide support and encouragement.
- [Ask-a-Student](#) provides online and face-to-face access for potential and current students seeking assistance with locating campus resources from Master Mentors who are trained in student success strategies and study skill development. (For more information on the above services, see [2.D.1](#).)
- [Early Alert](#) is designed to improve students' persistence and promote their academic successes by identifying students who may be at risk of academic difficulty. Faculty, staff and students can submit an Early Alert on any student who displays concerning behavior such as low class attendance, low test scores, incomplete or missing assignments or other academic behaviors. A member of the Early Alert team will attempt to contact the student within 24 hours. The Early Alert website is available on the SFCC homepage for anyone to access. For more information, see [2.D.1](#).
- Redesigned academic consulting supports students in achieving their academic, career and personal goals through assigned academic consultants. Each academic department is assigned a group of new, undeclared students who test into one developmental area based on the department's full-time faculty equivalency (FTEF). Instructors in these departments academically consult with students until they earn 30 credits or declare a major or program and are transitioned to another consultant. For more information about the academic advising, see [2.D.10](#).
- A robust [Service Learning](#) program that engages students in meaningful service to their local community through careful integration of academic instruction. SFCC works with over 100 community partners who allow students to apply their classroom learning to the world.

Because there is but one planning and assessment process for these programs and services as part of the core theme objectives, planning and assessment are inextricably bound with the core theme.

Objective	Type of Program/Service	Program/Service
1. Extend learning through meaningful and significant community connection.	Curricular	American Honors College Destination EWU
	Co-curricular	Service Learning Student Government, Clubs Athletics
	Support services	Peer Tutoring Peer Mentoring, Ask-a-Student New Student Orientation

Objective	Type of Program/Service	Program/Service
		Early Alert
2. Meet educational goals.	Curricular	
	Co-curricular	
	Support services	Academic Consulting, Counseling Educational Planning
3. Successful academic transitions.	Curricular	College Prep I-BEST Developmental Math, Reading, Writing
	Co-curricular	
	Support services	

Table: 4.4 SFCC Core Theme 2 Objectives

3.B.3

Data Collection and Analyses

Representatives of many college programs contributed to developing the core-theme indicators, thresholds, benchmarks and targets for student achievement, which are aligned with the objectives. This representation included:

- Athletics
- Transfer instruction
- Developmental education instruction
- Adult basic education
- Counseling
- Academic consulting
- Student government.

4.A Core Theme Assessment

4.A.1-4.A.1.6

As part of a systematic and comprehensive data analysis process, SFCC developed relevant baselines using a three-year average of scorecard results, Noel-Levitz Student Satisfaction Inventory results, Community College Survey of Student Engagement and Community College Student Experiences Questionnaire, data from Washington State's Student Achievement Initiative, and in some cases, locally collected data. When available, national surveys (SSI, CCSSE) provided appropriate benchmark data. When not available, the college selected Washington community colleges with similar missions, program mix, urban/rural service

areas and with a student population of comparable socioeconomic status. The colleges selected are: Clark College, Tacoma Community College, Walla Walla Community College, Columbia Basin College and Yakima Valley Community College. All core-theme objective thresholds were determined based on their relevance toward evaluating program and service outcomes.

In this, our first seven-year cycle, we have developed thresholds, collected data and are now using that data to confirm the validity of our thresholds, revise thresholds that were not confirmed, and improve our programs and services in order to achieve established targets.

Objective 1: *Students will extend learning by developing meaningful and significant connections with their communities.*

Meeting Objective One is determined by reaching targets set forth for three specific indicators:

- Improved fall-to-fall persistence of degree-seeking students engaged on campus
- New students participate in one of these orientations: New Student, Running Start, American Honors College, or International Student
- Students report enhanced learning through participation in offered co-curricular activities.

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

Improved fall-to-fall persistence for engaged students is measured through four standard Community College Survey of Student Engagement (CCSSE) questions and one additional question added to the survey by the institution. Tabulation and assessment of the question results are conducted by the institutional research department when the results of the CCSSE survey are received. Engagement is defined as participation in four key areas: student organizations, skill labs, tutoring and academic advising. Since SFCC distributes the CCSSE on a strategic and systematic basis, these four areas can be tracked and utilized to evaluate progress and trends. CCSSE is a national survey and enables SFCC to compare fall-to-fall persistence rates for engaged students on a national scale.

Achievement of the benchmark is approaching a 10% increase in persistent rates compared to students who chose not to engage in the key engagement areas. These data support SFCC's belief that engaged students persist at a higher rate. The benchmark is set at 70% with a target set at 73%. Both the benchmark and the target place SFCC as a top performer in this area.

In order for SFCC to achieve the target of 73%, several initiatives are in various stages of development, from pilot to full implementation. These include peer tutoring, peer mentoring, early alert and academic consulting. Significant infrastructure changes are also nearing completion and will be implemented fall 2013. These include the completion of the Falls

Gateway building which houses larger testing and tutoring centers as well as the remodel of the Student Union Building beginning fall 2013.

SFCC Core Theme Two - Objective 2.1: Students will extend learning by developing meaningful and significant connections with their communities.						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.1.1 Improved fall-to-fall persistence of degree-seeking students engaged on campus.	61.3% fall-to-fall persistence for rarely engaged degree seeking students.	70.0% fall-to-fall persistence for engaged degree seeking SFCC students.	70% in each of four CCSSE questions (student organizations, skill labs, tutoring, & academic advising).	73% fall-to-fall persistence for engaged degree seeking SFCC students.	CCSSE (4 standard questions and 1 institution added question).	--

Table: 4.5 SFCC Core Theme Two Objective 2

New Student Orientation

Participation in new student orientation is an essential step in the admissions process and provides a foundation of knowledge that serves students well as they navigate the educational process at SFCC. Attendance rates are calculated by the SFCC Dean of Student Development as it is within this department that the New Student Orientations are conducted. Orientations for specific populations such as [Running Start](#) and American Honors are conducted and tracked by the dean, director, or counselor tasked with oversight of the specific program.

It is the intent of the college to have 100% attendance at orientations but realize the difficulty of fulfilling such a rigid target. The current target of 90% is an achievable mark that allows for fulfillment of the objective, as it pertains to the general student population. In regard to the specialized populations, student attendance orientations for Running Start, American Honors and the International Student Program is quite high. Although not articulated in the benchmark, SFCC intends to monitor attendance at all orientations and achieve high rates of student participation.

SFCC Core Theme Two: Objective 2.1 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.1.2 New students participate in New Student Orientation (NSO), Running Start (RS) American Honors College (AHC), or International Student (IS) Orientation.	<ul style="list-style-type: none"> • 85% for online and on-ground NSO (2010-12) • 100% for IS Orientation (2009-12) • 99% for RS Orientation (2009-12) • 97% for AHC (fall 2012). 	85% of new students participate (% attending NSO which has largest attendance).	88% of new students participate.	90%	Collect attendance rosters/data from each.	✓

Table: 4.6 SFCC Core Theme Two Objective 2.1

Co-curricular Activities

Enhanced learning through co-curricular activities is a result of an inclusive and comprehensive array of student organizations, service learning opportunities and intercollegiate athletics. Students have the opportunity to report enhanced learning through their answer to question 16 of the CCSSE. Again, because SFCC distributes the CCSSE on a strategic and systematic basis, results can be tracked and assessed over time. The use of this longitudinal data ensures that students do indeed receive benefit from participation in co-curricular activities by consistently providing feedback directly tied to enhanced learning. In addition to the CCSSE data, departments and program assess student learning through other means including in-house [developed surveys](#).

Although 51.9% of SFCC students reported that their learning was positively enhanced, the national benchmark is 55%. SFCC seeks to surpass that mark and achieve the target rate of 60%. Strategies for improvement will be discussed in standard [4.B.1-2](#).

SFCC Core Theme 2: Objective 2.1 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.1.3 Students report enhanced learning through offered co-curricular activities.	51.9% of surveyed students report positively enhanced learning.	50%	55%	60%	CCSSE supplemental question #16.	--

Table: 4.7 SFCC Core Theme Two Objective 2.1

Objective 2: *Each Student will meet his/her educational goals.*

Meeting Objective 2 is determined by reaching targets set forth for five specific indicators:

- First-year students persist from first to second year

- Full-time students earn at a minimum 30 college-level credits by the end of their first year. Part-time students earn 15 college level credits within their first year
- Students’ time to completion is within 200% of program length
- Students report satisfaction with academic advisement and counseling
- Degree and certificate-seeking students file academic plans within their first quarters.

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 to “provide opportunities for students to achieve personal enrichment goals.”

Persistence

Persistence from first to second year by first-year students is critical to student achievement. This indicator is measured against our peer institutions in the state. Through the Washington SBCTC [Student Achievement Initiative](#) (SAI), student persistence is measured under the student retention category and is considered a key academic benchmark that students must meet in order to earn their degree or certificate. The SAI is an integral part of the strategic planning process at SFCC. College completion is the new mantra and with the monetary incentives attached to SAI point earnings, SFCC embraces the achievement measures of the SAI and incorporates best practices as needed to support achievement of the benchmarks.

The current measure for this indicator shows a rate of persistence of 35.6% which is below the average of 51% achieved by our Washington State peer institutions. The Enrollment Management Committee (EM) has begun the process of addressing this issue. Last year’s focus for EM was retention. Several factors, both external and internal, that have contributed to this low persistence rate were identified and examined. These included internal processes such as changes to financial aid regulations, counseling practices and course availability. External factors included the high number of higher education opportunities available to students in eastern Washington which leads many students to transfer before completing their degree. This practice has resulted in a poor graduation rate for SFCC.

SFCC Core Theme Two - Objective 2.2: Each student will meet his/her educational goals.						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.2.1 First-year students persist from first to second year.	Compared to all SFCC students 37.2%.	35.6% for all first-time SFCC students.	51% persistence rate of first-year students.	50%	SAI points	--

Table: 4.8 SFCC Core Theme Two Objective 2.2

College-level Credit Attainment

Minimum college level credit attainment targets are set for both full-time and part-time students. This also is in response to the Student Achievement Initiative. Full-time students who earn 30 college-level credits within their first year are more likely to persist and complete as are part-time students who earn 15 college-level credits. The benchmarks of 18.1% for full-time and 19.7% part-time are the mean values exhibited by SFCC peer institutions. SFCC exceeds this mark in regard to full-time students but is less successful with part-time students. Measures taken to date to increase the rate of credit attainment have

shown positive progress although more work remains, particularly with the part-time population, to achieve higher rates of success.

SFCC Core Theme Two: Objective 2.2 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.2.2 Full-time students earn at least 30 college-level credits by the end of their first year. Part-time students earn 15 college-level credits within their first year.	Full-time = 25.1% Part-time = 12.5%	Full-time = 22.5% Part-time = 11.1%	Full-time = 18.1% Part-time = 19.7%	Full-time = 30% Part-time = 15%	SAI	--

Table: 4.9 SFCC Core Theme Two Objective 2.2

Time-to-Completion Rate

Time-to-completion is within 200% of program length. Although the expectation exists that students will complete in 100% - 150% of program length, this measure is a standard indicator within the Student Achievement Initiative. SFCC has identified that significant work still remains in this area and is closely related to the work being accomplished in Indicator 2.2.1 and 2.2.2. Targets are aggressive but set at this high level in order to align with the strategic plan and the college president's goal of a graduation rate of 50% by 2018. As part of the work being done with retention, EM has begun to look into student progression through the various programs focusing primarily on scheduling and course alignment.

SFCC Core Theme Two: Objective 2.2 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.2.3 Students' time to completion is within 200% of program length.	<ul style="list-style-type: none"> • 17.9% of all students starting in 2008 complete by 2011-12. • 24.3% of full-time, degree-seeking students starting in 2008-09 completed by 2011-12. • 5.2% of part-time degree 	<ul style="list-style-type: none"> • 17.9% of all students starting in 2008 complete by 2011-12. • 24.3% of full-time, degree seeking students starting in 2008-09 completed by 2011-12. • 5.2% of part-time degree-seeking students 	<ul style="list-style-type: none"> • 24.8% of all students starting in 2008 complete by 2011-12. • 31.1% of full-time students complete their degree or certificate within 200% of the length of their program. • 12.9% of part-time students complete their degree or certificate within 200% of the length of 	Full-time = 50% Part-time = 12%	SAI	--

SFCC Core Theme Two: Objective 2.2 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
	seeking students starting in 2008-09 completed by 2011-12.	starting in 2008-09 completed by 2011-12.	their program.			

Table: 4.10 SFCC Core Theme Two Objective 2.2

Satisfaction with Academic Advising and Counseling

This indicator is tracked nationally through the Noel Levitz Student Satisfaction Survey (SSI). The standard question determines the gap between the levels of satisfaction a student has in regard to academic advisement versus their perception of its importance. The national benchmark is 1.0. SFCC has tracked these data since 2005 by offering the SSI every 3 years. The baseline data that SFCC have collected show a gap of 1.15 in 2005, 1.27 in 2008 and 1.42 in 2011. This gap indicates that students are placing a high value on the service of academic advising but that the service they are receiving is not meeting their needs. These data, which have trended the wrong direction for 8 years have prompted a redesign of the entire academic advising process. Together with faculty, the dean of student development piloted a comprehensive redesign in Spring 2013. The new process lessens the load on the counseling department by allowing faculty from several departments to perform academic consulting services. The new process also provides for the establishment of faculty/student relationships across campus which may show results in the retention area as well.

SFCC Core Theme Two: Objective 2.2 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.2.4 Students report satisfaction with academic advisement and counseling.	Gap between students' satisfaction with academic advisement and counseling and their perception of its importance 1.42 in fall 2011, 1.27 in fall 2008, 1.15 in fall 2005.	Gap 1.27	Gap 1.0	Gap below 1.0 (Noel-Levitz standard for success).	Noel Levitz SSI results.	x

Table: 4.11 SFCC Core Theme Two Objective 2.2

Academic Plans Filed within First Quarter

This ensures that students have a roadmap that they can follow from the very beginning. A plan helps the student stay focused and reduces time to graduation by eliminating electives that either do not count toward graduation or interfere with essential coursework needed for degree completion. The indicator is measured through a CCSSE question that is optionally

added by the institution. The current national benchmark has been adopted by SFCC as the current baseline from which to improve upon. The target of 75% is slightly aggressive but through modifications to the advising process should be achievable. The target of 75% also shows SFCC's commitment to an advising process that begins with the end in mind. The academic plan provides the student with a complete path to degree completion, as opposed to a path to the next quarter only.

SFCC Core Theme Two: Objective 2.2 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.2.5 Degree- and certificate-seeking students file academic plans within their first quarter.	41.2%	41%	41.2%	75%	CSSSE	--

Table: 4.12 SFCC Core Theme Two Objective 2.2

Objective 3: *Students' academic transitions will be successful.*

Meeting objective three is determined by reaching targets set forth for five specific indicators:

- College Prep and I-BEST students succeed in first quarter courses and persist to second quarter.
- Transfer-intent students who place below college level complete their developmental courses within two years of enrollment.
- Students successfully transfer to Washington 4-year public colleges as juniors.
- Students have a job or continue their education within nine months after their degree is earned.
- Career technical students successfully pass certification exam on the first attempt.

Not only are we mindful of students' achievement while at Spokane Falls Community College, but we are also 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.

- Facilitate students' seamless transitions from high school to our institution, within our programs, to baccalaureate institutions and to their chosen professions.

College prep and I-BEST students are prepared for success. Success is defined as achieving a 2.0 grade point average (GPA) and persisting from first to second quarter. This indicator is measured by local data. Generally, College Prep and I-BEST students do quite well in both areas of achievement. The current baseline mark for GPA achievement is 76.9% for College Prep students and 62.5% for I-BEST students. Both marks exceed the threshold determined to signify indicator success. The targets were set at 80% and 75% respectively in order to challenge the two programs to achieve even higher levels of success. In regard to persistence from first to second quarter, initial baseline data revealed that 68.8% of College Prep and 71% of I-BEST students achieved this mark. These rates of success, although significant, did not reach the thresholds set for this specific indicator. SFCC has set both the benchmark and the target at the same level, reflecting the current national level of success. As a result of district reorganization effective July 1, 2013, SFCC will continue to teach I-BEST in partnership with the ABE instructors who will now be from Spokane Community College (SCC). Regarding College Prep, SCC will continue to teach that program on the SFCC campus, although we ourselves have no instructional role in that program. Moving forward to next year's year one report, this indicator will be adjusted to reflect the new operating model.

SFCC Core Theme Two - Objective 2.3: Students' academic transitions will be successful.						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.3.1 College Prep and I-BEST students succeed in first quarter courses and persist to second quarter.	<ul style="list-style-type: none"> 76.9% of students who finished College Prep in 2010-11 and transitioned earned above a 2.0 in their first quarter at SFCC. 62.5% of students who finished I-BEST in 2010-11 and transitioned earned above a 2.0 their first quarter at SFCC. 68.8% of students who complete College Prep 	<ul style="list-style-type: none"> 75% of College Prep students who transition to SFCC credit programs earn a 2.0 or above in their first quarter. 60% of I-BEST students who transition to SFCC credit programs earn a 2.0 or above in their first quarter. 75% College Prep persist. 80% I-BEST persist. 	<ul style="list-style-type: none"> 75% College Prep earn a 2.0 or above in their first quarter. 60% of I-BEST students earn a 2.0 or above in their first quarter. 75% College Prep persist. 80% I-BEST persist. 	<ul style="list-style-type: none"> 80% of College Prep students who transition to SFCC credit programs earn a 2.0 or above in the first quarter. 75% of I-BEST students who transition to SFCC credit programs earn a 2.0 or above in their first quarter. 75% of students who complete 	SFCC IR department	✓

SFCC Core Theme Two - Objective 2.3: Students' academic transitions will be successful.						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
	persist to the second quarter. <ul style="list-style-type: none"> .71.0% of students who complete I-BEST persist to the second quarter. 			College Prep persist to the second quarter. <ul style="list-style-type: none"> 80% of students who complete I-BEST persist to the second quarter. 		

Table: 4.13 Core Theme One – professional development

Transfer-intent Students

Students who intend to transfer but place into developmental coursework upon admission to SFCC should complete their developmental coursework within two years of enrollment. Building a foundation of knowledge and skills through completion of developmental coursework is critical to student success and degree completion. For transfer-intent students who plan to continue their education after the associate degree, it is even more important for them to be competent and confident in their ability to comprehend higher level math and have the reading and writing skills to navigate 300- and 400-level coursework successfully. The delivery of developmental coursework has undergone significant changes, as discussed in [3.B.1](#), [3.B.2](#). These changes were implemented as a result of data used to support this indicator. Since successful completion of developmental coursework is an integral component to degree completion, targets set for this indicator are set at twice the rate currently reflected by the baseline data. Successful achievement of this indicator will support progress in other areas specifically 2.2.1, 2.2.2 and 2.2.3.

Because this indicator is unique to SFCC, setting an appropriate benchmark proved difficult. We decided to use institutional data to track and assess this indicator now and in the future. The accelerated timeline given for this accreditation cycle has forced us to use the baseline data of 18.5% and 38.7% for math and writing respectively as the benchmark. Future assessments will provide further direction for setting more meaningful assessment measures for this indicator. SFCC also continues to monitor placement into developmental coursework for the general population. Of the incoming students assessed for placement over the last five years (22,372 students), 59.6% were placed into developmental math, 64.5% were placed into developmental writing and 65.1% were placed into developmental reading. Additionally, 16.5% were placed into developmental courses in all three areas.

SFCC Core Theme Two: Objective 2.3 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.3.2 Transfer-intent students who place below college level complete their developmental courses within two years of enrollment.	Of transfer-intent students placed in developmental math in fall 2009, 18.5% successfully completed by the end of fall 2011. Of students placing into developmental writing in fall 2009, 38.7% successfully completed by the end of fall 2011.	18.5% for math and 38.7% for writing.	18.5% for math and 38.7% for writing.	40% of students who place into developmental math and intend to transfer successfully complete their developmental mathematics coursework within two years of enrollment. 60% of students who place into developmental writing and intend to transfer successfully complete their developmental writing coursework within two years of enrollment.	SFCC IR Department	--

Table: 4.14 Core Theme One – professional development

SFCC Students who Transfer

Those students who complete an associate degree and transfer to 4-year colleges and universities in Washington do so as juniors. The Direct Transfer Agreement (DTA) Associate Degree, called the Associate of Arts (AA), is the community college degree designed to transfer to most Bachelor of Arts degrees at all public and many private Washington four-year institutions. The DTA is only valid upon successful completion of the AA degree. Otherwise, 4-year institutions have the option to evaluate each course taken by the receiving institution separately and in some cases, courses may not be accepted for transfer that would have been with a completed degree. For this reason students are strongly advised to complete the appropriate transfer degree prior to transfer.

In addition to the DTA Associate Degree, SFCC partners with American Honors College (AHC) and Eastern Washington University to provide two distinctive pathways for continued education upon Associate Degree completion. AHC offers high-achieving students rigorous, interactive online courses delivered synchronously that lead to transfer opportunities through its network of top-tier four-year university partners including Gonzaga, University of Arizona, Whittier and the University of Denver. American Honors College classes are taught by SFCC faculty dedicated to promoting scholastic excellence. A variety of AHC classes are offered each term. Students also attend on-ground courses offered on campus in sections reserved for AHC cohorts as well as other courses.

[Destination EWU](#) is a joint admissions program that caters to academically eligible students who want to earn the first two years of a four-year degree at SFCC, then transfer to Eastern

Washington University (EWU) to complete their bachelor's degree. Benefits for students enrolled in this program include receiving specialized joint counseling and advising, quarterly transcript evaluations and registration as an incoming junior at EWU upon completion of the AA-DTA degree.

The majority of graduated transfer students succeed at entering their chosen four-year institution as juniors. Baseline data that have been collected since the 2007-08 Academic Year shows steady improvement in this area. According to the benchmark set by using a three-year average of our Washington state peer institutions, SFCC is close to the norm of 58%. The target for this initiative has been set at 65% and will require further educational strategies that inform students of the benefits of degree attainment before transfer as well as other strategies dedicated to help students persist and succeed.

SFCC Core Theme Two: Objective 2.3 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.3.3 Students successfully transfer to Washington public 4-year colleges and universities as Juniors.	56% (09-10) 57% (08-09) 52% (07-08)	55%	58% (3 year average).	65%	MERTE+ & Scorecard	✓

Table: 4.15 SFCC Core Theme Two Objective 2.3

Students Gain Employment

Students are able to gain employment within the first nine months following graduation. If employment is not their goal, then continuing their education at another institution of higher learning is also permissible under this indicator. This indicator was developed in order to assess the success rates at which SFCC graduates gain employment or continue with further higher education. The current baseline data reveal a 60% employment rate combined with a 14% enrollment rate. By adding these two baseline elements together, a total placement rate of 74% is achieved. The threshold for this indicator is set at 75%, leaving 25% for graduates who decide to choose a different option after graduation such as travel or volunteerism. The target has been set at 80% to ensure continuous improvement and to keep this important component of graduation relevant. The measurement for this indicator is accomplished through data received from the Data Linking for Outcomes Assessment database (DLOA) and MERTE+. The DLOA database contains data compiled on an annual basis that meets college and State Board of Community and Technical Colleges ([SBCTC](#)) needs of outcomes data related to employment and further education of college students. The DLOA includes data for completers and leavers of vocational, academic, worker retraining or apprenticeship programs. The majority of effort for this indicator has been to develop better data-mining processes to more accurately capture these data.

SFCC Core Theme Two: Objective 2.3 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.3.4 Students have a job or continue their education within nine months after their degrees are earned.	60% employed. 14% enrolled.	75% (3 of 4 students should become employed or continue education at next level).	68% place in a job or continue their education.	80% combination of work or school.	DLOA & MERTE+	--

Table: 4.16 SFCC Core Theme Two Objective 2.3

Career Technical Programs Licensure

Students in these programs are successful in passing their licensure exams on the first attempt. SFCC currently prepares students to sit for their national licensure exams in four program disciplines: Physical Therapy Assistant (PTA), Hearing Instrument Specialist (HIS), Orthotic-Prosthetic Technician (ORPR) and Occupational Therapy Assistant (OTA). The goal of the program faculty is to equip each student with the knowledge needed to pass the State's licensure exam successfully. The target, set at 100%, reflects the commitment by faculty to adequately prepare each student not only to pass the licensure exam on the first attempt, but also and more importantly, to become a successful Technician/Assistant/Specialist within the industry. Currently 9- of every 10- graduates successfully pass the licensure exam on their first attempt. This exceeds the benchmark of 80% which reflects the national average. The success of these programs is further showcased by a recent accreditation visit for the OTA program. The Accreditation Council for Occupational Therapy Education (ACOTE®), which is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education ([USDE](#)) and the Council for Higher Education Accreditation ([CHEA](#)), recently affirmed accreditation status to the OTA program with no recommendations and six commendations.

SFCC Core Theme Two: Objective 2.3 continued						
Indicator	Baseline	Threshold	Benchmark	Target	Measure	Met
2.3.5 Career technical students successfully pass licensure exam on the first attempt.	<ul style="list-style-type: none"> • PTA 90%, (latest percentage was 100%). • HIS: 90%. • ORPR: 90%. • OTA 85%* * No graduates yet. 	<ul style="list-style-type: none"> • 90% • 90% • 90% • 85% 1st year • 90% 2nd year 	<ul style="list-style-type: none"> • 80% of career technical students earn their field's certifications. 	<ul style="list-style-type: none"> • 100% • 100% • 100% • 100% 	Test scores on national certification exams.	✓

Table: 4.17 SFCC Core Theme Two Objective 2.3

4.B. Improvement

4.B.1, 4.B.2

In the spirit of continuous improvement, the student-achievement core-theme team identified meaningful indicators of achievement based on national, state and locally collected data. As stated in [4.A](#), SFCC developed relevant baselines using a variety of methods including national surveys: Noel-Levitz Student Satisfaction Inventory results, Community College Survey of Student Engagement and Community College Student Experiences Questionnaire. In addition, data from Washington State's Student Achievement Initiative and in some cases, locally collected data all become part of a systematic and comprehensive data analysis process. In an effort to ascertain effectiveness within the state, we selected Washington community colleges with similar missions, program mix, urban/rural service areas, and with a student population of comparable socioeconomic status to compare SFCC (Clark College, Tacoma Community College, Walla Walla Community College, Columbia Basin College and Yakima Valley Community College). All core-theme objective thresholds were determined based on their relevance toward evaluating program and service outcomes.

Since student achievement is such an integral component of mission fulfillment at SFCC, data collected to support fulfillment of the core- theme indicators is used to inform planning, decision-making and resource allocation in several different ways. SFCC benefits from a highly skilled institutional research office, a comprehensive state system of community and technical colleges and participation in national initiatives such as Achieving the Dream. Data-informed decision-making is the norm at SFCC and enables the institution to fulfill the institution's mission effectively and efficiently.

The assessment process has identified areas of success as well as areas where improvement is needed. SFCC performs well in several areas. Career technical programs have high pass rates of state licensure exams and have enjoyed successful program accreditation reviews. Employment rates for graduates remain at a high level, despite the difficult economic state of the region. SFCC graduates also transfer with a high rate of success due to the DTA and other specialized partnership programs in place at SFCC. College Prep and I-BEST students also enjoy high rates of success as they transfer into

college-level curriculum. Rates for student orientation participation followed by academic plan completion also remain stable although steady improvement is expected. These successes help contribute to an environment that promotes student success. With the initiation of student-centered programs such as peer-mentoring and early alert combined with an already vibrant student-life program, SFCC students have ample opportunity to engage in and benefit from, enhanced learning resources designed to promote and support their success. As a result, students are continually being recognized for their achievements. Student athletes representing SFCC and SCC garner more Honor Student awards than any school in the Northwest Athletic Association of Community Colleges (NWAACC). Students in the Graphic Design Program have received national awards, as have students responsible for production of the SFCC student newspaper, *The Communicator*. The SFCC music department is perhaps the best collection of talent in the region and continually gains recognition throughout the Northwest.

In these areas where success has been achieved, targets have been increased in order to promote higher levels of success. Aside from major campus-wide initiatives designed to help students succeed, individual departments and instructors have developed their own intervention strategies which have shown impressive results. One such example occurred in the Physical Education department. During Fall 2012, only 62.8% of students successfully completed courses in fast fitness, weight training and cross training. Beginning Winter 2013, faculty began e-mailing students who were not making satisfactory progress. E-mails went out every week. As a result of these efforts, completion rates rose to 71.4%. The department plans to continue this strategy in order to achieve even higher rates of success.

The assessment process has also identified areas that need improvement that are necessary if SFCC wants to be a viable option for students in the oncoming years. These necessary improvements include raising persistence and completion rates. SFCC achieved less than optimal results in indicators 2.1.1, 2.2.1, 2.2.2 and 2.2.3. All of these indicators focus on persistence, credit achievement and completion. As a result of the analysis, two new student support initiatives were developed. As stated in 3.B.1-2, academic advising supporting students in achieving their academic, career and personal goals have been redesigned. Groups of new, undeclared students who test into one developmental area are assigned to each academic department. Students continue to be assisted by instructors in these departments until each student earns 30 credits, declares a major or program and transitions to another consultant.

To provide context for this initiative the “3-E: *Moving towards Student Success*” framework was devised using various student development theories that focus on support of students during three meaningful phases of development. The principle idea is to support students as they move in (Entry), move through (continuous Enrollment) and then move on (Exit/completion) from SFCC. There are advising student learner outcomes for each phase of development under the 3-E framework, outlined in the Academic Advisement handbook and the academic advisement syllabus. At each phase of the 3-E framework, different advisement techniques are used to assess and address the developing needs of students. While it is important to support the development of students, it is also absolutely essential to assist faculty academic consultants and counselors in their advisement endeavors.

The second of the two new initiatives is Early Alert, which was piloted Fall 2012. Upon full implementation in Winter 2013 the program has experienced significant growth.

SFCC Early Alert Initiative from Fall 2012 to Spring 2013						
	Total Alerts	Total Students	Total Referrers			
			Faculty	Staff	Self	Other
Fall 2012 (pilot)	40	39	21	1	2	0
Winter 2013	195	182	41	5	12	1
Spring 2013	316	289	66	4	1	0

Table: 4.18 SFCC Early Alert Initiative

Early Alert is designed to improve students' persistence and promote their academic success by identifying students who may be at risk of failing due to academic trouble demonstrated by low class attendance, low test scores, incomplete or missing assignments or other at-risk academic behaviors. A member of the Early Alert team attempts to contact the student within 24 hours and set up a time to meet and discuss the student's academic status.

As the campus becomes more aware of the service and focuses on the students who are having academic difficulty, total referrals will continue to grow. While faculty have been the biggest users, as they are best positioned to recognize if a student experiencing difficulty, staff and students can also submit an Early Alert for any student.

Early Alert is most effective if initiated before mid-quarter; however, the staff receives referrals throughout the quarter and makes every effort to offer support services to students in need. A built-in bonus to the Early Alert system is the makeup of the team. One member of the Early Alert team sits on the Behavioral Intervention Team (BIT) and can help determine whether a student may require assistance and interventions from the campus BIT.

To view mission fulfillment chart for all of Core Theme Two, see [Core Theme Two: Student Achievement](#).

Core Theme Three: Broad Access

3.B Core-Theme Planning

This core theme represents the foundational basis for which community colleges were established. Open access, defined as entry into college without restricted admissions criteria, makes postsecondary education possible for many students who could not otherwise attend. 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 provides high-quality learning opportunities that are affordable and accessible.”

3.B.1, 3.B.2

Contributing Programs and Services

Planning for Core Theme 3 involves addressing the three objectives of the theme: to provide all students access to instruction, support services and technological resources; to meet the diverse educational needs of all students through a variety of programs, multiple teaching/learning/delivery methodologies and diverse course offerings; and to cultivate strategies to reduce financial barriers that inhibit student success.

Opening the door to higher education isn’t enough. Community colleges are tasked with offering programs, degrees and certificates that serve community’s needs. One outcome of creating an open access environment is that the majority of community college students enter at different academic levels with the college supplying alternatives to pursue a chosen academic career path. 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 and through high quality support services like peer tutoring, new student orientation and academic advising. Quantitative data provide information about the number of students served and their satisfaction with course offerings.

Recognizing that students come to SFCC with a variety of educational needs, the college provides students with a number of alternatives to typical course offerings in order to keep the “open door” available 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 daily commute to the college campus. Programs offered at our rural centers, Fairchild Air Force Base and other community locations meet the needs of learners “anywhere, anytime.” Tracking students involved in these diverse programs provides insight into the ways students access SFCC’s diverse educational offerings.

For many students, the “open door” policy at a low cost can still present an insurmountable barrier for many low income and first generation potential students. Some of the issues they face with include being a single parent, homeless, or needing other accommodations.

Financial aid, along with merit aid and special grants allows many students to attend SFCC despite limited financial means. Measuring the impact of financial aid and scholarships shows the extent to which financial barriers to higher education are reduced and accommodated at Spokane Falls Community College.

3.B.3

Data Collection and Analyses

Data have been collected from the following: The Institute of Extended Learning, the Workforce Education Office, the Office of Outreach and Marketing, academic divisions, The offices of the Vice Presidents of Learning and of Student Services, the Office of the Director of Institutional Planning, Effectiveness and Research (PIER), the President's Office, the Center for Workforce and Continuing Education and the Community Colleges of Spokane's District Office of Institutional Research. All of these sources provide valuable and detailed information that help the college to make informed and timely decisions intended to improve programs and services and provide additional information to improve access.

4.A Assessment

4.A.1-4.A.16

Objective 1: to provide students access to instruction, support services and technological resources, focuses on utilizing these indicators to achieve increased educational attainment for all residents across the state and 549,000 residents in the CCS service area.

The first of these indicators is validated by the [diverse number of programs, degrees and certificates offered by SFCC](#) and by our SBCTC [official college curriculum inventory](#).

Access to instructional offerings is reflected in the multitude of options for classes. We offer students a choice of 27 diversity-intensive courses through a broad range of ten different humanities and social science disciplines: anthropology, art, communication studies, film, history, literature, modern languages, music, political science and sociology. These offerings all meet the general education requirements for the AA degree.

Global education students are offered annual study abroad options in one of five different countries—United Kingdom, France, Japan, Spain and Tibet—while earning college credit or participating in service-learning opportunities.

AAS degree offerings are designed to meet, upon completion, employment readiness. SFCC AAS degree programs are related to “in demand” career fields. Those with less demand statewide, such as education paraprofessional, have established local demand, documented through the advisory committees.

SFCC's mix of academic transfer and career technical programs, degrees and certificates attracts students from 44 different high schools in the service area and 26.7% (2009 figures) of the five Spokane Public high schools students. A regional, longitudinal study, [The Washington Student Transitions Project](#) captures data on students' higher-education

choices after high school; it was found that SFCC was a first-choice indicator for an institute of higher education for first attendance by an aggregated cohort of 3174 students.

The second indicator reflects that students can enroll in courses required to fulfill their academic goals. Access to instruction can be best demonstrated by the number of class openings and course availability, as outlined in the charts accessible through the [Interactive Reports](#) located on our Institutional Research webpage. Reports can be retrieved regarding class openings by AA Distribution Area, Enrollment Tracking and through the Course Outcomes Generator.

Ten percent of courses on the AA distribution list in each quarter of the 2012-13 Academic Year had at least one open seat available, which suggests that course offerings meet student demand. All AA distribution areas had courses with open seats so students were able to meet any distribution requirement. Additionally, within each distribution at least 40% of the courses still had open seats available.

Percentage of Spokane Falls Community College Courses Open in 2012-2013				
Distribution Area	Summer	Fall	Winter	Spring
Communication	100%	63%	77%	82%
Intermediate Algebra Proficiency	100%	94%	88%	93%
Quantitative/Symbolic Reasoning	93%	78%	81%	79%
Humanities Group A	100%	81%	73%	88%
Humanities Group B	100%	83%	77%	79%
Humanities Group C	67%	75%	46%	50%
Social Sciences Group A	100%	71%	71%	76%
Social Sciences Group B	100%	54%	59%	68%
Math Group A	100%	90%	95%	95%
Math Group B	93%	70%	80%	64%
Math Group C	100%	80%	58%	82%
Health-Related/PE/Recreational/Leisure Group A	67%	78%	79%	60%
Health-Related/PE/Recreational/Leisure Group B	100%	88%	86%	88%
Electives	79%	74%	75%	79%

Table: 4.19 SFCC Course Openings 2012-13

Spokane Falls Community College Course Seats Open, 2012-2013					
Distribution Area	Summer	Fall	Winter	Spring	Academic Year
Communication	42	90	90	177	399
Intermediate Algebra Proficiency	27	46	78	66	217
Quantitative/Symbolic Reasoning	181	229	232	208	850
Humanities Group A	75	186	219	225	705
Humanities Group B	40	111	134	162	447
Humanities Group C	5	41	13	23	82
Social Sciences Group A	36	204	133	229	602
Social Sciences Group B	44	47	99	187	377
Math Group A	180	177	191	167	715
Math Group B	51	140	208	200	599
Math Group C	55	53	57	52	217
Health-Related/PE/Recreational/ Leisure Group A	42	96	100	98	336
Health-Related/PE/Recreational/ Leisure Group B	1057	2956	1887	1845	7745
Electives	89	503	607	639	1838

Table: 4.20 SFCC Course Openings 2012-13

Student satisfaction with course variety and times has remained stable (no statistically significant change), although satisfaction with the ability to register without conflict has decreased, as documented through the Noel-Levitz Student Satisfaction Inventory (SSI). Services to support students through their college experiences are integral to SFCC's fulfillment of its mission, the focus of our third indicator for this objective. Organizational improvement requires attention to processes which might hinder students from applying and matriculating to SFCC. Satisfaction with admissions services has been documented through the use of the Noel-Levitz Student Satisfaction Inventory (SSI).

2008 and 2011 SSI, Spokane Falls Community College				
Scale	Fall 2011		Fall 2008	
	Importance	Satisfaction	Importance	Satisfaction
Course Offerings	6.35	5.26	6.26	5.33
There is a good variety of courses provided on this campus.	6.26	5.51	6.21	5.54
Classes are scheduled at times that are convenient for me.	6.44	5.32	6.30	5.29
I am able to register for classes I need with few conflicts.	6.36	4.94	6.28	5.17
Admissions	5.76	4.79	5.71	4.81
Admissions counselors accurately portray the campus in their recruiting practices.	5.48	4.66	5.44	4.71
Admissions staff are knowledgeable.	6.04	5.04	5.96	5.06
Admissions counselors respond to prospective students' unique needs and requests.	5.77	4.68	5.72	4.65

Table: 4.21 SFCC Student Satisfaction Survey 2011, 2008

Although in the prior periods in which the survey was administered students report SFCC is doing about the same, in the most recent survey they find these services more important than ever. These results, coupled with other surveys and reports on completion and persistence rates, has led SFCC to take on some ambitious overhauling of new student orientation and academic advising. Orientation is mandatory for all new students and presents an overview of essential facts and procedures needed for success. In 2012 there were 1448 students served. Academic advising is required for all students experiencing academic difficulty and for students with fewer than 30 hours of credit.

High-demand services such as advising (academic and career), financial aid, credit transfer and disability services, for example, all support student access to educational opportunities at SFCC. In 2011, SFCC administered the Community College Survey of Student Engagement for the first time. It provides a snapshot of both level of use and satisfaction with select college access/entry services:

Summary of 2011 CCSSE, Spokane Falls Community College		
	% Utilize	% Satisfied
Academic advising/planning	51%	78%
Career counseling	26%	69%
Financial aid advising	42%	71%
Transfer credit assistance	25%	65%
Services for people with disabilities	7%	69%

Table: 4.22 SFCC CCSSE, 2011 Summary

Student services provide access in numerous ways at SFCC. Peer-tutoring is offered in 25 different subject areas on a drop-in basis without an appointment and is offered free of charge to all students. Additionally, [eTutoring](#) is available through SFCC's membership in the Western eTutoring Consortium which includes an online writing lab, live eChat and online questions with an eTutor response. The following chart shows the number of students served.

Peer-Tutoring Usage Report, Spokane Falls Community College					
QUARTER/YEAR	TOTAL STUDENT VISITS	TOTAL STUDENTS TUTORED	TOTAL TUTORS	TOTAL SUBJECTS	eTUTOR SESSIONS
SUMMER 2011	140	59	6	7	58
FALL 2011	2184	558	36	17	391
WINTER 2012	2454	605	45	18	452
SPRING 2012	1998	497	46	19	386
SUMMER 2012	225	77	7	3	127
FALL 2012	2334	581	41	19	439
WINTER 2013	2368	580	46	23	224
SPRING 2013	1991	514	50	25	206

Table: 4.23 SFCC Peer Tutoring Usage Report

Educational, career and limited personal counseling services are available to all students through the counseling center. The SARS tracking system indicated that counselors made 12,100 contacts with students during the past academic year. Students were surveyed using the SSI regarding their experiences with admissions, disability services and counseling services. The results can be seen in the following chart:

Indicator	Type of Program	Services
3.1.3 Support services provide enhanced college access.		
Disability Support	<ul style="list-style-type: none"> Academic consulting, Enrollment and orientation Alternate media, such as E-text, taped text and Braille Alternate testing Assessment Assistive technology and AT Center Ergonomic furniture Interpreter for the deaf Note takers Scribes 	<ul style="list-style-type: none"> Deaf/hearing Mobility Speech/language Learning disability Blind/visual Chronic/acute health Neurological/nervous system Psychological/emotional

Indicator 3.1.3 Support services provide enhanced college access.	Type of Program	Services
Peer Services	<ul style="list-style-type: none"> • Peer tutoring • Peer mentoring, Ask-a-Student • Early alert 	<ul style="list-style-type: none"> • Face to face (one to one/group) • Online (eTutoring)
Testing Center	<ul style="list-style-type: none"> • New Student Orientation 	<ul style="list-style-type: none"> • On-ground and online (College Knowledge/Technology/Registration/Financial Aid)
	<ul style="list-style-type: none"> • Placement testing 	<ul style="list-style-type: none"> • Challenge exams/supplemental • Compass testing – reading/writing • Math – My Math Test tutorial
	<ul style="list-style-type: none"> • Proctored testing 	<ul style="list-style-type: none"> • External (Kriterion) • Internal – SFCC online/hybrid
Counseling/Academic Advising	<ul style="list-style-type: none"> • Academic advising/consulting 	<ul style="list-style-type: none"> • Educational planning • Career guidance • Personal counseling • Registration (NSO and in office) • Departmental level mentoring • Workshops: (Academic standards, AA degree, Student Success series)

Table: 4.24 SFCC Support Services

In the 2011-12 Academic Year, there were 1581 contacts with the Disability Support Services office with 422 self-identified students needing services and 279 registered and receiving service-related support.

The SFCC library offers open access to on-ground and online students by housing over 40,000 books, current periodicals, music CDs and videos. Technology updates, including 60 computer research stations with Internet access, 20+ academic databases, a computer-lab classroom and teaching labs, give students access to the latest academic resources and information. Resources include laptop checkout for students and IT assistance. For more information about the library, its services and its broad support of SFCC students, see [2.E. Library and Information Resources](#).

Objective 2: 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.

The second objective challenges the college to meet the diverse needs of our students. SFCC has addressed these needs in a variety of ways: alternative program delivery is provided through online, instructional television (ITV) and hybrid classes and through our extension sites at Fairchild Air Force Base and our rural centers. Special programs target unique, high-risk student populations, such as Project DEgree, Early College High School and Gateway to College (see [2.D.1](#)); prior learning credit assessments (PLA) increase the number of credits students are awarded; and pre-college students are served through a variety of pre-college transition programs.

SFCC offers courses at nine alternative educational sites¹ to meet the needs of students in the outlying area of our service district. The following chart presents the number of course sections, distinct courses offered and the class seats filled at the various sites since the 2008-2009 Academic Year.

Educational Offerings at Off-site Spokane Falls Community College Locations								
2009-2010			2010-2011			2011-2012		
# Sections	Distinct Courses	Class Seats	# Sections	Distinct Courses	Class Seats	# Sections	Distinct Courses	Class Seats
1,748	192	13,072	1,669	201	11,792	1,556	195	10,076

Table: 4.25 SFCC course offerings at offsite locations

The following chart indicates totals for the alternative delivery methods and capacity since 2008-09:

Spokane Falls Community College Alternative Educational Offerings									
	2009-2010			2010-2011			2012-2013		
Alternative Delivery Method	# Sections	Distinct Courses	Class Seats	# Sections	Distinct Courses	Class Seats	# Sections	Distinct Courses	Class Seats
Correspondence	12	7	97	12	9	101	2	2	30
Hybrid	348	102	4,587	503	139	6,140	522	142	6,432
ITV	172	44	673	132	32	621	133	28	601
Online	426	150	9,280	383	137	9,986	387	153	9,131
Telecourse	24	8	969	19	6	856			
Web-enhanced				73	30	1,309	36	20	681
Total	982	311	15,606	1,122	353	19,013	1080	345	16,875

¹ Alternative sites: Colville Center, Airway Heights Corrections Center, Pine Lodge Corrections Center, Fairchild Air Force Base, Inchelium, Lone, Newport, Pullman and Republic

Open access is also delivered by special programs offered to multiple populations by the college. The [SFCC Running Start](#) program services over 400 junior and senior high school students from six urban and 20 rural school districts. An increasing number of these students complete their high school diploma and AA degree through this program. This academic year, 110 students received their AA degrees to accompany their high school diplomas.

Spokane Falls was awarded a grant for preparing 18-20 year-olds who received a high school diploma or GED but needed further developmental courses to be ready for college-level coursework. Project DEgree provides students with individualized academic and social supports, an engaging project-based curriculum within a learning community and helps students structure their lives so they may build and maintain the momentum necessary to complete college. (See [2.D.1](#)) Without this program, these students have no access to SFCC.

A special grant program designed to assist high school dropouts offers a dual-enrollment program. [Gateway To College](#) (GtC), a national dropout recovery and scholarship program, allows students between the ages of 16 and 20 who may not have been successful in high school the opportunity to get back on track and earn a high school diploma. GtC allows completion of a high school diploma and college credit through SFCC. Over 100 students have been enrolled in the program during the 2012-2013 Academic Year with a retention rate of nearly 70%. (See [2.D.1](#))

SFCC was awarded an [Achieving the Dream](#) (AtD) grant in partnership with the Washington Spark Foundation. AtD is designed to improve instruction and access to services for underserved, high-risk student populations. One of the interventions required restructuring of the academic advisement system at SFCC. For example, under the new system instructional faculty are assigned a cohort of students with whom they will work from entry through the students' first 30 credits and in some cases all the way through to completion. The new academic advisement system creates a more comprehensive effort in program planning and interventions. Statistics will be available on the results of the new system and processes at the end of the 2013-2014 Academic Year. (See [2.D.10.](#))

SFCC was named one of the nation's first three Early College High School partners that opened in Washington State, allowing SFCC to provide classes to underserved students in a number of areas across Spokane. (See [2.D.1](#))

High School students are granted credit at SFCC by registering in [Tech Prep](#) classes at their local high schools in career technical areas which are sent to the college and transcribed on approval. [Advanced Placement \(AP\)](#) exams with acceptable scores are recorded for credit for students registered at SFCC.

Prior Learning Assessment provides students with alternative methods for decreasing time to degree requirements. Students are enabled to articulate this knowledge and potentially earn credit for it. Methods for evaluating prior learning include Advanced Placement (AP) Examination, Armed Forces-Military Education and Experience evaluation, challenge examinations, College Level Examination Program, Industry Training, Certifications and Licensures evaluation, International Baccalaureate examination, Tech Prep and [Prior Learning Assessment](#). This initiative is being enhanced by increasing web presence and

development of a new manual along with a new application. The college is presently hiring a coordinator of PLA and increasing marketing efforts to encourage students to explore the options available to them through Prior Learning Assessment opportunities at Spokane Falls Community College.

The second indicator examines unique programs that provide access to special populations that support our enrollment goals and the mission of the college.

During the past year, SFCC has initiated accepting credit for national exams to include CLEP, International Baccalaureate and military credit. There is also allowable credit through challenge exams and portfolio credit.

Indicator	Type of Program	Numbers of credits awarded
<p>3.2.1 Alternative programs designed to increase access: Prior Learning Assessment Advanced Placement</p>	<ul style="list-style-type: none"> • AP Challenge • CLEP Exam • Portfolio Review • Military Credit (ACE Guide) • Technical Preparation 	<ul style="list-style-type: none"> • 3 • 0 • 0 • 36 • 1602

Table: 4.26 SFCC alternative programs that provide access

Students are also provided access by enrolling in pre-college programs to include I-BEST, General Education Development (GED), Adult Basic Education (ABE), and English as a Second Language (ESL).

[I-BEST programs](#) are for the unemployed or underemployed who need educational support to strengthen their math, writing or English fluency skills while acquiring workplace skills to get and keep entry level jobs in high-demand career fields. Classes are one to two quarters long and emphasize practical skills that employers have identified as necessary and valuable for regional workforce development. Financial aid may be available for eligible students. [I-BEST Persistence and Completion](#) rates for the year 2010-2011 can be found on our Career Technical Program Review website under initiatives.

GED tests are available to help individuals earn a high school equivalency certificate. Tests are available in English, French, Spanish and Braille. They are also available in large print and can accommodate persons with various disabilities.

Adult Basic Education classes are offered in a number of disciplines. In 2011-2012 there were 713 ABE course offerings with 4670 students enrolled.

The English as a Second Language (ESL) program provides English language instruction for non-native speakers and includes six levels of instruction tied directly to state competencies in listening, speaking, reading and writing. ESL-specific software programs are furnished that promotes computer literacy. In addition, there is a focus on job readiness, retention and advancement in the workplace.

The [Institute for Extended Learning Annual Report](#) reflects the state-supported enrollment by annual FTEs in the previously outlined programs and at the centers in which courses were offered for the past three academic years which exceeds the annual targets.

Objective 3: SFCC cultivates strategies to reduce financial barriers that inhibit student success.

Access to course and programs, regardless of the site or modality, is often mitigated by cost. If students cannot finance their education, access is hindered. The third objective for this core theme recognizes this reality.

The first indicator utilizes data that supports the contact for [workshops and information sessions for the delivery of financial aid information](#) and support during the 2012-2013 Academic Year. Between September 2012 and July 2013, 44 information events were held with an attendance of over 2300.

The second indicator reflects the number of students served with financial aid: In the 2012-2013 Academic Year, 51.3% of the SFCC and IEL student population received some form of financial aid (50.1% at SFCC, 59.1% at IEL). A 12% increase in total aid was awarded between 2011 and 2012. The CCS Foundation supported 135 students annually.

Since the state of Washington has implemented the Student Achievement Initiative (SAI) points, SFCC now has a stable cohort definition that allows the college to document institutional effectiveness through student success measures. The state data also provide a source for benchmarking. The college can now easily compare the percentage of SAI cohort students at SFCC to our selected peers.

	Spokane Falls Community College	Washington State Peer Institutions
Award Year	Pell Grants	Pell Grants
2008	46.7%	57.8%
2009	51.2%	56.2%
2010	43.9%	56.0%
3-YR AVG	47.2%	55.4%

Table: 4.27 % of SAI Cohorts who receive Pell Grants (SFCC vs Peer Institutions)

Indicator 3.3.3., that students will receive high-quality assistance and support from the financial aid office, is addressed by items in the CCSSE and in the Noel-Levitz SSI surveys, indicating satisfaction with financial aid advising, availability, counselors and awards. Excluding the student responses of “Not applicable”, 45.2% of the students completing the CCSSE in 2011 indicated they are somewhat or very satisfied with our financial aid advising.

2011 CCSSE, Financial Aid Advising Responses					
	Response	SFCC		Medium Colleges	
		Count	Percent	Count	Percent
Satisfaction with financial aid advising	Not applicable	198	36.5	33,560	30
	Not at all	99	18.3	14,292	12.8
	Somewhat	150	27.5	30,945	27.6
	Very	96	17.7	33,192	29.6
	Somewhat & Very		45.2		57.2

Table: 4.28 Indicator 3.3.3, Financial Aid Advising

Three items on the SSI address financial aid—availability, announcement timing and financial-aid counseling. All of these processes enable students to make informed decisions in a timely manner and reduce financial barriers.

Responses to these items between the two survey administrations in 2008 and 2011 have remained statistically flat. There is no statistically significant difference in mean satisfaction scores, even though the gap between students' indication of their importance and satisfaction has increased. The gap is generally driven by an increase in importance over a decrease in satisfaction.

2011 and 2008 SSI, Financial Aid Responses by SFCC Students						
Scale	Fall 2011			Fall 2008		
	Importance	Satisfaction	Gap between Importance and Satisfaction	Importance	Satisfaction	Gap between Importance and Satisfaction
Financial Aid	6.02	4.23	1.8	5.99	4.35	1.64
Financial aid awards are announced to students in time to be helpful in college planning.	6.02	3.90 / 1.86	2.12	5.9	4.08 / 1.83	1.82
Financial aid counselors are helpful.	5.92	4.29 / 1.76	1.63	5.91	4.47 / 1.74	1.44

Table: 4.29 Indicator, Financial Aid responses by students

4.B Improvement

4.B.1, 4.B.2

Objective 1: Indicators 3.1.1-3.1.2

The college is developing an online AA degree which will promote access for students better served through eLearning availability. This initiative will begin in Winter 2014. SFCC is pursuing offering four-year degrees which will allow students to continue their education at a community college, a more convenient avenue to obtain further education to meet their career goals.

The college hired a new director of workforce education who will work with Temporary Assistance for Needy Families (TANF) students and representatives from business and industry to promote connections to job opportunities for SFCC students.

Indicator 3.1.3

Beginning in Winter 2013 all veterans were given priority registration. This is the next step in providing special needs for this population and ensuring that the college is a Veteran Friendly Campus.

SFCC has initiated a program with Eastern Washington University (EWU) named “[Destination EWU](#)”

Destination EWU is a joint admissions program for academically eligible students who want to earn the first two years of a four-year degree at SFCC, then transfer to EWU to complete their bachelor's degrees. Features of this program include: dedicated one-on-one counseling and advising from SFCC and EWU to help students select the right courses and stay on track for graduation; ongoing coaching; invitations to participate in EWU activities while attending SFCC; free quarterly transcript evaluations by EWU; connections with the EWU department associated with the students have major as well as priority registration as an incoming junior at EWU.

The college is working with the Office Planning, Institutional Effectiveness, and Research (PIER) in studying the times, location and modality of course offerings along with the DFWI (grades of D or F, withdrawals and incompletes) rates for different groups (by division, department, discipline, course and instructor). Analyzing the data, SFCC hopes to provide measures to better address the needs of students, as addressed in Indicator 3.1.2.

Objective 2: Indicators 3.2.1 – 3.2.3

The college will continue to increase programming to meet the needs of a diverse student population.

At present, SFCC has restructured the [advising process](#) by assigning students a faculty advisor in their major to assist with educational planning and goal setting as a subject matter expert to support students' degree efforts.

The college is expanding efforts in the [early alert](#) system to obtain early assistance for students who are experiencing academic difficulty in order to be connected to campus resources and support services.

A new peer service "[Ask-a-Student](#)" was introduced to provide an opportunity for students to access help from successful students who have been trained to answer college questions and connect students to campus resources they need. This is vital for students at remote sites or on-campus students who cannot find or access the services they need to be successful.

Early College High School is expanding efforts to work with more high schools in the region to avail opportunities for students of color to earn high school and college credits simultaneously.

Objective 3: 3.3.1

Extended information and assistance are provided in on- and off-campus information sessions and hands-on workshops on completing FAFSA applications and ensuring priority deadlines are met for federal financial aid.

The SFCC financial aid office is increasing staffing and structuring new procedures to process financial-aid packaging to ensure that funding is available to students when classes start each quarter.

The library at SFCC is purchasing text books in a variety of distribution areas to be placed on reserve and made available to students who have not received financial-aid funding during the first week of classes.

To view mission fulfillment chart for all of Core Theme Three, see: [Core Theme Three: Broad Access](#).

Core Theme Four: Diversity, Equity, Global Awareness

3.B Core-Theme Planning

Held as core values of our institution, diversity, equity and global awareness permeate our mission, core theme objectives and indicators. SFCC is dedicated to student and employee diversity, a culture of inclusiveness and providing of opportunities to experience diverse cultural perspectives. These three core-theme objectives align with the colleges three strategic goals regarding diversity.

Core Theme Four Objectives	2008-2013 Strategic Goals
Our diverse student populations meet or exceed the like statistics reported in the latest census data for CCS.	Increase the diversity of the student body, faculty and staff.
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.	Ensure equity among students, faculty, and staff.
SFCC provides students opportunities to learn about and experience diverse cultural perspectives as part of course, certificate, degree and co-curricular offerings.	Cultivate an appreciation for diversity among students, faculty and staff.

Table: 4.30 SFCC Diversity Objectives and Strategic Goals

3.B.1, 3.B.2

Contributing Programs and Services

SFCC uses curricular and co-curricular strategies to support diversity, equity and global awareness. We are committed to maintaining a diverse workforce that reflects the population the college serves. This diversity encompasses multiple expressions, including race, ethnicity, age, gender identity, physical and psychological capabilities, learning abilities and socioeconomics. To support these diverse populations, it is crucial to create a supportive environment in which they feel safe to study and work, an environment that goes beyond mere tolerance to true inclusivity. Everyone must feel valued not despite their diversity but because of it. To achieve such a supportive environment, the college promotes a global and multicultural learning environment that infuses global themes and multiculturalism in courses and curricula and encourages students, faculty and staff to participate in cross-cultural, multicultural and global activities both on campus and in the community. The diversity of the college is enriched through international education and study abroad programs.

Key contributing curricula include:

- [Diversity Requirement](#): SFCC offers students a choice of 27 diversity-intensive courses through a broad range of ten different humanities and social science

disciplines: anthropology, art, communication studies, film, history, literature, modern languages, music, political science, and sociology. The intent of the “D” requirement is to expose the student to racial and cultural perspectives beyond the dominant culture of the United States with multiple offerings each quarter that fulfill general education requirements for the AA degree.

- [Global Education](#): Students can immerse themselves in another culture through study abroad in one of five different countries—United Kingdom, France, Japan, Spain or Tibet—while earning college credit or participating in service-learning opportunities.
- [Gateway to College](#) (GtC): A national dropout recovery and scholarship program, GtC allows students between the ages of 16 and 20, who may not have been successful in high school, the opportunity to get back on track and earn a high school diploma and college credits. GtC students are more diverse demographically than the general SFCC student population in terms of race or ethnicity (31% nonwhite compared to 26% nonwhite) and first generation status (77% compared to 57%).
- [Early College in the High School](#): SFCC collaborates with local school districts to increase opportunities for local students who are traditionally underrepresented in dual-enrollment programs to earn college credits while remaining on their high school campuses or community locations.
- [The Intensive English Language Program](#): IELP brings international students to SFCC not only to increase their English skills while becoming immersed in American life but also to enrich the diversity of experiences that local students, faculty and staff already bring to the campus.
- [Online modality](#): SFCC enhances equity by providing access to students in outlying, rural areas via online courses such as American Honors College, Washington Online, and SFCC courses leading to an associate of arts degree.

Key contributing co-curricula include:

- [Campus and Community Events](#): SFCC provides activities for students, staff and community members to advance global awareness, develop and reinforce understanding across cultures, advocate for diverse populations, and promote cultural inclusiveness and the development of cultural competence. Annual events include collaborations between multicultural student clubs, SFCC Diversity & Equity Committee and instructional departments.
 - [Intercultural Week](#): This series of lectures, dances, foods, panels, films and discussions centered on celebrating, appreciating and understanding varied cultures through intellectually enriching, social and instructive activities.

- [International Film Festival](#): SFCC students and the community are introduced to award-winning films that explore economic, social and political issues and events through the lens of films from global cultures.
- [Red Nations Pow Wow](#): Through the third largest Pow Wow in Washington State, drummers and dancers from all over the Northwest participate and celebrate Native American culture on the SFCC campus.
- [Service Learning](#): Using cooperative learning and practica, students interact with diverse populations to enhance and supplement their classroom learning through meaningfully constructed learning experiences and reflection.
- [Safe Campus Advocates](#): Advocates are trained around issues of violence and victimization related to survivors of hate crimes, domestic violence, sexual assault, LGBTQ discrimination, suicide and post-traumatic stress. A consequence of a campus climate survey in 2008, SFCC now provides training for a [safe, positive and respectful environment](#) for students, faculty and staff who have concerns for self or others related to violence or victimization.

3.B.3

Data Collection and Analyses

For this core theme, a team of cross-disciplinary faculty, instructional and student services administrators and disability support and administrative services staff developed the benchmarks and indicators that most meaningfully integrated the college's planning, assessment and resource allocation for its diversity, equity and global awareness efforts. The team's broad range of sources, that draw on both academic and student services data, informs core theme planning and includes

- Campus Climate Surveys: 2005, 2008 and 2013
- Community College Faculty Survey of Student Engagement: 2011
- Community College Survey of Student Engagement: 2011
- Community College Student Experiences Questionnaire: 2002, 2005 and 2008
- IPEDS
- SBCTC Data Warehouse
- Student demographic profiles
- SFCC Scorecard: 2007-08, 2008-09 and 2009-10
- CCS Environmental Scan: 2007
- SBCTC Student Achievement Initiative Momentum data
- Census data.

All of these sources provide valuable and detailed information that helps the college make informed and timely decisions toward improved programs and services.

4.A Core-Theme Assessment

4.A.1-4.A.6

Objective 1 of Core Theme Four, “Our 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,” focuses both on representation as well as success rates for diverse groups.

Indicator 1

The first indicator measures racial or ethnic diversity of both student and employee populations as compared to the census information of the CCS service area, with a threshold of meeting the percentages found in the population at large and a target of exceeding the percentages found in the population at large. As shown by the following table, for indicator 4.1.1, SFCC met not only its threshold but also its target with regard to students and employees (in general, and also specifically faculty and exempt employees).

SFCC Core Theme Four - Objective 4.1: 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.					
	Measure	Result	Benchmark	Threshold Met	Target Met
4.1.1 The racial and ethnic diversity of SFCC students and employees is representative of the CCS service area. ²	4.1.1. A. Self-identified racially/ethnically diverse students.	22.8%	9.7%	✓	✓
	4.1.1. B. Self-identified racially/ethnically diverse employees.	11.9%	9.7%	✓	✓
	4.1.1. C. Self-identified racially/ethnically diverse faculty and exempt.	10.5%	9.7%	✓	✓

Table: 4.31 SFCC Core Theme Four - Diversity

Indicator 2

² Originally a similar indicator was set to measure the percentage of students and employees with disabilities as compared to the census data, with the intention of measuring inclusiveness of disabled populations. Once the data were examined, however, it was found that the percentage of students and employees with self-reported disabilities was much smaller than the percentage in the population at large (service area 14%, students 7%, employees 2.3%). After seeking to understand these sharp discrepancies, it became clear that this measure would not be a reliable indicator as to how the college’s inclusivity. After attempting to compare data to those of peer institutions it was found that these sorts of data are not available. For this reason, it was decided that it is more meaningful to focus on success rates for this population rather than a straight percentage of representation.

The second indicator focuses on completion rates of diverse students in contrast to completion rates of the dominant population. For this indicator completion rates were examined of full-time, degree-seeking students within 200% time for these areas of diversity: racially or ethnically diverse students (African-American, Native American, American Indian, Asian/Pacific Islander, and Hispanic/Latino) and low-income students (those who received a Pell Grant).

Completion gaps were compared between diverse and dominant culture students to the gaps at peer institutions, with a threshold that the SFCC completion gap approximate the completion gap at peer institutions (not to exceed two points). The target is that completion rates of diverse students match the completion rates of dominant-culture students.

The following table shows the completion percentage of racially or ethnically diverse students in contrast to the completion percentage of white students at both SFCC and peer institutions. In 2006 the gap was significantly less than the gap at peer institutions, and the three-year average gap is lower than that of the peer group's gap. The concern is, however, that the trend of the past three years shows decreased completion rates for SFCC minority students. The table also shows the completion percentage of students who received Pell Grants in contrast to the students not receiving Pell grants at both SFCC and peer institutions. In 2008 the gap was smaller than the gap of peer institutions, and in every other year the gap has been within one percentage point of the peer group.

SFCC Core Theme Four - Objective 4.1 continued					
	Diverse Group	3-Yr-Ave Gap		Threshold Met	Target Met
		SFCC	Peer	(gap approx. peers)	(no gap)
4.1.2 The gap between diverse full-time, degree-seeking credit students and majority students completing their degrees or certificates within 200% of stated time is similar to the gap at our peer institutions.	4.1.2. A Racially/ ethnically diverse students.	8%	8.5%	✓	
	4.1.2. B Pell recipients.	2.4%	1.9%	✓	

Table: 4.32 Core Theme Four Gap Analysis Diversity

Because completion data are not available from peer institutions for disabled students, the completion percentage of students with disabilities was compared to students without disabilities, and a threshold was set that completion rates of students with disabilities would approximate the completion rates of students without disabilities (not to exceed 2 points). As shown in the following table, this gap varies from year to year (probably owing to a relatively small population), but when a three-year average is considered, the threshold is met, mostly due to the strong numbers in 2007.

SFCC Core Theme Four - Objective 4.1 continued						
		With disabilities	Without disabilities	Gap	Threshold Met (approximates)	Target Met (no gap)
4.1.2 Completion rates of students with self-reported disabilities approximate the completion rates of students without disabilities.	3-Year Ave Gap	31.6%	32.9%	1.3	✓	

Table: 4.32 Core Theme Four Gap Analysis Diversity

Indicator 3

The third indicator looked at gains in Student Achievement Initiative (SAI) momentum points in basic skills, comparing gains of dominant-culture students with two diverse student groups: 1) racially or ethnically diverse students and 2) low-income students. (The original plan was to look at basic skills gains for disabled students, but it was discovered that no such data are available.) We set a threshold that the four-year-average gap between diverse students and majority students would approximate the gap at peer institutions (not to exceed 2 points). Due to the size of the basic skills population, for this indicator the peer group differs from that used in other areas of this report and consists of the following community and technical colleges in Washington State: Clark, Highline, Renton, Seattle Central, North Seattle and Yakima Valley. Our eventual target is that the points gained by diverse students meet the points gained by majority students.

As seen in the following table, the SAI gap for basic skills students was lower than the peer group for racially or ethnically diverse students, meeting the threshold. In the case of Pell grant recipients, the gap was within 0.43 of the peer group.

SFCC Core Theme Four - Objective 4.1 continued						
	Diverse Group	3-Yr-Ave Gap		Threshold Met (gap approx. peers)	Target Met (no gap)	
		SFCC	Peer			
4.1.3 The gap in basic skills gains between diverse students and dominant culture students is similar to the gap at our peer institutions.	4.1.3.A Racially/ethnically diverse students	-0.54	0.31	✓	✓	
	4.1.3.B Pell recipients	0.46	0.03	✓		

Table: 4.33 Objective 4.1.3 Basic Skills in Diverse Students

Indicator 4

The last indicator focuses on persistence rates of three diverse groups: 1) racially/ethnically diverse students (African-American, Native American/American Indian, Asian/Pacific Islander, Hispanic/Latino), 2) low-income students, and 3) students with disabilities. For this indicator the fall-to-fall persistence rate of full-time, degree-seeking students was examined.

SFCC’s threshold for the first two groups was that the persistence gap between diverse students and dominant-culture students approximates the gap of the peer group. The eventual target is that the gap between diverse students and majority students will not exist. As can be seen in the following table, for racial/ethnically diverse students SFCC was far from meeting its threshold. For low-income students, the gaps were closer to peer institutions, but not on par with them.

SFCC Core Theme Four - Objective 4.1 continued					
	Diverse Group	3-Yr-Ave Gap		Threshold Met	Target Met
		SFCC	Peer	(gap approx. peers)	(no gap)
4.1.4 The gap in persistence between diverse students and dominant culture students is similar to the gap at our peer institutions.	4.1.4.A Racially/ethnically diverse students	7.2%	1.1%	x	
	4.1.4.B Pell recipients	2.8%	-1.2%	x	

Table: 4.34 Objective 4.1.4 Persistence in Diverse Students

Since data about disabled students at peer institutions are not available, for that group persistence rates of students with or without disabilities were compared, with a threshold that completion rates of students with disabilities would approach the completion rate of students without disabilities, and a target that the gap between them would not exist. As can be seen in the table below, this gap varies quite a bit from year to year (probably owing to a relatively small population). Because of the disproportionate gap in 2011, SFCC did not meet the threshold with regard to the four-year average, but when broken down by individual years, the threshold for two of the four years was met, and SFCC met the target in one year.

SFCC Core Theme Four - Objective 4.1 continued						
		With disabilities	Without disabilities	Gap	Threshold Met	Target Met
					(approximates)	(no gap)
4.1.4 Persistence rates of students with self-reported disabilities approximate the completion rates of students without disabilities.	4-Year Ave Gap	41.4%	44.9%	3.5	-	

Table: 4.35 Objective 4.1.4 Persistence in Disabled Students

Objective 2 of Core Theme Four, “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,” focuses on campus climate regarding diversity.

Indicator 1

As an indicator of an inclusive culture, the number of student clubs, supporting diversity of race, ethnicity, ability, sexual orientation and gender identity, ability, religion, and global cultures, is monitored. SFCC maintains 12 active diverse clubs.

Indicator 2

As another indicator of an inclusive culture, the number of employees, who are certified as Safe Campus Advocates (SCA) is monitored. SCAs are employees who have been trained to work with students around issues of violence and victimization in areas such as hate crimes, domestic violence and sexual assault, homophobia, post-traumatic stress and suicide. The number of Safe Campus Advocates increased from eight in 2011 to twelve in 2012.

Indicator 3

The final indicator for Objective 2 looks at how students and faculty/staff perceive campus climate. The instrument used, the Noel-Levitz Student Success Inventory (SSI), measures gaps between the importance students place on something and their satisfaction with it. The lower the gap, the better the college is meeting students’ expectations. In providing a safe environment, the national community college gap was 0.69 in 2011, and the gap at SFCC was 0.78. This gap was also an increase of 0.12 over the last two administrations of the SSI, and falls short of the threshold.

Staff, faculty and administrators report their perception of campus climate via a locally developed climate survey administered every three years. In 2008, 65.58% of campus employees reported they were satisfied or very satisfied with how SFCC values diverse students and makes SFCC safe for diverse students, exceeding the threshold of 65%. In 2013, the wording of the climate survey was slightly changed; 73% agreed or strongly agreed that SFCC is safe for diverse students while 70% agreed or strongly agreed that the learning environment is hospitable to all students.

Core Theme Four - Objective 2 Summary		
Objective 2	Threshold Met	Target Met
Indicator 1	✓	
Indicator 2	✓	✓
Indicator 3	✓	

Table: 4.36 Core Theme Four Objective 2 Summary

Objective 3 of Core Theme Four, “SFCC provides students opportunities to learn about, and experience, diverse cultural perspectives as part of course, certificate, degree and co-curricular offerings”, focuses on the opportunities SFCC provides students to increase their awareness of diversity.

Indicator 1

One of the opportunities SFCC provides is for students to study abroad or participate in service learning abroad. Although offered in different countries over the last four years, SFCC has maintained the number of opportunities for students, which meets the threshold as shown in the following table.

SFCC Core Theme Four - Objective 4.3: SFCC provides students opportunities to learn about and experience diverse cultural perspectives as part of course, certificate, degree and co-curricular offerings.						
4.3.1 SFCC will provide opportunities for students to participate in service-learning abroad and study-abroad.	Study Abroad Locations	2009-10	2010-11	2011-12	2012-13	Met
	United Kingdom	✓	✓	✓	✓	✓
Spain	✓	✓	✓	✓		
Japan		✓				
France		✓	✓	✓		
Tibet			✓	✓		

Table: 4.37 Indicator 4.3.1 Study Abroad

Indicator 2

A primary means by which SFCC provides students opportunities to increase their awareness of diversity is through the diversity global awareness requirement for the associate of arts degree. Although the number of diversity-global awareness sections offered fluctuates with enrollment, the ratio of student headcount to sections offered was maintained over the last four years, meeting target as indicated in the following table.

SFCC Core Theme Four - Objective 4.3 continued					
	Academic Year	# section	Academic Transfer Headcount	Ratio of Headcount to section	Met
4.3.2 SFCC provides courses with a focus in diversity and global awareness.	2008-09	50	6239	125:1	✓

Table: Indicator 4.38 Courses in diversity and global awareness

Indicator 3

Finally, through self-reporting, the majority of students (74%) report that SFCC contributed to their racial and ethnic knowledge, skills and personal development according to the 2011 administration of the Community College Survey of Student Engagement (CCSSE), exceeding the threshold of 70%. Because this was the first year SFCC administered the CCSSE, it is difficult to compare results to the previous instrument (CCSEQ).

SFCC Core Theme Four - Objective 4.3 continued 4.3.3 Students report increased understanding about diverse cultural and global perspectives.			
	Answer	Percentage of Respondents	Threshold Met
Question: How much has your experience at this college contributed to your knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds?	Some	34%	✓
	Quite a Bit	25%	
	Very Much	15%	
	Combined	74%	

Table: Indicator 4.39 Students report increased understanding about diverse cultures

The most analogous question would be “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, for example)?” In 2008, 64.2% of students reported very much, quite a bit or some. While this is a lower percentage than reported in 2011, it’s also a more specific

SFCC Core Theme Four - Objective 3 Summary		
Objective 3	Threshold Met	Target Met
Indicator 1	✓	
Indicator 2	✓	
Indicator 3	✓	

question, which could account for the difference as noted in the corresponding table.

Table: 4.40 Core Theme Four: Objective 3 Summary

4.B Improvement

4.B.1, 4.B.2

Diversity, equity and global awareness are deeply held core values that are integrated into many of SFCC’s activities and programs. Through curricular and co-curricular strategies, the aim is to create a supportive environment where diverse populations feel safe to study and work.

Through this cycle of planning and assessment, SFCC has become more deeply aware of the areas where the college is achieving this goal and other areas where much work remains to be done. The data gathered serves as a starting point for future planning to close the gap between reality and targets. SFCC has met thresholds for 9 out of 10 of indicators, but in the spirit of continuous improvement, seeks not only to strive to meet targets, but also to translate these efforts regarding inclusiveness into tangible success for diverse students. Completion and persistence rates are the areas of greatest challenge.

In regard to completion rates, while the three-year-average gap between minority and dominant culture students was not significantly different than peer institutions (within .5%), the gap has increased each year over the past three years. Even more distressing, the gap in persistence rates between racially or ethnically diverse students and majority students at SFCC was much larger (6.1% larger) than the gap at peer institutions. The completion and persistence rates of minority students as a part of the larger issue of low completion and persistence rates for our students in general is recognized. This is a serious area of need collegewide. Within this context, it is not surprising that the at-risk populations are exhibiting this problem to a greater degree. Low completion and persistence rates is an issue that has not been “on the radar” until the arrival of the new college leadership and is a conversation that is just beginning. As part of this conversation, the Office of Planning, Institutional Effectiveness and Research has made tools available to administration to easily look at DFWI rates for different groups (by division, department, discipline, course and instructor). These tools allow the college to focus on the areas of greatest need. While administrators are fully aware of the urgency of this issue, the college is in the early stages of involving the faculty

and the college-at-large in this discussion and the college is formulating a strategy to address the need.

Steps for improvement

Steps that have begun toward addressing the overall completion and persistence rates through: 1) a complete overhaul of the academic advising program; 2) the launching of a new early alert process; 3) the launching of the “Ask-a-Student” service; 4) the new tutoring center that will open in the new Falls Gateway building in Fall 2013; 5) the Early College in the High School initiative; and 6) professional development for faculty in the area of Universal Design for Learning. While not all of these initiatives are aimed specifically at diverse students, the college believes that these measures will have a positive impact on their completion and persistence rates. This belief is based in part on the finding that SFCC’s diverse students fare better in our career technical programs, which tend to have stronger wrap-around support services.

Academic Advising or Consulting is now administered at the department level so that each department can design the advising model that works best for its students. Students who have not declared a major or program, have earned fewer than 30 credits, and who have placed below college level in reading, writing or math are assigned to an adviser who checks on their academic progress. They connect them with relevant resources, assist students with educational planning and goal setting and assist with scheduling and registration. Students, who place below college level in two or three areas, are assigned to a counselor for advising. Students remain with their advisers until they have earned 30 credits or have declared a major/program, at which time they are transitioned to an adviser in their major or program. Each department is assigned a counselor-mentor to support its advisement efforts and provide subject matter expertise. In addition, each advisor is provided with online professional development.

Early Alert provides a referral system for students, faculty and staff to obtain assistance for students who are experiencing academic difficulty in order to connect them to campus resources and support services. This program received 39 referrals during its pilot quarter Fall 2012, 195 referrals in Winter 2013 and 316 referrals in Spring 2013. Students referred to the program receive one-on-one support from faculty or staff and peer tutor team members trained to assist them toward successful course completion or withdrawal from courses by the quarterly deadlines when appropriate.

Ask-a-Student is a new Peer Services initiative developed by a team of students/faculty/staff and administration during Winter 2013 and rolled out to the campus in Spring 2013. It provides an opportunity for current or potential students to access help from successful students who have been trained to answer college questions and connect students to the campus resources they need. Students can access [Ask-a-Student](#) by email or phone or dropping by the Peer Services Office during scheduled work hours.

Peer Tutoring has traditionally been available on a drop-in basis for the most high-risk courses on the SFCC campus. Students may seek free tutoring from peers who have earned a 3.5 or better in the subject areas that they tutor. Along with access to free tutoring in over

20 subject areas in seven campus locations, SFCC students may also use the free 24/7 eTutoring site to gain assistance and feedback from successful peers in a nine-state community college and university consortium. Peer tutors are recommended by their instructors for their subject knowledge and interpersonal communication skills. A strong effort has been made over the last year to focus on special populations of students. In Winter 2013, recognizing that students of color often feel uncomfortable seeking assistance, the tutoring center placed a tutor of color trained specifically to provide drop-in/and by-appointment tutoring for students in the campus Multicultural Center. In Spring 2013 a tutor was hired to assist Veterans in the [Veterans Center](#).

The **Early College High School** Initiative (ECHS) began at SFCC in 2005 with the Native American College Initiative. Through this initiative, tenth and eleventh grade students, often from underrepresented populations, are able to earn high school and college credits simultaneously. In keeping with the philosophy of taking education to the students, ECHS courses are taught by college faculty on site at area high schools as well as at a local nonprofit organization, Emmanuel Family Life Center (started in January, 2010, and associated with Bethel AME, a historically African-American church in Spokane). ECHS students not only take college-level classes but also build relationships with SFCC counselors, helping to bridge the gap between high school and college. ECHS boasts a student completion rate of over 90% and an average GPA of nearly 3.0. The program is scheduled to expand in fall 2013.

During 2013-14, SFCC will conduct a Faculty Learning Community (FLC) focused on using the principles of **Universal Design for Learning** to meet the learning needs of diverse students. The goal is to build on the success of the first FLC in Universal Design for Learning in 2012-13, in which 40 faculty, staff and administrators participated. In next year's diversity FLC, participants will examine ways in which their behaviors, policies and practices are exclusionary and how to make them more equitable and inclusive.

To view mission fulfillment chart for all of Core Theme Four, see: [Core Theme Four: Diversity, Equity, Global Awareness](#).

Core Theme Five: Responsiveness to Community Needs

3.B Core-Theme Planning

This core theme relates to the college's mission in that student achievement and scholarship are fostered by strong partnerships between the college and its community stakeholders. These partnerships are vital to providing accessible opportunities for students to learn from and contribute to the community. Programs and services are selected to augment these partnerships.

3.B.1, 3.B.2

Contributing Programs and Services

Planning for Core Theme Five centers on the three objectives of the theme:

1. To sustain and continue to build strong collaborative partnerships with business, community, government, education and human services organizations throughout our region;
2. To respond quickly to the changing educational, training, social and employment needs in the region; and
3. To advance the values of justice, service and engagement in the community.

We sustain and continue to build strong partnerships with business and human services organizations throughout the region by maintaining vibrant business and industry advisory committees which meet regularly with career technical education (CTE) faculty and through SFCC's involvement with the [Spokane Area Workforce Development Council](#) (SAWDC) and the local [WorkSource office](#). Recently, the Community Colleges of Spokane created a [Center for Workforce and Continuing Education](#) that shares resources with SAWDC and acts as a clearinghouse for innovative ideas for partnerships between the colleges and industry.

The SFCC campus, located next to a scenic state park, is a veritable magnet for visits from K-12 students and staff, a fact only augmented by the recent addition of SFCC's 52-seat, state-of-the-art Planetarium. SFCC's [Service Learning](#) program involves students and faculty alike in dynamic partnerships with area nonprofit human services and environmental organizations. SFCC's annual International Film Festival just completed its seventh year of partnership with the local Garland Theater and is an event that draws hundreds of students and community members.

Community colleges generally enjoy a reputation for quick responsiveness to community need, and SFCC takes this responsibility seriously. One arena in which slowdowns can occur is in the [curriculum approval process](#) and so we have planned a systematic appraisal of our process to assure that alacrity and academic integrity are interwoven as efficiently as possible. SFCC nurtures close ties especially between CTE faculty and their business and industry partners, not only through the requisite advisory committee structure, but also by gleaning timely economic information from SAWDC, the regional economic forecasts provided by the Washington State Employment Security Department, and other local sources with which our faculty and administrators liaison.

The SFCC campus is well known in the [community as a hub of activities](#) and events pertaining to matters of social need such as public health, homelessness, domestic violence and related areas, events which help connect community members with available resources. Popular venues include the 140-seat sn-w'ey'-mn auditorium, the art gallery and the Student Union Building lounges.

Spokane Falls Community College is committed to advancing the values of justice, service, and engagement in the community, and supports programs, services and their contributing components accordingly. Underrepresented populations of students are provided access to SFCC through such programs as [Gateway to College](#), which serves students ages 16-21 who are at risk of dropping out of high school or have already dropped out, and provides dual enrollment opportunities designed to help them complete high school while earning college credits. [Early College High School](#) is another program designed to serve students who are otherwise underrepresented in our Running Start population. This program takes college courses taught by college faculty into local high schools with high percentages of at-risk students and also into a local community center affiliated with a historically African-American church. SFCC's [Integrated Basic Education and Skills Training](#) (I-BEST) program serves adults who are in need of increasing basic math, writing and computer skills while earning credits toward a career technical certificate or degree enabling them to earn a living wage on completion. Service learning is a program that connects students to volunteer opportunities with local community service organizations and links classroom learning to amelioration of practical, real-world needs. The college also acts as a center of community engagement and hosts numerous artistic and other cultural events that involve and benefit the community. Events are frequently held in such venues as the 613-seat music auditorium and the 212-seat Spartan Theatre. An annual pow wow sponsored by the Red Nations student club, is held in the college's gymnasium.

3.B.3

Data Collection and Analyses

Data are collected from a variety of sources including the Workforce Education Office, the Office of Outreach and Marketing, academic division offices, the Offices of the Vice Presidents of Learning and of Student Services, the Office of the Director of Institutional Planning, Effectiveness, and Research (PIER), the President's Office, the Center for Workforce and Continuing Education and the CCS district Office of Institutional Research. All of these sources provide valuable and detailed information that help the college make informed and timely decisions intended to improve programs and services.

4.A Assessment

4.A.1-4.A.6

Objective 1

Assessment of Objective 1, "Sustain and continue to build strong collaborative partnerships with business, community, government, education and human services organizations throughout our region," focuses on three salient relationships the college maintains that are reliable indicators of its overall connection and responsiveness to the community it serves.

The first of these significant relationships is maintained with the community's business and industry leaders who look to SFCC's CTE programs to provide the qualified workforce needed to grow the local economy and provide services to area residents. This relationship is both

fostered by, and manifested in, the robust state of SFCC’s advisory committees. All of SFCC’s CTE programs have regular meetings with their respective advisory committees, and all of these committees boast strong representation from professional area field experts. For the years 2011-12 and 2012-13, the 20 CTE programs combined had an average of over eight business and industry representatives per advisory committee meeting. Every program had at least one or two meetings per year in those two years, and three programs had as many as three [advisory committee meetings](#) during this period. Advisory committee attendance either increased or was maintained for 15 of the 18 committees in the period from 2011 to 2013 over the two preceding years (83%).

The second of these significant relationships is with the [Spokane Area Workforce Development Council](#) (SAWDC) and [WorkSource Spokane](#) (WSS). The former connects the college to employers, and the latter connects community members with the educational programs that provide them with marketable skills. In June 2012, SAWDC ended its 38-year relationship with the City of Spokane and established a new partnership with the Community Colleges of Spokane to streamline management and increase efficiency. The Executive Director of SAWDC now reports to the CCS Chancellor, and the net effect has been, and will continue to be, a closer and more fluid connection between the college’s current and future offerings and the needs of employers. The [CCS Center for Workforce and Continuing Education](#), also formed in 2012, maintains a full-time employee on site at WSS as well. The indicator that these changes have borne the intended fruit is to be found in the fact that only five of SFCC’s eighteen CTE program advisory committees had representatives from SAWDC or WSS in attendance in 2011-12, but in 2012-13 all of them did.

One-third of these relationships is less definable, but pertains to the manner in which the college is viewed, and operates as a resource for various community, government, human services and educational organizations. There are multiple indicators of the health and vigor of these relationships, but one worth mentioning is the opening of a new, 52-seat planetarium in the recently constructed science building. In less than two years, this facility hosted 371 showings to K-12 students, SFCC students and the community at large, and this figure does not include the 58 occasions outside groups rented it through Winter 2013. In total, over 15,300 people have viewed shows at the Planetarium since its opening.

Another high-profile point of contact between SFCC and the greater Spokane community is the annual [SFCC International Film Festival](#). Started in 2005 as an activity of the student French Club, the festival is now organized by a committee of faculty, many of whom are student club advisers, and consists of showing critically heralded international films at the historic Garland Theatre, located about two miles from campus. The films are introduced by faculty experts who are involved in the festival selection process. The festival has only grown in popularity among students and community members, as evidenced in the following table:

Attendance at SFCC International Film Festival				
Winter Quarter	CCS Students (Free)	CCS Staff (Free)	All others (\$3.50)	TOTAL ATTENDANCE
2009	704	--	267	971
2010	598	--	478	1076
2011	841	--	432	1273
2012	743	121	459	1323

Table: 4.41 SFCC International Film Festival Attendance

Two other illustrative indicators of the college’s success in sustaining and continuing its strong collaborative partnerships with the community are the [Service Learning](#) program and the number of campus tours and visits from K-12 students from throughout the CCS service area. The college partners consistently with 50-60 nonprofit organizations in offering service learning opportunities to students, opportunities which also help fill the acute need for volunteers for the participating agencies and organizations. Between 15-20 classes participate every quarter in these service opportunities, with the International Peer Mentoring program being amongst the most popular, involving approximately 125 students each quarter. Other programs and/or departments with high levels of service-learning participation include Human Services, Social Sciences, and the Physical Therapist Assistant Programs. Over the past four years, SFCC averaged 100 campus tours per year for K-12 students in the region, impacting over 1500 students per year. In addition, the SFCC Office of Marketing and Outreach averaged 24 visits per year to K-12 schools in the region over the past four years, impacting over 1350 students per year.

Objective 2

Assessment of Objective 2, “respond quickly to the changing educational, training, social and employment needs in our region,” focuses on three indicators that reflect on the college’s agility and sensitivity in response to community needs.

The first of these indicators pertains to the speed with which new programs can be implemented and the role of the curriculum approval process in facilitating this work. The dean of workforce education is currently working with the Office of Planning, Institutional Effectiveness and Research to produce a survey that will collect meaningful feedback from all CTE program leads regarding the nimbleness of the [curriculum approval process](#) in responding to employer needs for specialized training. At present there is anecdotal information indicating that internal processes may thwart timely responses to business and industry needs. The goals of the survey are twofold: to determine if there is an institution-wide dissatisfaction with current curriculum approval processes and to gather ideas for improving and perhaps “leaning” the process. A separate effort is underway to gather information from peer institutions in the state regarding their curriculum-approval processes to see how they compare. This process should be complete and an improvement plan in place, assuming one is needed, by Spring 2014.

SFCC Core Theme Five - Objective 5.1: Sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout our region.					
Indicator	Benchmark	Threshold	Met	Target	Met
5.1.1 Industry representatives maintain regular participation on advisory committees.	75% of CTE advisory committees maintain or increase attendance.	15 of 18 advisory committees maintain or increase attendance.	✓	All advisory committees maintain or increase attendance.	✓
5.1.2 Build and sustain relationships with Spokane Area Workforce	75% of CTE programs invite representatives from SAWDC or CCSWS to	15 of 20 CTE programs will invite a representative from SAWDC or	✓	All CTE programs will invite a representative from SAWDC or	✓

SFCC Core Theme Five - Objective 5.1: Sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout our region.					
Indicator	Benchmark	Threshold	Met	Target	Met
Development Council (SAWDC) and CCS WorkSource (CCSWS).	advisory committee meetings each year.	CCSWS to attend at least one advisory committee meeting each year.		CCSWS to attend at least one advisory committee meeting each year.	
5.1.3 Build and sustain relationships with local partners.	Number of Planetarium visits at a college of similar size with a planetarium.	Planetarium visits will be within 5% of Mt. Hood Community College.	Unknown at this time.	Average 5% increase in Planetarium visits from 2012-13 levels over accreditation cycle period.	New and too early to measure.
	Attendance at International Film Festival in a representative year.	Attendance at International Film Festival will meet 2009-10 levels.	✓	Average 5% increase in International Film Festival attendance over accreditation cycle period.	New and too early to measure.
	Number of service learning partnering agencies in a representative year.	Number of service learning partnering agencies will meet 2009-10 levels.	✓	Average 5% increase in number of service learning partners over accreditation cycle period.	New and too early to measure.
	K-12 campus tours in a representative year.	Number of K-12 campus tours will meet 2009-10 levels.	--	Average 5% increase in K-12 campus visits over accreditation cycle period.	New and too early to measure.
	Number of course offerings at Fairchild Air Force Base.	Number of course offerings at FAFB is adequate to meet demand as determined by the relative absence of wait-listed students and/or presence of available seats.	✓	The number and nature of course offerings will be fine-tuned to meet demand without leaving excessive (>10%) available seats or waitlists.	New and too early to measure.

Table: 4.42 Core Theme Five Objectives

The second indicator pertains to the quality of communication between our career technical programs, the students they educate and the employers they serve. The [Center for Workforce and Continuing Education](#) is poised to become the main conduit for communication between the employers of our region and the colleges of CCS. The Center maintains a full-time staff presence at WorkSource Spokane, the region’s main employment office and the staff member facilitates weekly meetings among WorkSource staff, family service coordinators, workforce program managers and CTE program leads to share updates, information and to keep front-line staff well-informed about what CTE offerings are available to potential students and about the tie-ins to regional employers. These meetings also serve the purpose of keeping program leads well-informed about employment trends in the region and ways in which SFCC might best respond to them.

SFCC Core Theme Five - Objective 5.2: Respond quickly to the changing educational, training, social, and employment needs in our region.					
Indicator	Benchmark	Threshold	Met	Target	Met
5.2.1 CTE programs and processes are analyzed to determine agility to respond to market needs.	Curriculum approval process at peer colleges deemed to have agile response time.	Curriculum approval process barriers are identified, CTE program leads are surveyed regarding solutions/best practices, and a report with recommendations is generated.	✓	Report recommendations are implemented.	--
5.2.2 CTE program leads liaison with the Division of Workforce, Continuing Education and Contract Training to identify and quickly respond to market needs.	75% of program leads identify market needs.	15 of 20 CTE program leads identify market needs.	--	All CTE program leads identify market needs.	--
	75% of CTC programs develop timely responses.	15 of 20 CTE program leads respond to identified needs.	--	All CTE program leads respond to identified needs.	--
5.2.3 Effective utilization of on-campus venues to address social needs in the community.	Number of on-campus events and presentations that pertain to social needs in the community in a representative year.	Number of on-campus events and presentations that pertain to social needs in the community will meet 2009-10 levels.	New and too early to measure.	Average 5% increase in number of applicable on-campus events and presentations.	New and too early to measure.

Table: 4.43 Respond quickly to regional needs

The third indicator pertains to institutional responsiveness to social issues of importance to the community. The college takes its role as a center for public discourse seriously and seeks to make itself known as a resource for example its library and employee expertise) for informing such discourse, as a site where such discourse can occur and as a source for meaningful input into this discourse. For example, SFCC has a committee devoted to choosing an [annual college-wide theme](#) which provides a central focus for year-long activities, (including films, speakers, artists, plays) that incorporate as many of the departments on campus as possible. The college also hosts an annual [Intercultural Week](#) series which showcases cultures and international issues that otherwise do not garner widespread attention in the Spokane area.

Objective 3

Assessment of Objective 3, “Advance the values of justice, service and engagement in the community,” focuses on three indicators that showcase the college’s dedication to promulgating these ideals both within the institution and to the larger community.

SFCC Core Theme Five - Objective 5.3: Advance the values of justice, service, and engagement in the community.					
Indicator	Benchmark	Threshold	Met	Target	Met
5.3.1 Underrepresented populations are afforded access to the benefits of higher education.	Gateway to College initiative data at successful peer institutions.	Enrollment in Gateway to College is adequate to fund continuation of program.	✓	Enrollment meets original projections in grant budget.	✓
	Early College High School enrollment levels in a representative year.	Early College High School program enrollment meets 2012-13 levels.	Too early to measure.	Early College High School program enrollment increases by an average of 5% over accreditation cycle period.	Too early to measure.
	I-BEST enrollment levels in a representative year.	Maintain I-BEST enrollment at 2012-13 levels.	Too early to measure.	I-BEST enrollment increases by an average of 5% over accreditation cycle period.	Too early to measure.

SFCC Core Theme Five - Objective 5.3: Advance the values of justice, service, and engagement in the community.					
Indicator	Benchmark	Threshold	Met	Target	Met
5.3.2 Service learning is embedded in curriculum.	Number of courses providing embedded opportunities for students to be involved in service learning and volunteer projects in a representative year.	Number of courses providing embedded opportunities for students to be involved in service learning and volunteer projects meets 2009-10 levels.	✓	5% increase in number of courses providing embedded opportunities for students to be involved in service learning and volunteer projects over accreditation cycle period.	New and too early to measure.
5.3.3 Effective utilization of on-campus venues for artistic and cultural events that engage and benefit the community.	<p>Number of planetarium shows.</p> <p>Number of concerts held annually in the Music Auditorium.</p> <p>Use patterns of recording studio.</p> <p>Regular shows at Spartan Theatre.</p> <p>Number of facility rentals and revenue generated thereby.</p>	<p>With the exception of new venues (i.e. planetarium and recording studios) number of concerts, shows, and facility rentals will meet 2009-10 levels. For new venues, 2012-13 levels will form the baseline.</p>	Too early to measure.	5% increase in number of events designated over accreditation period.	Too early to measure.

Table: 4.44 Community engagement

The first indicator pertains to the value of justice and focuses on the college's efforts in reaching out to underrepresented and at-risk student populations. One example of this is that SFCC is a member of the Gateway to College National Network and started its [Gateway to College](#) program in Fall 2012. The program is a dual-enrollment opportunity for credit-deficient high school students aged 16-21 who have dropped out or are on the verge of dropping out to earn a high school diploma and earn college credits simultaneously. The program has an enrollment goal of 125 students annually and this year SFCC surpassed that

goal with still many more students on waitlists. Retention is around 70% which is impressive given the academic track records of many of the students participating. The program is expected to expand in the 2013-14 academic year, and already three additional school districts have signed on to interagency agreements or MOUs to partner with SFCC along with the two original partnering districts, (West Valley School District and Spokane Public Schools). It now appears likely that the combination of strong enrollment and retention rates along with the innovative use of pass-through monies from the school districts will allow Gateway to College to be a self-sustaining program that will serve many more students in years to come.

Another example of the college's efforts at embodying the value of justice is the [I-BEST program](#); (Integrated Basic Education and Skills Training). This program is a signature effort of the state of Washington in which differential funding is used to underwrite the cohort-based and enhanced instruction model. Since 2007, SFCC has had I-BEST cohorts every quarter. I-BEST students are typically those who are first time and first generation college students, those looking to begin a new career, or are students needing to increase their basic literacy, numeracy, writing and computer skills while earning college credits toward certificate or degree programs. There is additional instructional expense from the requirement that an I-BEST program must have two instructors in the classroom, both a basic skills and a content instructor, with at least 50% overlap throughout the quarter. The SFCC I-BEST program averages an 80-85% student retention rate. It is a one-quarter model with new cohorts starting Fall, Winter and Spring quarters.

[Early College High School](#) is a program in which SFCC classes, taught by SFCC faculty, are taught on high school campuses or community centers which serve large populations of underrepresented students. Currently there are two such initiatives, one located at the Emmanuel Family Life Center, a 501c3 organization affiliated with a historically African-American church in Spokane, and the other at Rogers High School, which has the largest concentration of Native American students in the Spokane Public Schools system. The goal of this program is to introduce students for whom college might not have seemed a viable option to a college class in a setting that is comfortable for them. The classes are funded through the Running Start model and books are provided free of charge. The hope is that students will experience college success in this setting and thereby be encouraged to continue their academic careers beyond high school. Each initiative is assigned a counseling faculty member as coordinator and these coordinators work closely with high school counselors and community leaders to provide wrap-around services for the students to the extent resources allow. Success rates have been encouraging and a third initiative is slated to begin at Shadle Park High School in fall 2013.

As the name implies, the value of service is part and parcel of SFCC's [Service Learning Program](#). Currently the program is coordinated by a reassigned faculty member plus two staff paid out of grant monies from VISTA and Campus Compact. Our current VISTA grant is under a new matrix, and accordingly the program is condensing its active partnerships to be mostly within SFCC's identified "neighborhood" which is West Central, an area with historically high poverty rates. Recent efforts have focused on strengthening the college's relationship with its neighborhood partners such as Holmes Elementary School, West Central Community Center, Project Hope, Holy Trinity Episcopal Neighborhood Dinner Table, Spokane Regional Health District, and others. Another service-learning model successfully employed at SFCC is the double-oversight model. This model was used at three sites in 2012-13 during each quarter. In this model, several students visit a specific site for a specific quarter-long project outside of class time and are joined by one of SFCC's Service Learning staff in

the activity. The activity is also overseen by the partner at that site; and allows for maximum guided student engagement in the community.

The value of engagement in the community is best evidenced by the number and diversity of [on-campus cultural events and activities](#) that attract participation and attendance from students and residents of the area alike. For example, in 2012 there were 45 events that utilized campus facilities with an average attendance of over 190 per event. These figures do not include regular college-sponsored events such as theatrical productions, athletic competitions, music concerts and art gallery shows. The events included such disparate activities as the annual pow wow sponsored by the Red Nations student club, the annual Martin Luther King, Jr. luncheon sponsored by the Black Student Union, High School Science Olympiad, Veterans' Resource Fair, Spokane Multiple Sclerosis Walk, National Christian Forensics and Communications Association Washington Open Debate Tournament, and the KuroNekoCon Japanese Cultural event sponsored by the student Anime Club. In addition, several academic departments host guest speakers for events open to both students and the community. The English department, in conjunction with the [Wire Harp](#) and LitLive!, hosted a reading and discussion by National Book Award-winning poet Nikki Finney in Winter 2013.

4.B Improvement

4.B.1, 4.B.2

Objective 1: Sustain and continue to build strong collaborative partnerships with business, community, government, education and human services organizations throughout our region.

The Office of the Workforce Dean has a full-time staff member who has a primary task of scheduling and coordinating of all 18 advisory committees. This level of institutional commitment has resulted in improved attendance at these meetings by representatives of business and industry as well as participation from the local WorkSource Office and the CCS Center for Workforce and Continuing Education. There are plans to bring an Industry Navigator on staff beginning in 2013-14 who will work as liaison between the college's CTE programs and local businesses to help students forge connections to the work world.

The leadership of the committee in charge of the [International Film Festival](#) helped propel attendance to record levels for 2013, and the committee has been approached by representatives from the historic landmark Bing Crosby Theater in Spokane about possible future partnerships.

Recently talks have begun for expanded partnerships between SFCC's drama program and its counterpart at Eastern Washington University. These partnerships are expected to include participation by EWU students in SFCC stagecraft course offerings, a possible summer joint production, and an articulation agreement between SFCC's associate of fine arts degree and EWU's bachelor of fine arts degree program in drama when the latter becomes available in 2015.

SFCC's [service learning program](#) has renewed its VISTA grant for 2013-14 and plans to expand partnerships to better serve the nearby West Central neighborhood. Campus tours and planetarium showings continue to showcase the campus and its diverse offerings and resources to the community. The academic deans continue to work closely with the program coordinator at [Fairchild Air Force Base](#) to optimize course offerings at that site and to reserve online seats in selected sections best suited to serve the needs of military personnel and dependents. In all these instances, we monitor our performance closely and seek feedback

from affected stakeholders in order to identify any problem areas and engage in continuous improvement.

Objective 2: Respond quickly to the changing educational, training, social and employment needs in our region.

The SFCC Dean of Workforce Education initiated a survey of all CTE program leads to obtain an unvarnished view of their assessment of the curriculum approval process and to glean suggestions for improvement. The results of this process should be available for more thorough discussion by Fall 2013.

The Division of Business, Professional Studies and Workforce Education worked closely with program leads and the CCS Center for Workforce and Continuing Education to apply as a multi-state consortium member for a U.S. Department of Labor sponsored Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant focused on Orthotics and Prosthetics. In addition, the division's leadership was involved with the college's partner institution, Spokane Community College (SCC), in applying for another TAACCCT grant with SCC as the lead of an intra-state consortium focused on transportation and distribution.

The campuswide theme for 2013, "Of Living and Dying: Profit, Politics and Power," promises to provide ample opportunities for events of general interest to the community that use campus venues and resources. Theme events will address such issues as health care, assisted suicide, genetic research and ownership thereof and other related topics in biomedical ethics. The core theme text, which will be a required reading in several English 101 sections, is *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and this too is expected to be a catalyst for conversations both on campus and throughout the greater Spokane community.

Objective 3: Advance the values of justice, service and engagement in the community.

Since launching in Fall 2012 with two partnering K-12 districts (West Valley and Spokane Public Schools), the success of SFCC's [Gateway to College](#) program attracted two other districts that have joined in partnership with this effort to help credit-deficient high school students both complete a high school diploma and earn college credits along the way. Other local school districts have contacted the college about possible partnerships, and the Gateway to College National Network is looking to Spokane as one of its showcase areas for program success. The college intends to build on this early success and will hire a third full-time resource specialist for Fall 2013 with additional expansion planned for later in the year and subsequent years, possibly to include SCC in offering this service to the community. The [Early College High School initiative](#) will expand to a third site (Shadle Park High School) in fall 2013 and is growing quickly, with additional sites expected to be developed in the coming academic year.

In March 2013, SFCC sent three people along with two others from the Institute for Extended Learning to the [I-BEST](#) Renaissance symposium sponsored by the Washington State Board for Community and Technical Colleges in Tukwila. There they learned valuable team-building skills, heard testimonials from students who have successfully completed the program, discussed new, emerging models for expanded I-BEST programs and took advantage of the opportunity to network with colleagues from around the state. We expect an invigorated I-BEST effort in 2013-14 as a result. The college's administration plans to restructure the leadership of our service-learning program in order to better utilize college staff and resources and to build on the college's already strong partnerships with area non-profit organizations as well as with other colleges and universities active in service learning in the

region. As a leading indicator, the schedule of [planetarium shows](#), [art gallery exhibits](#) and lectures, [music concerts](#), and [theatrical performances](#) in the Spartan Theatre bodes well for the expectation that 2013-14 will be as or more successful in terms of community interest in on-campus cultural and artistic events. Planning has proceeded with that expectation in mind.

To view mission fulfillment chart for all of Core Theme Five, see: [Core Theme Five: Responsiveness to Community Needs](#).

Mission Fulfillment Tables for Core Themes

Core Theme One: Excellent Instruction and Learning

SFCC Mission Fulfillment for Core Theme One: Excellent Instruction/Learning		
Values and Achievement Indicators	Evidence (By Standard)	Achieved
Faculty members maintain excellence through continuing professional development and evaluation.		
The college provides financial support for faculty professional development in all divisions of the college to continuously improve instruction/learning.	2.B.3, 2.B.4, 2.B.5, 2.B.6, 2.C.6, 2.F.1, 2.F.2, 2.F.3, 4.A.1-4	✓
Faculty members participate in professional development.	2.B.3, 2.B.4, 2.B.5, 3.B.1, 3.B.2	✓
Faculty members participate in formal evaluation.	Chapter 1, 2.B.2, 2.B.6, 4.A.1-6	✓
Faculty and administration develop courses and programs that align with academia and industry.		
Transfer degrees and specific programs created for transfer are supported by current articulations and other agreements.	2.C.4, 2.C.9-2.C.10, 2.D.3, 3.B.1,2, 4.A.1-4.A.6	✓
Review of career technical programs is systematic and evaluative.	4.A.1-4.A.6	✓
Curriculum review processes support the integrity of the curriculum.	4.B.1-2	✓
Students attain the learning outcomes established for their courses and programs.		
A percentage of general education learning outcomes for each distribution area of a transfer degree are assessed every year.	4.A.1-4.A.6	✗
Affirmation of a set of outcomes and a timeline for assessment for every academic degree.	4.A.1-4.A.6	✓
Assessment of learning outcomes in Career Technical programs is systematic and evaluative.		
Programs assess student learning outcomes annually and during a period of time in which all learning outcomes are assessed.	2.C.1-2.C.2, 4.A.1-4.A.6	✓

Core Theme Two: Student Achievement

SFCC Mission Fulfillment for Core Theme Two: Student Achievement		
Values and Achievement Indicators	Evidence (By Standard)	Achieved
Students will extend learning by developing meaningful and significant connections with their communities.		
Improving Fall-to-Fall persistence of degree-seeking students engaged on campus.	2.A.16, 2.D.8, 3.A.A, 3.B.3, 4.A.1-6, 4.B.2-1	--
New students participate in New Student, Running Start, American Honors or International Student Orientation.	3.B.1, 3.B.2, 4.A.1-6	✓
Students report enhanced learning through offered co-curricular activities.	2.A.17, 2.D.1, 2.D.11, 3.B.1-2, 4.A.1-6, 4.B.1-2	--
Each student will meet his/her educational goals.		
First-year students persist from first to second year.	4.A.1-6, 4.B.1-2	--
Full-time students earn at minimum 30 college-level credits by the end of their first year. Part-time students earn 15 college-level credits within their first year.	4.A.1-6, 4.B.1-2	--
Student's time to completion is within 200% of program length.	4.A.1-6, 4.B.1-2	--
Students report satisfaction with academic advisement and Counseling.	2.A.16, 2.D.10, 4.A.1-6	✘
Degree- and certificate-seeking students file academic plans within their first quarter.	4.A.1-4.A.1.6	--
Students' academic transitions will be successful.		
College Prep and I-BEST students succeed in first quarter courses and persist to second quarter.	2.D.1, 3.B.1-2, 4.A.1-6, 4.B.1-2	✓
Transfer intent students who place below college level complete their developmental courses within two years of enrollment.	4.A.1-6, 4.B.1-2	--
Students successfully transfer to public Washington 4-year colleges as juniors.	2.A.14, 4.A.1-6, 4.B.1-2	✓
Students have a job or continue their education within nine months after their degree is earned.	3.B.1, 3.B.2, 4.A.1-6	--
Career technical students successfully pass certification exam on the first attempt.	4.A.1-6, 4.B.1-2	✓

Core Theme Three: Broad Access

SFCC Mission Fulfillment for Core Theme Three: Broad Access		
Values and Achievement Indicators	Evidence (By Standard)	Achieved
SFCC provides access to instruction, support services, and technological resources.		
SFCC offers sufficient programs, degrees, and certificates needed by community members to fulfill their goals.	4.A.1-6, 4.B.1	✓
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.	4.A.1-6, 4.B.1	--
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.	4.A.1-6, 4.B.1	--
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.		
Alternative educational sites (FAFB, rural centers).	3.B.1-3, 4.A.1-6, 4.B.1-2	✓
Alternative delivery methods (online/ hybrid).	2.D.1, 2.E.1, 2.E.3, 3.1.1-2, 4.A.1-6	--
Evening, weekend Courses and programs.	2.C.17, 4.A.1-6	✘
SFCC offers targeted programs like Early College High School, Project Degree and similar opportunities.	3.B.1-2, 4.A.1-6, 4.B.1-2	✓
SFCC offers Prior Learning Assessments, including CLEP and AP.	2.C.7, 4.A.1-6, 4.B.1	--
SFCC / IEL offer GED, ABE, ESL, high school completion and pre-college transition programs such as I-BEST.	3.B.1-2, 4.A.1-6, 4.B.1	✓
SFCC cultivates strategies to reduce financial barriers that inhibit student success.		
SFCC offers financial aid information events to provide assistance to potential students.	2.D.8, 4.A.1-6, 4.B.1	✓
Students at SFCC receive need-based financial aid as well as merit scholarships.	3.B.1, 3.B.2	✓
SFCC students receive high quality assistance and support from SFCC Financial Aid office.	2.D.8-9, 4.B.1, 4.B.2	--

Core Theme Four: Diversity, Equity, Global Awareness

SFCC Mission Fulfillment for Core Theme Four: Diversity, Equity, Global Awareness		
Values and Achievement Indicators	Evidence (By Standard)	Achieved
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.		
The racial and ethnic diversity of SFCC students and employees is representative of the CCS service area.	4.A.1-6	✓
The gap between diverse full-time, degree-seeking credit students and majority students completing their degrees or certificates within 200% of stated time is similar to the gap at peer institutions.	4.A.1-6	✓
The gap in basic skills gains between diverse students and majority students is similar to the gap at peer institutions.	4.A.1-6	✓
The gap in persistence between diverse students and majority students is similar to the gap at peer institutions.	4.A.1-6, 4.B.1-2	✗
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.		
SFCC supports student groups that promote global awareness', develop and reinforce understanding, support and advocacy for diverse populations, promote cultural inclusiveness and the development of cultural competence.	3.B.1-2, 4.A.1-6	✓
A significant proportion of SFCC employees attend Safe Campus Advocate training.	3.B.1-2, 4.A.1-6	✓
Students and faculty perceive that SFCC, provides a respectful, safe and positive environment.	3.B.1-2, 4.A.1-6	✓
SFCC provides students opportunities to learn about and experience diverse cultural perspectives as part of course, certificate, degree and co-curricular offerings		
SFCC provides opportunities for students to participate in service-learning abroad and study abroad.	3.B.1-2, 4.A.1-6	✓
SFCC, provide courses with a focus in diversity and global awareness.	3.B.1-2, 4.A.1-6	✓
Students report increased understanding about diverse cultural and global perspectives.	4.A.1-6	✓

Core Theme Five: Responsiveness to Community Needs

SFCC Mission Fulfillment for Core Theme 5: Responsiveness to Community Needs		
Values and Achievement Indicators	Evidence (By Standard)	Achieved
Sustain and continue to build strong collaborative partnerships with business, community, government, education, and human services organizations throughout our region.		
Industry representatives on advisory boards are increased.	Core Theme 5, 4.A.1-6	✓
Opportunities for involvement with community partners are increased.	4.A.1-4.A.6, 4.B.1,2	✓
Contact with Spokane Area Workforce Development Council (SAWDC) and WorkSource (WS) is increased.	4.A.1-4.A.6	✓
Respond quickly to the changing educational, training, social and employment needs in our region.		
CTE programs and processes are analyzed to determine agility to respond to market needs.	4.A.1-4.A.6, 4.B.1, 2	--
CTE program leads liaison with the division of workforce, continuing education and contract training to identify and quickly respond to market needs.	4.A.1-4.A.6	✓
On-campus venues for activities that enrich the community socially and artistically are effectively utilized.	Core Theme 5, 2.A.17, 4.A.1-6, 4.B.1,2	✓
Advance the values of justice, service, and engagement in the community.		
Service learning is embedded in curriculum.	3.B.1- 2, 4.A.1-6, 4.B.1-2	✓
Number of students involved in service-learning and volunteer projects is increased.	4.A.1-4.A.6	✓
Course curricula that have these precepts embedded in the instruction are reviewed.	4.A.1-4.A.6	✓

Mission Fulfillment, Adaptation and Sustainability

5



Community Colleges of Spokane
Spokane Falls Community College

Chapter Five: Mission Fulfillment, Adaptation and Sustainability

Introduction

In accordance with *Eligibility Requirement 24*, Spokane Falls Community College (SFCC), as addressed in Chapter 2, has sufficient institutional infrastructure to fulfill and sustain its mission and achieve its core themes, both in the short-term and foreseeable future. The college has long maintained an assessment of its institutional effectiveness, as indicated in Chapters 3 and 4, and the resulting feedback has helped the college identify adjustments to meet the changing needs. The college's operational scale has been challenged by state funding cuts of approximately 24% over the prior three-year period, but the consolidation of some services within the CCS district and leaning of some student service functions have resulted in cost savings that have allowed the college to continue the scale on which it operates and delivers services. SFCC has continued to maintain its reserve account at five percent of the total annual operating budget.

5.A Mission Fulfillment

5.A.1 – 5.A.2

Since 2002, SFCC has engaged in the strategic-planning process addressed in Chapter 3. Over this 11-year period, the college has modified its process, and in 2005, adapted the use of Strategic Planning Online (SPOL) to assist departments and programs in their planning efforts and their alignment with the college's strategic goals. SPOL is a web-based program that aids SFCC in strategic planning at all levels of the institution. SPOL coordinates and automates the strategic-planning process, as well as manages and distributes the planning workload. Since the core themes were derived from synthesizing the collegewide strategic goals, the transition to the revised NWCCU standards has not been difficult. SPOL has now been adopted to address the core themes. With the addition of a comprehensive environmental scan and development of a Community Colleges of Spokane (CCS) District Strategic Plan for 2011-21, the college has also aligned its core-theme objectives with the districtwide strategic priorities, thus helping the CCS District as a whole achieve its service-area mission.

Since 2002, the strategic planning process has had annual and biannual assessment built into the process where program, department and institutional goals are systematically measured, assessments analyzed and improvements, when appropriate, are made and recorded. The reliance on the Nichols Model in the early implementation of the strategic-planning process has given way to the use of SPOL. The ongoing process of continuous improvement and of using evidence to make adjustments has been hallmark of the overall process. This process has been regular, systematic, participatory from the program and department levels on up, self-reflective and continues to be an evidence-based assessment of SFCC's accomplishments as documented in the annual reports and demonstrated in Chapter Four.

In addition to the systematic and ongoing core-theme-indicator assessments demonstrated in Chapter 4, the college also assesses itself on an annual basis through the SFCC Annual Report (view [2011-12 report](#)). Many of the same indicators are used, and all tie to the core themes, allowing the college to assess continuously in the areas needed to focus resources and improve effectiveness. Acceptable thresholds vary, depending on the core theme and specific objective chosen under that core theme. Whereas it would have been convenient to set one common percentage threshold or grade for acceptability throughout each core-theme objective and indicator, such one-size-fits-all approach is arbitrary and fails to consider the unique diversity that exists among the objectives. Some indicators must naturally be near perfect, while others address important yet very challenging measures for success that community colleges have through their open-door policies and missions that promise access to all different types of learners with varying skillsets. Perfection is not a realistic expectation, and making a difference certainly is. The SFCC Executive Accreditation Team has been very deliberate in its approach to measure what is held to be mission central, regardless of how difficult it may be to achieve at a high level of success in that area. For this reason SFCC has approached each core theme a little differently and established thresholds of acceptable mission fulfillment somewhat differently, depending on the core theme and objective. Although the thresholds are not consistently the same, they are tailored specifically for what is critical to the college and how we serve our students and the community.

Coming to the close of the 2008 – 2013 Strategic Plan, when, SFCC used the Institutional Effectiveness Scorecard to measure strategic goals, the Year One Planning Cycle will provide the opportunity to more closely align the scorecard to match the core theme objectives, although some efforts have already moved the college in this direction.

The SFCC President emails a weekly newsletter to the entire SFCC community along with the CCS district executive cabinet. She also presents monthly updates to the CCS All-Administrators Group and to the CCS Board of Trustees. In these newsletters and updates, she frequently refers to core themes and accomplishments as well as areas of concern. The president, vice president of learning, and vice president of student services meet quarterly with different campus communities, such as adjunct faculty and classified staff, where core themes are discussed. The annual reports, scorecard and accreditation reports are posted on the SFCC Intranet, and the entire SFCC Community has access and is encouraged to look at these reports. Department chairs and division deans are encouraged to share these reports with their faculty and staff at department and division meetings.

The annual reports and core-theme assessments help inform the program and department strategic-planning efforts utilizing SPOL.

[Accreditation reports](#) addressing mission-fulfillment and core theme objective achievement are posted on the SFCC Internet site for the general public.

5.B Adaptation and Sustainability

5.B.1

In the process of being in the accelerated septennial cycle of NWCCU accreditation and going from a Year One Report to a Comprehensive Year Seven, the college has noted the desire to further align its annual assessment indicators with those of the core themes. The college will also reexamine its Mission Statement as it enters the Year One Report process. The collegewide conversation around mission will take into account the Year Seven Report feedback, a review of the core-theme objectives and the assessments of the indicators. This effort will inform the college as it revises or reaffirms its mission. Once the college collectively has reached an agreement on the mission, it will then be taken to the board of trustees for approval. This alignment of reviewing mission as the college moves into the Year One cycle of the septennial process appears to be the best timing for this aspect of the continuous improvement.

Although the college has engaged in a five-year strategic planning process over the last two decades, 2013-14 is an ideal time to adapt to a seven-year strategic planning cycle given the septennial cycle of accreditation and that the mission is slated for review. A new strategic operational plan will be developed and the Year One Self Report will begin.

The reviewing, and revising or reaffirming of the mission provides the college with the needed context to look anew at the core-theme objectives and indicators, make necessary adjustments, and continue to evaluate whether resources and capacity are adequate to operate effectively. During this process, the college will continue to document how SFCC fulfills its mission via its core-theme objectives.

5.B.2

The continuous improvement process at SFCC is visually presented here in the data collection and assessment cycle graphic.

This ongoing cycle, annually documented with reports generated through SPOL, informs the budget planning and allocation process performed in late spring. This timing allows the college to apply adequate resources to support the college's capacity



Figure 5.1 Continuous Improvement Process

and scale of operations as well as to support needed improvement, revealed through a systematic assessment of results in every department of the college.

5.B.3

As Chapter 3 outlines, the [SFCC 2008-13 Strategic Plan](#) has intentionally directed initiatives and activities to enhance the college's service to the community. In 2008, the Strategic Planning Institutional Effectiveness Committee members already had five years of an institutional effectiveness annual assessment process that focused on student achievement. All SFCC program and department units are required to develop operational plans at their own levels which are tied into the institution's strategic goals identified in the SFCC Strategic Plan. The units and college operational plans are the foundation for continuous improvement and institutional effectiveness. These collegewide planning processes have also driven the [Technology Plan](#), [Campus Improvement Plan](#), [Capital Master Plan](#), educational assessment, and budget planning, as addressed in Chapter 3.

At the college level, SFCC has measured its progress toward meeting its mission and goals (now core themes) annually through the Institutional Effectiveness Report (see [5.A.1](#)), which serves as an evaluation tool. Prior to the introduction of core themes and the associated objectives, the Strategic Planning and Institutional Effectiveness Committee selected indicators to assess the outcomes associated with the college's strategic goals and mission. Each indicator was measured and a benchmark was chosen by the 22-member committee for comparative analysis, taking the form of the Institutional Effectiveness Scorecard addressed in Chapter One and again in this chapter. Based on the results of the scorecard, the committee made recommendations for the college priorities in the next academic year to the president's cabinet to improve SFCC's effectiveness. The report has been annually presented to the board of trustees, highlighting the strategic goals, scorecard, college priorities and accomplishments.

The process that SFCC has used for continuous improvement during the last two five-year strategic plans has served it well, but the process itself has been continuously improved, assisted by the addition of SPOL and most significantly by the septennial accreditation process focusing on core themes and mission fulfillment. With modifications made in linking previous strategic goals to the core themes, the college has continued its institutional effectiveness scorecard more specific to achieving mission fulfillment by accomplishing the core theme objectives at an acceptable threshold explained in 5.A.1 – 5.A.2.

5.B.3

Another significant improvement in the strategic planning process involves the [2011-2021 CCS Strategic Plan](#). In the words of CCS Chancellor Christine Johnson, "With a clear sense of purpose and greater expectations for ourselves, we launched a comprehensive planning process that resulted in four vital Strategic Priority Areas – Student Success, Collaboration and Communication, Sustainability, and Innovation." The CCS Strategic Plan emerged from a year-long comprehensive and inclusive process involving a broad cross representation from the CCS District and six-county service area. Externally individuals participated from local

business and industry, the regional workforce development councils and the Washington State Employment Security Department. For internal and external scanning, the following focus and individual interviews were conducted:

- 12 faculty, staff and student focus groups
- 60 student and 40 K-12, higher education and business interviews
- 1 diverse community leader focus group
- 11 open public forums.

The results of the year-long CCS District planning process provided SFCC with a great deal of information from both internal and external sources: trends, challenges and opportunities, and what role the SFCC Mission plays in meeting the needs of the CCS service area. As explained in Chapter One and Chapter Three, SFCC has aligned its core themes and objectives with the four district Strategic Priority Areas. Quarterly reports are made to the board of trustees by the CCS Chief Operations Officer regarding the accomplishments made in these four strategic priority areas.

With the challenge of three straight years of budget cuts in state operating support, the information gathered from the community helped CCS and SFCC identify some strategies to sustain the district and the college into the future. Many members of the community had long indicated confusion over the separate institution status and role of the Institute for Extended Learning (IEL). The external environmental scanning process made this confusion more apparent. In close collaboration with the CCS Board of Trustees, Dr. Christine Johnson, CCS Chancellor, made the decision to consolidate the three institutions into two, merging the IEL with Spokane Community College (SCC).

The history of strong collaborations between SCC and IEL is long and had solidified with prior District Chancellor Gary Livingston. Chancellor Christine Johnson, the Presidents of SCC and SFCC, and the CCS Board of Trustees see this merger as a substantial move to reinforce the sustainability of SCC and SFCC, while better serving all current and future student populations in the district service area and increasing student achievement.

Per Revised Code of Washington RCW 28B.50.140 [Board of Trustees – Powers and Duties](#), by written order, the CCS Board of Trustees has delegated to the district's chancellor, powers, and duties related to district organizational structures and the running of the district and its colleges. Chancellor Christine Johnson has updated the trustees on the decision and rationale for the merger of IEL into SCC, the accredited college. IEL has never been a regionally accredited institution of higher education; therefore, it was never authorized to grant any degrees or certificates. Authorization to do so is not needed given SCC's existing authority. Beyond ongoing updates for the trustees, Chancellor Johnson has also involved constituents including all classes of personnel throughout the entire district in the planning for the proposed re-organization. The IEL has no standing with the Washington State Board for Community and Technical Colleges (SBCTC) and is not recognized as a separate entity in program operations, data collection and financial aid. SBCTC has no authority over how CCS organizes itself as long as there is maintenance of the two regionally accredited colleges, SCC and SFCC.

Chancellor Johnson outlined the specific and intentional consolidation of numerous administrative positions with savings which totaled over \$750,000. These savings include the decrease from three presidents (chief executive officers of SCC, SFCC and IEL) to two, beginning academic year 2012-13 and the additional elimination of two vice president positions. Though there were other administrative changes and decreases throughout the district, these executive-level positions were most significant. To continue operations and services with no harm to students, the three executives from IEL were tapped to serve in acting positions to fill the vacancies for this academic year at SCC while maintaining their responsibilities at the IEL. The reorganization decision for this substantive change was ultimately made by the chancellor in consultation with executive leadership throughout the district.

Despite the 24% state support budget cuts sustained over the last three years, the sustainability and ability to scale operations remain strong at SFCC and its partner college, SCC. The consolidation of the continuing education functions, information technology services, intentional online education and library operations discussed in [Chapter Two](#) have helped in this regard, allowing more resources to be shifted toward programs that directly support SFCC's five core themes and its continued ability to fulfill mission into the future.

Conclusion



Community Colleges of Spokane

Spokane Falls Community College

CONCLUSION TO THE COMPREHENSIVE SEVEN YEAR REPORT

In adapting to the revised standards, Spokane Falls Community College has found that the whole paradigm about how one looks at the institution has shifted. Whereas the report will hopefully give our NWCCU Evaluation Team a good sense of SFCC's position in relation to mission fulfillment and the future, the report has been most revealing to the SFCC community. For those many members of the college engaged in writing and reviewing this report, the many accomplishments throughout the college have been amazing. A sobering realization has become apparent, however, that SFCC needs to improve in some critical areas if it is to become the kind of college it desires to be. Of particular concern is the completion rate of all students.

In measuring outputs rather than inputs, the college has identified several areas of immediate concern. As SFCC continues to transition in aligning its resources directly with its core theme objectives, the expectation is that all programs and service areas at SFCC will embrace the process of continuous improvement for core theme implementation. This commitment to continuously monitor how we are doing and to share that information with the entire community, will provide the board of trustees, district and college administration, and college community with the type of information that will be most beneficial in determining policy, allocating resources and setting direction.

As the SFCC community will soon engage in working on the upcoming Year One Report, it is already planning a number of changes in order to further align the core themes with its Institutional Effectiveness Scorecard and with a better, leaner way to use our Strategic Planning Online tools and Program Review Process. SFCC is committed to improving all core-theme objectives, most notably student achievement and completion. With what was learned by examination in the Comprehensive Seven Year Self-Evaluation Report and with the direction the college hopes to gain in the evaluation report from peer evaluators to follow, SFCC hopes to conduct the next full seven years dedicated to achieving and exceeding acceptable levels of core-theme objective attainment. SFCC will not only fulfill its mission, but see students thrive and prosper because of the excellence SFCC will achieve as an institution.

Appendix 1-B: Collegewide Accreditation Steering Committee Members

- Pam Austin, Multicultural Advisor/Counseling
- Mark Baldwin, Eastern Washington University Associate Vice Provost for Undergraduate Education
- Kyla Bates, eLearning/Continuing Ed Manager
- Bradley Bleck, D Curriculum/Instructor
- Ken Burrus, Dean of Instruction for Physical Education
- Penny Butters, Marketing/Recruiting
- Kari Collen, Executive Assistant to Vice President of Learning and Curriculum Development
- Glen Cosby, Dean of Humanities and Academic Initiatives
- John Dickson, WorkSource Area Director for Employment Security Department
- Ira Gardner, Curriculum Chair/Instructor
- Janet Gullickson, President, (and former District Academic Services Officer)
- Debbie Hoyt, Testing Center Program Supervisor
- Laura Lee, Executive Assistant for Student Services
- Amy McCoy, IEL-SCC 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
- Alec 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 1-C: Institutional Effectiveness Scorecard

SPOKANE FALLS COMMUNITY COLLEGE SCORECARD 2011-12

Mission	Indicator	Benchmark	Actual	Score
Theme : Student Achievement	Average Points Earned per Transfer and Prof/Tech Students (ALL MOMENTUM POINTS) ²	1.13 2007-08	1.03 2011-11	Y
	Success by Completers of Developmental Math Courses ²	83%	70% 2011-12	R
	Success by Completers of Developmental Writing Courses ²	83%	91% 2011-12	G
	Students Transferring to Public Washington State 4-Year Colleges complete degrees in 3 years	38%	37% 2008 cohort	Y
	Job Placement and Continuing Education of Job-Prep Completers within 9 Months of Earning Degree ¹	83%	72% 2010-11 Graduates	Y
	GPA of SFCC Transfer Students at Eastern Washington University ³	EWU average GPA 2.87	2.91 2009-10	G
	Retention of First-Year Students Fall to Fall ²	51%	57% 2011-12	G
	Successful completion of 30 college level credits within the first year ²	20%	43% Fall 2011 cohort	G
	Student Gains towards Long term success (Tipping Points) ²	744 2006-07	869 2011-12	G
	Student Satisfaction With academic support services ⁴	80%	57% Fall 2011	R
Theme : Excellent Instruction	Student Satisfaction With The Quality Of Instruction ³	90%	89% Spring 2011	Y
	Student Satisfaction with support in reaching Educational Goals ⁴	75%	56% Fall 2011	R
	Student Satisfaction with Overall Instructional Effectiveness ⁴	Imp=5.92, Sat=4.98 Gap-0.94 Fall 2005	Imp-6.12, Sat=5.12 Gap-1.00 Fall 2011	Y
	Student Gains in Four College Abilities ³	61.2% CCSSE Medium colleges Group	62.6% report coursework at SFCC empathizes College Abilities Quite a bit or Very much *Spring 2011	Y

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.

**SPOKANE FALLS COMMUNITY COLLEGE
SCORECARD 2011-12**

		100% of Units Complete Strategic Plan Cycle	48.6% of Units 2010-11	R
	Programs and Services Actively engaged in continuous improvement ⁵	100% of transfer and professional technical instructional programs complete assessment cycles	100% 2011-12	G
Mission	Indicator	Benchmark	Actual	Score
Theme : Broad Access	Students Receiving Need-Based Financial Aid ²	38%	38% 2011-12	G
	Foundation scholarships received by SFCC students ⁷	\$153,490 (85 Students) 2007-08	\$130,944 (77 Students) 2010-11	Y
	Student Ability to Enroll in Classes ⁴	75%	88% Fall 2011	G
Students Enrolled that are from Traditionally Under-represented or Under-served Populations				
	- Physically Disadvantaged ^{1,8}	4.8% WACTC Average	7.0% 2011-12	G
	- Pre-College Programs ² (I-BEST)	52 Students 2008-09	42 Students 2011-12	Y
	- Students of Color ^{8,10}	11% of Spokane County are People of Color	23% of SFCC Students of Color 2011-12	G
	Students Enrolled in Running Start ²	472 Students 2005-06	627 Students 2011-12	G
	eLearning Opportunities ²	11% of SFCC Courses 2007-08	18% of SFCC courses 2011-12	G
	FTES Compared To Target ⁸	Budgeted Target	5.3% Above Budgeted Target 2011-12	G
	Student Satisfaction with Support to Succeed at this College ⁹	48.8 Peers Spring 2011	43.4 Spring 2011	Y

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

**SPOKANE FALLS COMMUNITY COLLEGE
SCORECARD 2011-12**

Equity, and Global Awareness	Employee Input In Decision-Making ⁹	80%	42.8% Spring 2013	R
	Employee Satisfaction With Work ⁹	80%	70.6% Spring 2013	Y
	Employee satisfaction with Information available to do job effectively ⁹	80%	62.9% Spring 2013	Y
	Employee Satisfaction With Professional Development ⁹	80%	68.7% Spring 2013	Y
	Institutional Commitment to Diverse Populations ⁴	5.09	5.16 Fall 2011	G
	Equity is A priority	90%	73% Fall 2008	G
	Student Climate – Comfortable ⁴	90%	70% Spring 2011	Y
	International Student Enrollment ⁸		135 Students 2010-11	
	Student Enrollment in SFCC-Sponsored Study Abroad Programs		41 Students 2010-11	

- 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:

- ¹Washington State Board for Community and Technical Colleges (SBCTC: <http://www.sbctc.edu>)
- ²SBCTC Data Warehouse Tables
- ³Mutual Research Transcript Exchange (MRTE+)
- ⁴Noel Levitz Student Satisfaction Inventory
- ⁵Community College Survey of Student Engagement (CCSSE)
- ⁶Strategic Planning Online (SPOL)
- ⁷Community Colleges of Spokane Foundation Office
- ⁸Community Colleges of Spokane District Institutional Research (CCS Student Profile Generator)
- ⁹SFCC Climate Survey
- ¹⁰United States 2010 Census

Appendix 1-D: Student Demographic Report

COMMUNITY COLLEGES OF SPOKANE
Spokane Falls Community College

STUDENT PROFILE
Fall Quarter 2012

ENROLLMENT

Unduplicated Headcount: 5,567

Enrolled Full-Time: 3,928 70.6%
(12 or more credits)

PROFILE DATA

Race/Ethnicity	N	% of Enrolled	% of Reported	Age	N	% of Enrolled
Asian	168	3.0%	3.2%	18 or less	1,146	20.6%
African American	130	2.3%	2.4%	19-21	1,786	32.1%
American Indian	84	1.5%	1.6%	22-25	957	17.2%
Caucasian	4,105	73.7%	77.1%	26-30	643	11.6%
Hawaiian	6	0.1%	0.1%	31-35	339	6.1%
Hispanic	391	7.0%	7.3%	36-40	221	4.0%
Native Alaskan	4	0.1%	0.1%	41-45	183	3.3%
Pacific Islander	9	0.2%	0.2%	46-50	131	2.4%
Multi-Racial	365	6.6%	6.9%	51-55	77	1.4%
Other	65	1.2%	1.2%	56-60	39	0.7%
Not Reported	240	4.3%		61-65	25	0.4%
				66-70	13	0.2%
				Over 70	7	0.1%
Gender				Average Age	25.3	
Female	3,089	55.5%	55.5%	Median Age	21.6	
Male	2,477	44.5%	44.5%			
Not Reported	1	0.0%				

Prior Education

Less Than High School	726	13.0%	13.3%
GED	350	6.3%	6.4%
High School	2,441	43.8%	44.7%
Some Post HS, no degree or certificate	1,042	18.7%	19.1%
Certificate	130	2.3%	2.4%
Associates Degree	123	2.2%	2.3%
Bachelor's Degree or Above	149	2.3%	2.4%
Technical Preparation	309	5.6%	5.7%
Other	210	3.8%	3.8%
Unknown	87	1.6%	

Family Status

Single with Dependents	446	8.0%	9.7%
Couple with Dependents	540	9.7%	11.7%
No Dependents	3,564	64.0%	77.2%
Other	907	16.3%	19.7%
Not Reported	110	2.0%	

Student's Purpose for Attending

Related to Current/Future Work	1,245	22.4%	22.9%
Transfer to a four-year college	3,664	65.8%	67.5%
Explore Career Direction	171	3.1%	3.1%
Personal Enrichment	61	1.1%	1.1%
HS diploma or GED	72	1.3%	1.3%
Other	219	3.9%	4.0%
Unknown	135	2.4%	

Source of Student

Continuing Student:	4,191	75.3%
Transfer (from another college)	284	5.1%
Former Student Returning	744	13.4%
New (first time attending college)	348	6.3%

Kind of Student

Transfer (to another college)	3,763	67.6%
Workforce Training:	1,533	27.5%
Basic Skills Training	61	1.1%
Other:	210	3.8%

Tuition Status

Resident	4,269	76.7%
Non-Resident, Operating Fee Waiver	292	5.2%
Military: Vet, Dep, Spouse; Police, Fire	168	3.0%
Over 18 credit, exempt, Resident	46	0.8%
Running Start	498	8.9%
Refugees	1	0.0%
State Employee	6	0.1%
International	0	0.0%
Senior Citizen	12	0.2%
Native American	3	0.1%
National Guard	17	0.3%

Plans for Employment During Schooling

Full-Time Work	635	11.4%	11.7%
Part-time Work Off-campus	1,885	33.9%	34.9%
Part-time Work On-campus	113	2.0%	2.1%
Seeking Employment	1,329	23.9%	24.6%
Not Employed, Not seeking employment	718	12.9%	13.3%
Full-time Homemaker	177	3.2%	3.3%
Work First, On TANF	57	1.0%	1.1%
Worker Retraining	72	1.6%	1.6%
Other	402	7.2%	7.4%
Unknown	162	2.9%	

Student's Planned Length of Attendance

One Quarter	124	2.2%	2.3%
Two Quarters	119	2.1%	2.2%
One Year	347	6.2%	9.4%
Up to two years, but no degree	516	9.3%	6.3%
Long enough to complete a degree	3,641	65.4%	66.5%
Don't know	572	10.3%	10.4%
Other	159	2.9%	2.9%
Not Reported	89	1.6%	

Apprenticeship	0	0.0%
Basic Skills	0	0.0%
Non-tuition Class	0	0.0%
Parent Education	0	0.0%
Retirement	0	0.0%

Special Populations

Limited English:	211	3.8%
International:	111	2.0%
Veterans:	318	5.7%
First-Generation:	3,164	56.8%
Academically Disadvantaged	1,221	21.9%
Economically Disadvantaged	2,377	42.7%
Physically Disadvantaged (self-reported)	403	7.2%
With Documented Disabilities	271	4.9%

Degree Seeking Students

SBCTC Definition	4,342	78.0%
CCS Definition (Intent = A/B/F/G/M)	5,487	98.6%

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 Sources: SBCTC Data Warehouse, (Class, StuClass, and Student Tables)
 (State + Contract FTES > 0, Class Fund Source = 1)
 CCS Student Profile Report Generator, v2.7

A. Mark Macias
 CCS Institutional Research
 Report Generation: 4/11/2013

Appendix 1-E: IEL/SFCC Operational Agreement for 2013-14

Operational Agreement for the Delivery of Credit-bearing Courses
Spokane Falls Community College
And
Institute for Extended Learning
July 1, 2013 through June 30, 2014

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 transcription of 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, themes, and objectives. Courses offered for credit will remain under the sole and direct control of SFCC, the regionally-accredited college.

2. Academic Personnel

2.1 Recruitment and Appointment of Faculty

IEL and SFCC 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 completed form will be filed with the appropriate SFCC dean.

SFCC will clarify minimum qualifications in advance of hiring full-time faculty. IEL will hire fulltime 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 will 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 will obtain approval for the adjunct faculty member to continue the adjunct teaching beyond the initial quarter.

IEL and SFCC 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 plus the relationship to SFCC.

2.2 Faculty Evaluation and Orientation

Faculty employed by IEL and SFCC 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.

2.3 Tenure

The awarding of tenure to IEL and SFCC 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 and SFCC 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 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.

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 will 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 and objectives set forth by SFCC within its Student Achievement Core Theme and through the Washington State Community and Technical College Student Achievement Initiative. IEL and SFCC will maintain records of student progress, achievement and performance as well as participate in educational program assessment as adopted at SFCC. IEL and SFCC 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 and in coordination with the CCS eLearning efforts. 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 and SFCC 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/SCC 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 and SFCC will adhere to CCS's adopted registration calendar, and registration and withdrawal procedures. SFCC will provide 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 its 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 and SFCC in working with CCS 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 or SFCC requires specific services from each other, the institutions will reimburse the other 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 and general student services. 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 CCS 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 (specifically financial aid) as noted in Addendum A, 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

The CCS Chancellor will place the agreement on the CCS Executive Cabinet Agenda at the end of every academic year for discussion, and if any acts of non-compliance are noted, then an improvement plan will be required.

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.

10. Severability

In the event any provision of this Agreement is determined to be unenforceable, the remaining provisions will remain in force.

11. End of the Agreement

This Agreement will officially terminate as the result of the IEL/SCC Merger as of June 30, 2014. As of July 1, 2014, IEL instructional programs will become part of Spokane Community College and will be the responsibility of that college.

Addendum A-Finance

IEL or SFCC may request services from each other under this Agreement. The institution providing services under this Agreement will be reimbursed for cost by the institution receiving the service. The specific services provided and their costs will be jointly determined and agreed to by both parties. For 2013-14, the figure/amount is \$79,746 for general financial aid/student services.

Reimbursement for services will be accomplished by means of a budget transfer made by the district business office. The business office will transfer funds from the institution receiving the services to the institution providing the services based on level of service and cost agreed to by both parties.

Based on the mutual agreement between the chief academic officers at SFCC and IEL for 2013-14, for online instructional services, IEL will be charged the pro rata cost of the instructor who teaches the online class in which both IEL and SFCC earn FTEs. If the instructor providing the online course is teaching the class as part of a fulltime load, IEL will be charged 80% of the actual instructor's salary times the pro rata amount based on FTEs earned.

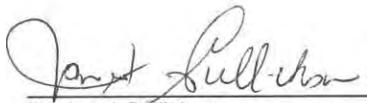
SFCC travel costs resulting from oversight of IEL credit offerings will be forwarded for approval and payment to IEL's chief academic officer or designated liaison.

Addendum B -Grant Partnership

The IEL and SFCC mutually agree on the fundamental principle that grant monies, other funding sources, and ongoing funding responsibilities associated with sustaining the grant initiative during the award period and beyond are allocated in compliance with the rules of the approved grant. In grants involving both IEL and SFCC staff and faculty, appropriate IEL and SFCC administrators are involved in the planning and duty assignments in the initial stages of the grant application and throughout the grant period per grant award.

 7/1/13

Dr. Christine Johnson Date
Chancellor
Community Colleges of Spokane

 6/24/13

Dr. Janet Gullickson Date
President
Spokane Falls Community College

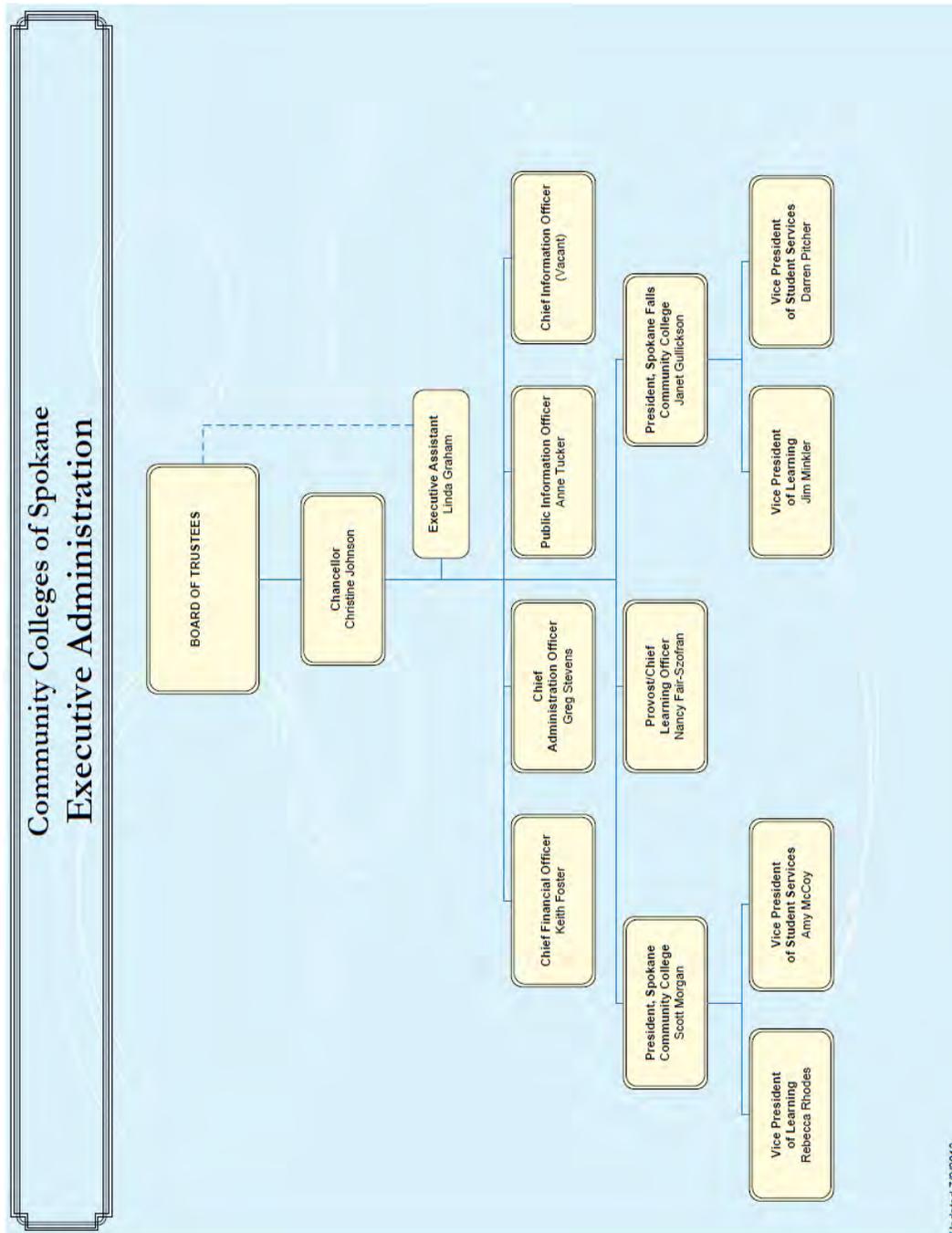
 6/25/13

Scott Morgan Date
President
Spokane Community College/IEL

Appendix 2-A: CCS Organizational Charts

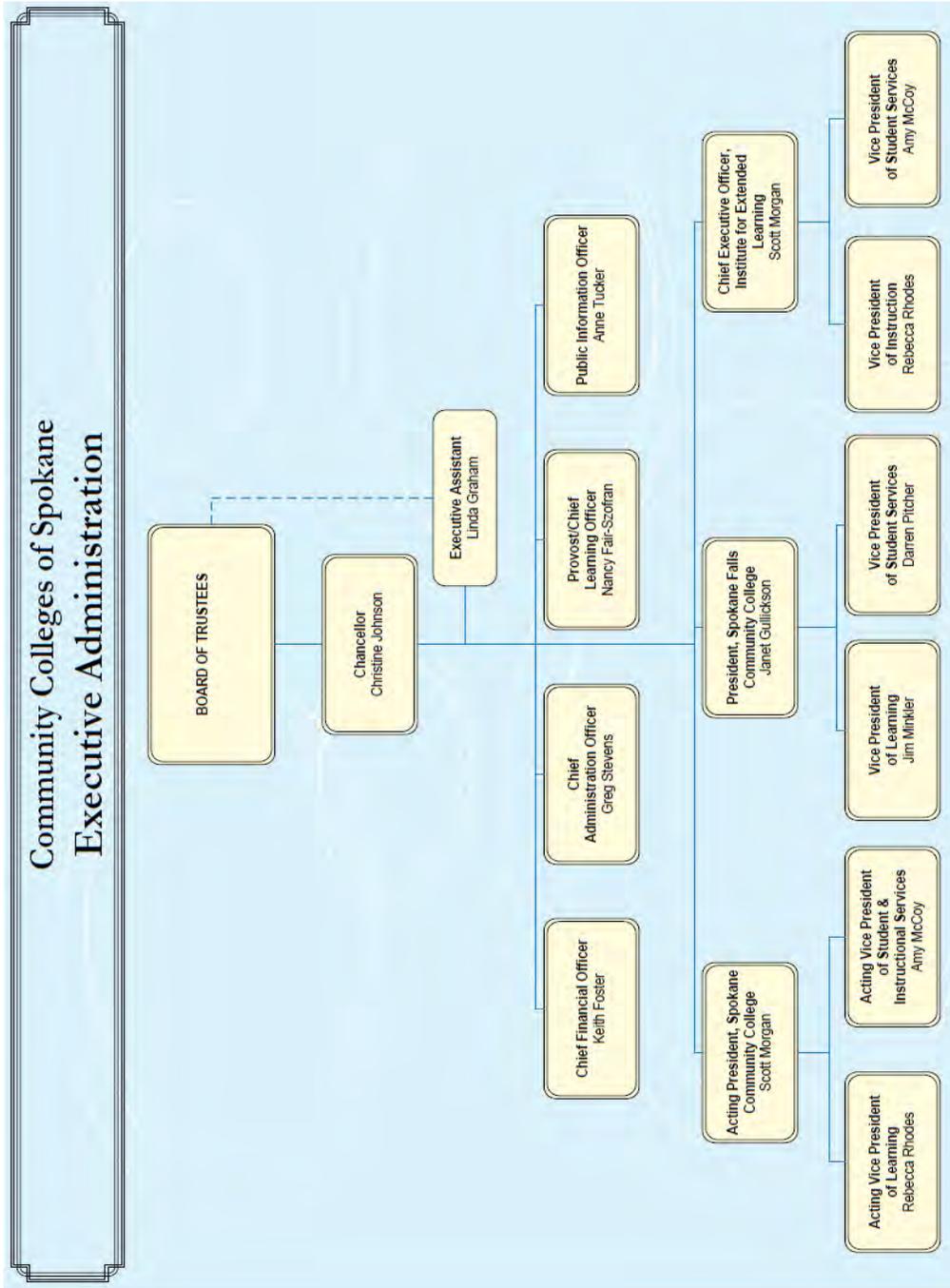
For higher resolution of charts, see http://www.ccs.spokane.edu/About-CCS/Administration/Administrators-10_0805.aspx

CCS Executive Administration, as of July 1, 2013

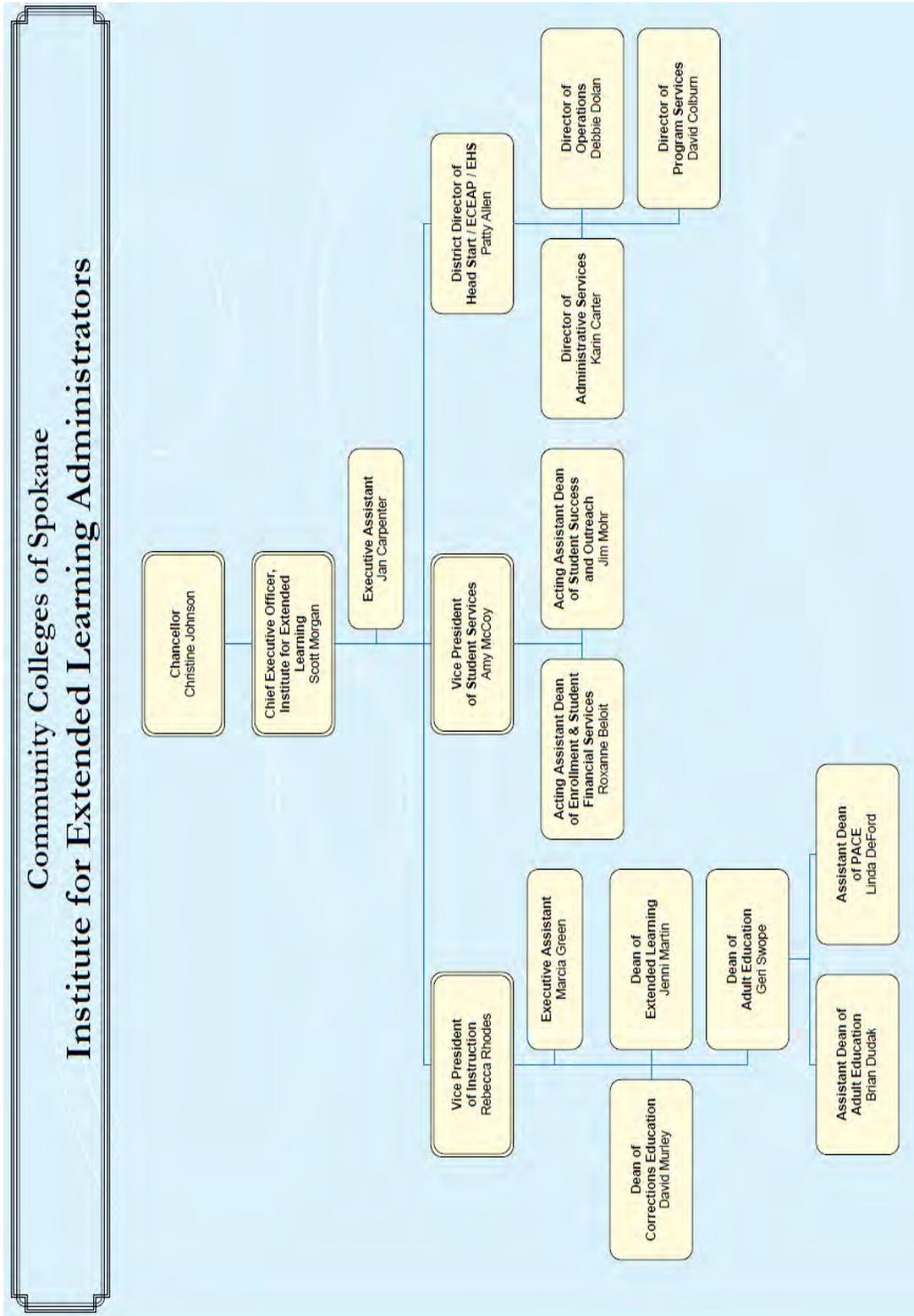


Updated 7/2/2013

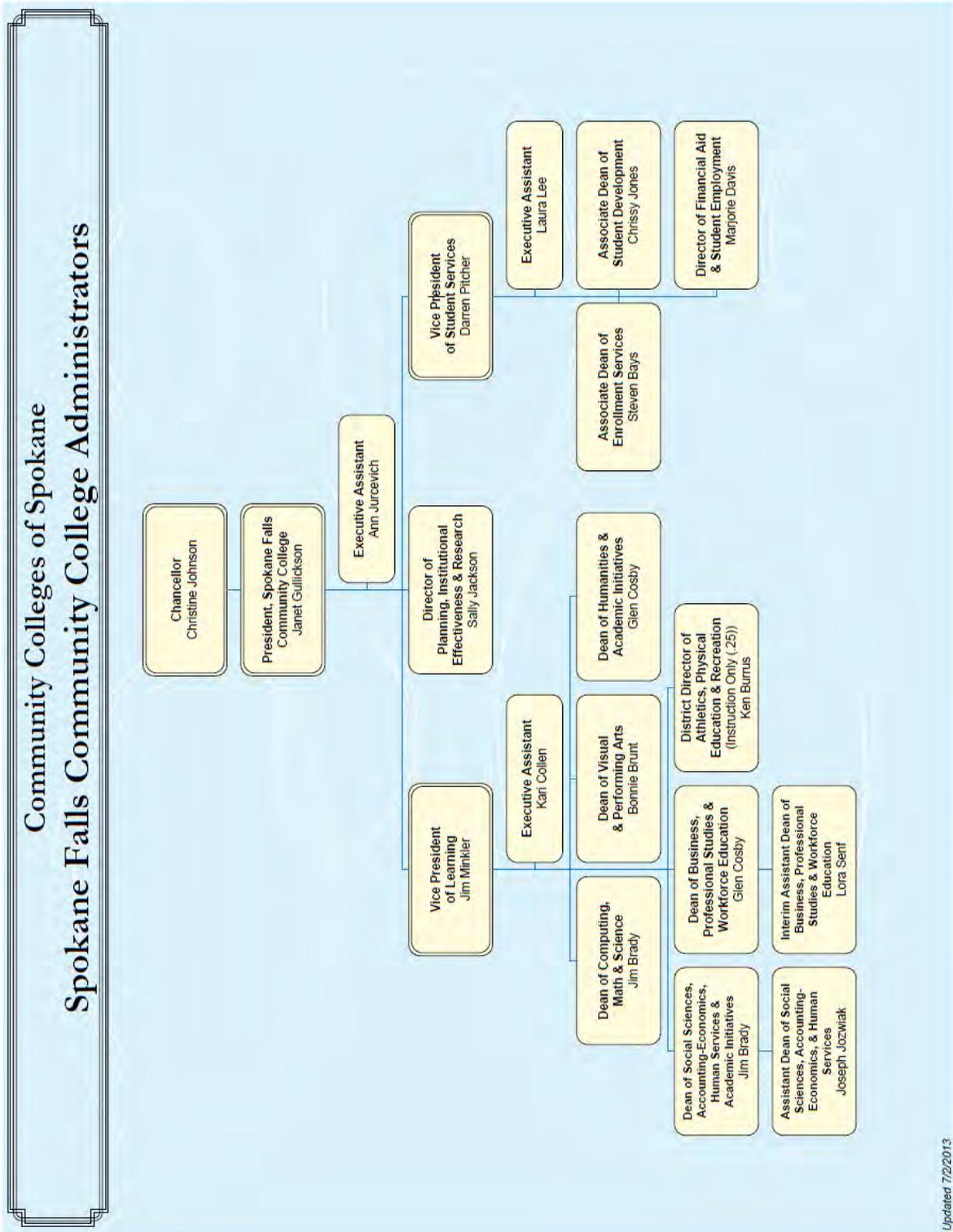
CCS Executive Administration, prior to July 1, 2013



Institute for Extended Learning Organizational Chart prior to July 1, 2013

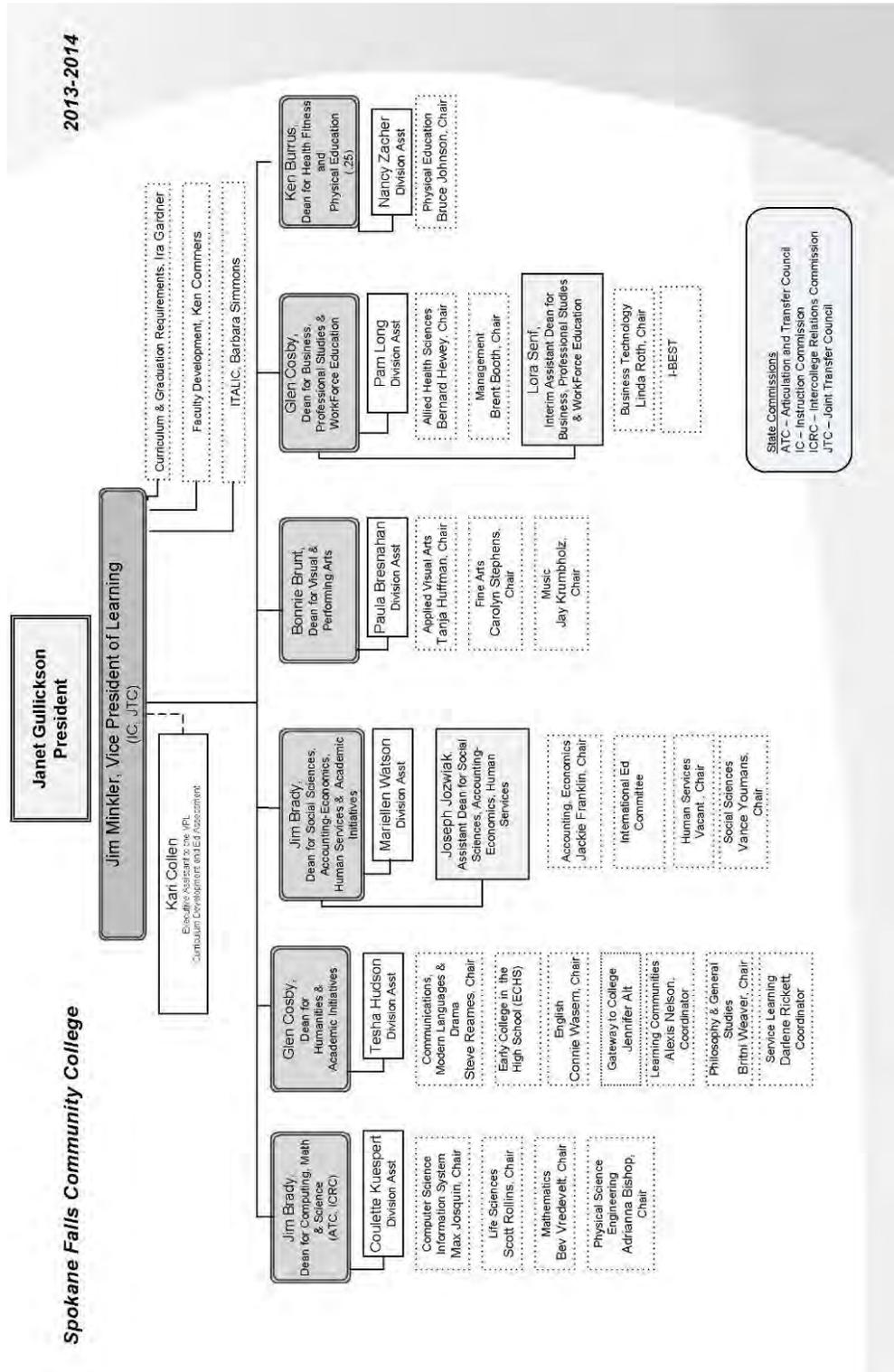


Spokane Falls Community College Administrators

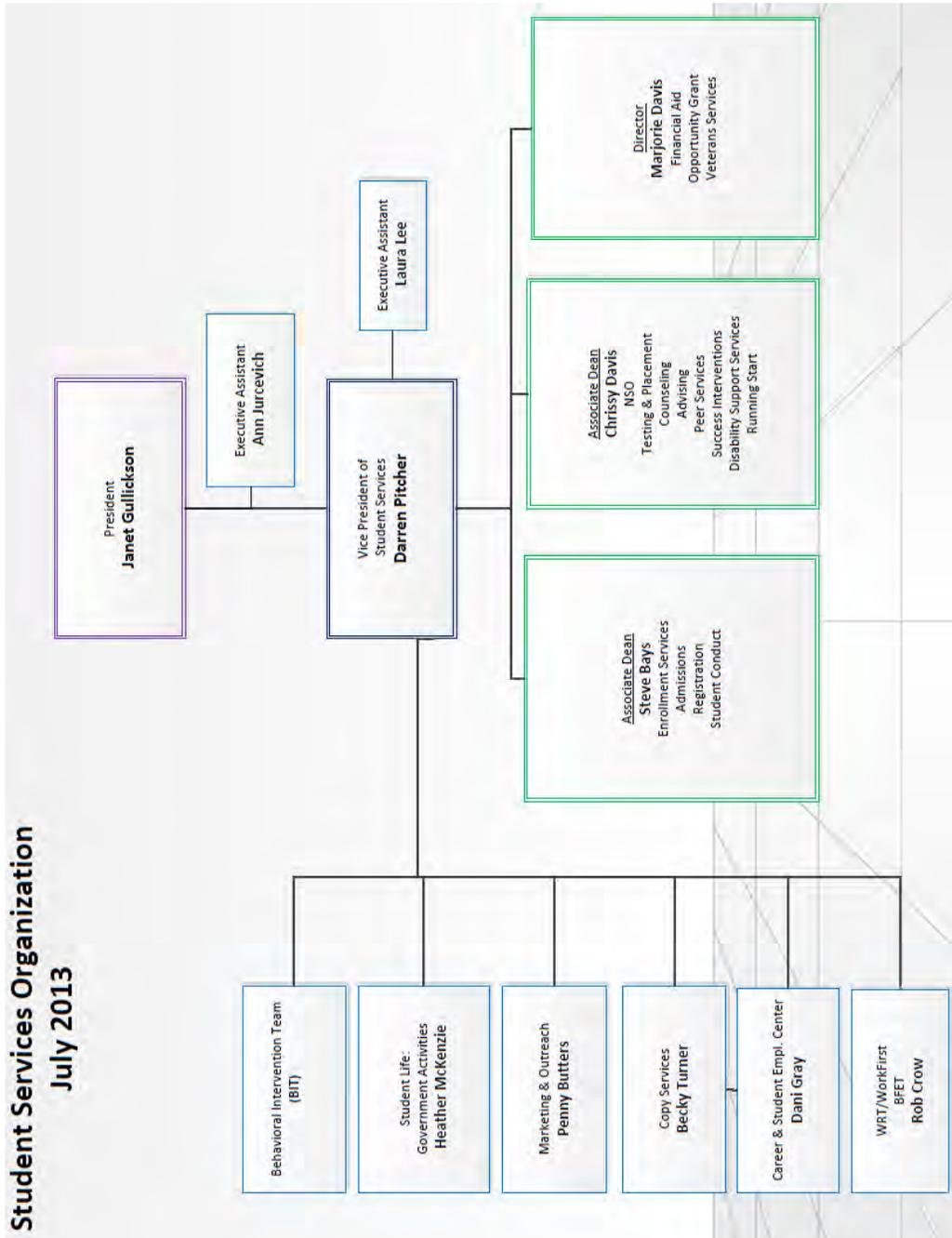


Updated 7/2/2013

Spokane Falls Community College Instructional Organizational Chart

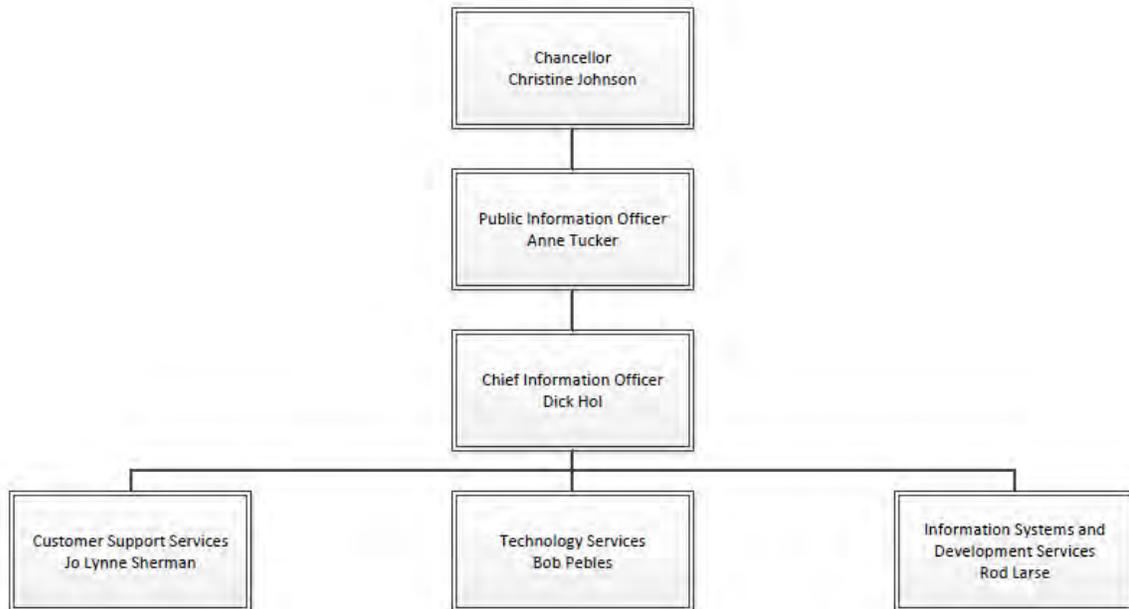


Spokane Falls Community College Student Services Organizational Chart

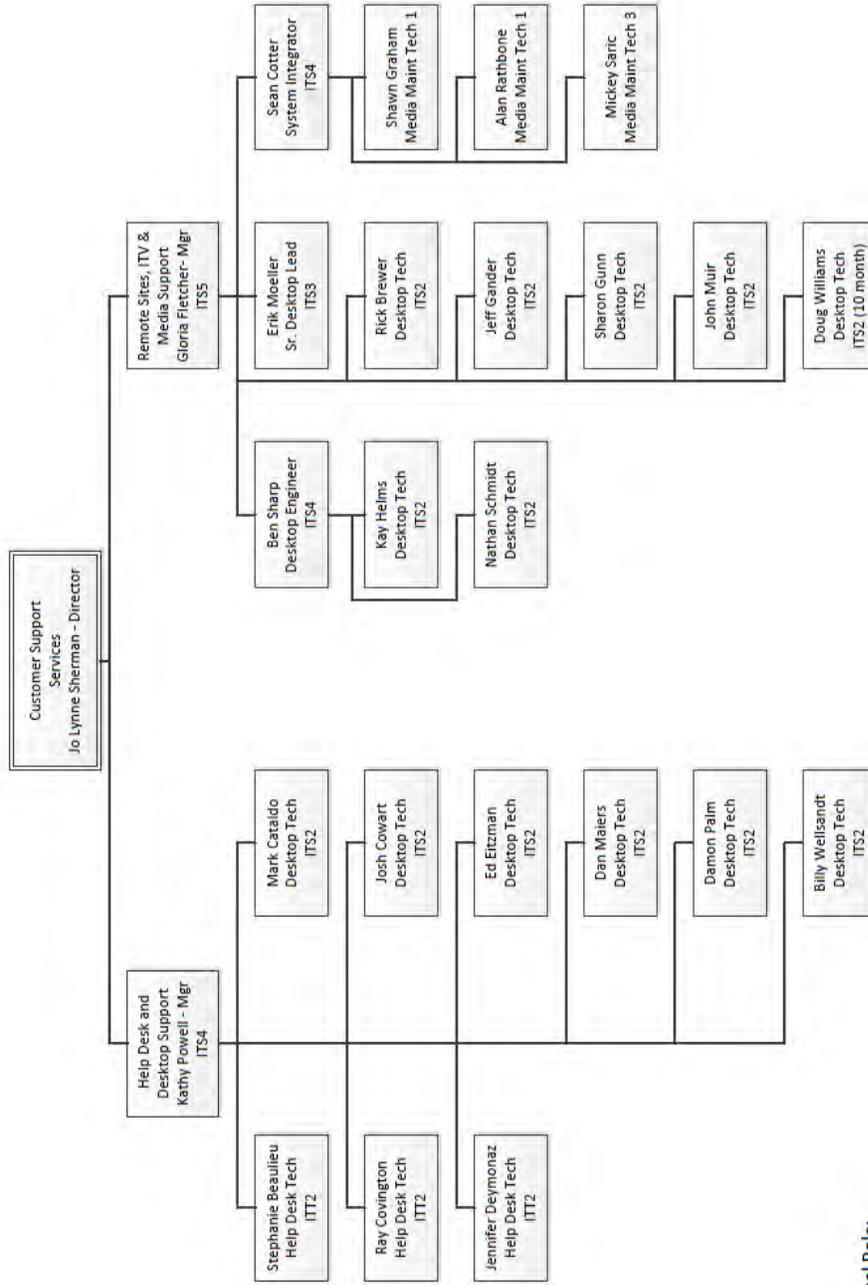


CCS Information Technology

CCS INFORMATION TECHNOLOGY



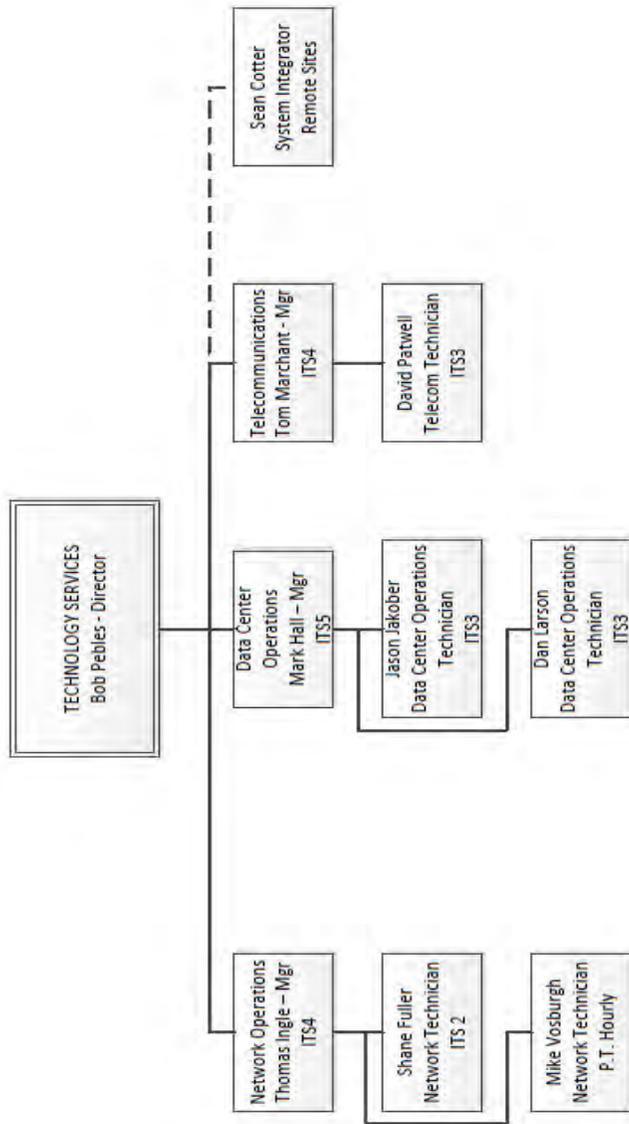
IT Customer Support Services



- Functional Role:
- Desktop Support
 - Classroom
 - Faculty and Staff
 - Help Desk
 - Classroom technology
 - Remote Sites
 - ITV & Media Support
 - Academic Systems Support

05-01-12

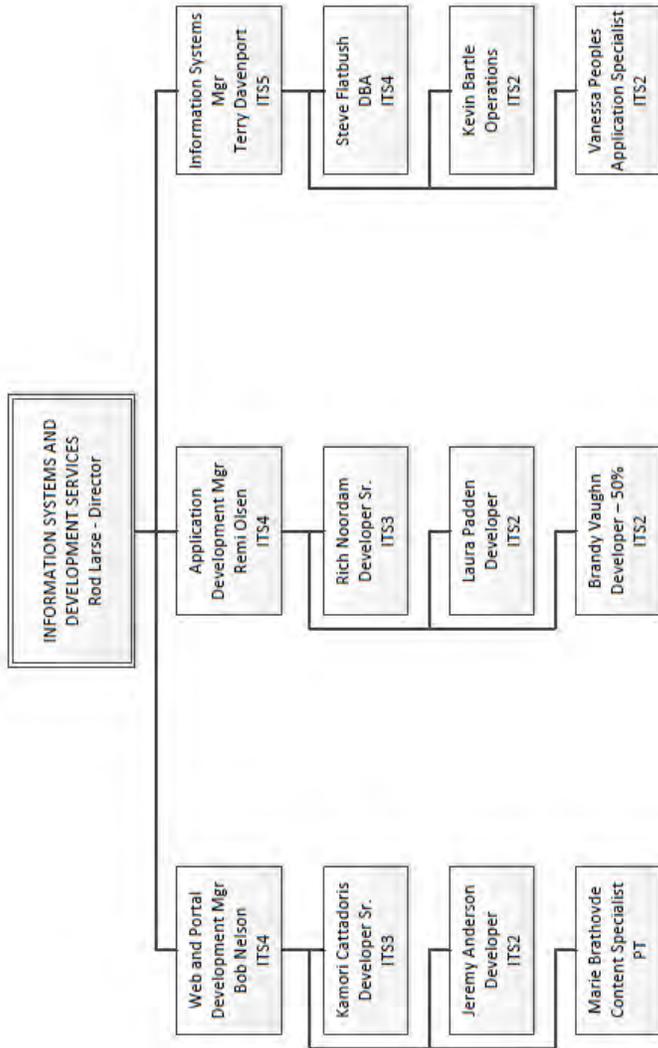
Technology Services



Functional Role:

- Data Center
- Disaster Recovery
- Security
- Network Infrastructure
- Telecommunications

Informational Services and Development Services



Functional Role:

- SBCTC Administrative Applications (LnS)
- ctLink (ERP)
- Web Site & Portal Development
- Application Development
- SharePoint Support

Appendix 2-B: Spokane Falls Community College Committees

[Membership Rosters by Committee Names](#)

[Membership Rosters by Employees Names](#)

[AHE MOU Regarding Faculty Committee Service](#)

Achieving the Dream Academic Advising Planning Team	Faculty Development
Achieving the Dream Core Team	Food Service
Achieving the Dream Early Alert Team	Graduation
Administrative Council	Instructional Administrators
Behavioral Intervention Team (BIT)	International Ed
Common Reading Program/Theme	ITALIC
Commuter Trip Reduction	Joint Service & Activities Fee Budget
Core Theme Team Diversity Equity and Global Awareness	Learning Communities Steering
Core Theme Team Excellent Instruction	President's Cabinet
Core Theme Team Responsiveness to Community Needs	Rewards & Recognition
Core Theme Team Student Achievement	Safety & Health
Curriculum & Graduation Requirements	Student Disciplinary
D (Diversity) Requirement	Student Services Administrative Team
Deans and Chairs Council	Study Abroad Advisory Committee
Diversity & Equity Council	Technology Fee
Facilities & Grounds	Wellness

Appendix 2-C Eligibility Requirements

This table provides a quick way to locate where in the document the requirements are addressed.

Eligibility Requirements	
Requirement	Location
1. Operational Status	Institutional Overview
2. Authority	Chapter One, Introduction
3. Mission and Core Themes	Chapter One
4. Operational Focus and Independence	Chapter Two, Standard 2.A
5. Non-Discrimination	Chapter Two, Standard 2.A.18
6. Institutional Integrity	Chapter Two, Standards 2.A.22 and 23
7. Governing Board	Chapter Two, Standard 2.A.6
8. Chief Executive Officer	Chapter Two, Standard 2.A.11
9. Administration	Chapter Two, Standard 2.A.11
10. Faculty	Chapter Two, Standard 2.B.6
11. Educational Program	Chapter Two, Standard 2.C.1
12. General Education and Related Instruction	Chapter Two, Standard 2.C.8
13. Library and Information Resources	Chapter Two, Standard 2.A.13
14. Physical and Technological Infrastructure	Chapter Two, Standard 2.G.1 and 2.G.5
15. Academic Freedom	Chapter Two, Standard 2.A.28
16. Admissions	Chapter Two, Standard 2.A.15
17. Public Information	Chapter Two, Standard 2.A.15
18. Financial Resources	Chapter Two, Standard 2.F.7
19. Financial Accountability	Chapter Two, Standard 2.F.7
20. Disclosure	Chapter Two, Standards 2.A.22 and 23
21. Relationship with the Accreditation Committee	Chapter Two, Standard 2.A.3 and 2.A.22
22. Student Achievement	Chapter 4, Introduction
23. Institutional Effectiveness	Chapter 3, Introduction and 4, Introduction
24. Scale and Sustainability	Chapter 5, Introduction

Appendix 2-D Cooperative Agreement between CCS Foundation and SFCC

COOPERATIVE AGREEMENT

WHEREAS, THE DISTRICT 17 COMMUNITY COLLEGES FOUNDATION (hereinafter referred to as the "Foundation") exists solely and exclusively for the purposes of soliciting and obtaining charitable contributions to provide financial support to the educational, scholastic, athletic, and other programs of WASHINGTON COMMUNITY COLLEGE DISTRICT 17 (hereinafter referred to as the "Community Colleges of Spokane"), and

WHEREAS, in furtherance of its charitable objectives, the Foundation requires administrative support; and

WHEREAS, it is deemed to be expedient and proper to enter into an Agreement providing for the general exchange of services between the Foundation and the Community Colleges of Spokane, it is mutually agreed as follows:

1. DUTIES, RESPONSIBILITIES AND OBLIGATIONS OF THE COMMUNITY COLLEGES OF SPOKANE:

The Community Colleges of Spokane agrees, at its expense, to do each of the following:

- .01 To make the services of its Director of Development available as reasonably required to assist the Foundation in accomplishing its purposes and objectives and to supervise such other activities as are mutually agreed upon by the Foundation and the Community Colleges of Spokane; and
- .02 To provide additional staff to the Foundation for the purpose of accounting for the revenue and expenditures of the Foundation and each project undertaken by it; and
- .03 To provide office space, telephone service, equipment, office supplies, including postage, audiovisual, duplication, printing, publication and mailing services to the Foundation; and
- .04 To administer, develop and supervise any mutually agreed Third Party Educational Contract or Agreement at actual cost plus 10 percent of the gross revenues of each such contract or agreement; such services shall include budgeting, accounting, purchasing, payroll, personnel, instructional, promotional and supporting functions as required to meet the obligations of any such negotiated contracts or agreements by the Foundation and the Community Colleges of Spokane.

2. DUTIES, RESPONSIBILITIES AND OBLIGATIONS OF THE FOUNDATION:

In consideration for this Agreement, the Foundation agrees as follows:

- .01 To make available to the Community Colleges of Spokane, for mutually agreed upon programs and services, unrestricted funds held by the Foundation and restricted funds for such purposes as are designated by the donors thereof; and

- .02 To seek and/or acquire funds to provide financial support to the Community Colleges of Spokane and its students, for all proper and appropriate purposes including, but not limited to the following:
 - (a) Scholarships, including memorial scholarships and endowments; and
 - (b) Academic and vocational programs, capital construction, equipment, special programs, lecture series, concerts, art exhibits, travelogues, drama productions, athletic events, or any other purpose capable of being financed by endowment or other donated funds; and
 - (c) Any unrestricted purposes consistent with the mission and goals of the Community Colleges of Spokane so that the Foundation can direct these funds where the need is the greatest.
- .03 To be the contracting agent between public agencies providing educational services not normally supported by state appropriations.

3. PROVISIONS APPLICABLE TO BOTH PARTIES:

It is mutually agreed by both parties hereto as follows:

- .01 That either party may terminate this Agreement by giving written notice to the other party of such termination and specifying the effective date thereof of at least sixty (60) days before the effective date of such termination; and
- .02 That the term of this Agreement shall be for a period commencing July 1, 1983, and shall continue thereafter until terminated by either party; and
- .03 That this Agreement is intended to preserve the status of the Foundation as an independent contractor and shall not be considered as creating any agency relationship between the Foundation and the Community Colleges of Spokane; and
- .04 That this Agreement sets forth in full the entire agreement of both parties, and any other agreement, representation or understanding, verbal or otherwise, relating to the services of either party, or otherwise dealing in any manner with the subject matter of this Agreement is hereby deemed to be null and void and of no force whatsoever. While this Agreement may be terminated by either party, it may otherwise be modified or amended only by written agreement executed by both of the parties hereto.

BOARD OF TRUSTEES
COMMUNITY COLLEGES OF SPOKANE

By Deane N. Mungler
Chairperson

Date June 14, '83

BOARD OF DIRECTORS, DISTRICT 17 COMMUNITY COLLEGES FOUNDATION

By James W. Altman
Chair

Date June 27, 1983

ID	Task Name	Start	Finish	Duration	2013												Q4 14									
					Q1 13	Q2 13	Q3 13	Q4 13	Q1 14	Q2 14	Q3 14	Q4 14														
					A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	
					r	y	n	i	e	s	t	i	v	c	n	b	r	r	y	n	i	e	s	t	i	v
23	Centralized DSS provision of accommodations in Spokane, continue current practice in northern counties.	4/1/2013	6/30/2014	326 d																						
24	Faculty continue to provide disability assistance at the IEL	7/1/2013	12/31/2014	393 d																						
25	Employee trained with documentation experience be available to assist GED students in requesting accommodations for GED exams.	10/1/2013	6/30/2014	195 d																						
26	Recommend all change including transition updates for the 2014-16 college catalog begin September 2013, with drafts to Registrars and Students Services Vice Presidents for review by February 1, 2014; then all drafts to District Office by March 1, 2014. Catalog to be finalized and posted on the web by mid-April 2014.	9/2/2013	4/15/2014	162 d																						
27	Recommend that all credit student fees (does not refer to course and lab fees) be consistent throughout the district.	7/1/2013	9/30/2014	327 d																						
28	Recommend the IEL and SCC Student Governments meet to discuss how they could work together. SFCC and the Pullman Center discuss student government issues.	10/1/2013	12/31/2013	66 d																						
29	Recommend that Student Success and Career Services online resources be available to all students in the combined institution, to include centralizing SCC/IEL Veterans student support, which would also provide outreach to rural sites.	10/1/2013	6/30/2014	195 d																						
30	Recommend that similar conversations take place between Pullman IEL and SFCC for their structural changes	4/1/2013	12/31/2013	197 d																						
31	Scheduling of classes to include all modalities must be thoroughly examined and departments' implications must be addressed.	10/1/2013	3/31/2014	130 d																						
32	Cross-training for counselors to assist students' transitions; receive curriculum updates	7/1/2013	9/30/2013	66 d																						
33	IEL-SCC Diversity/Equity Councils merge with representation from each division. Data regarding student success to be gathered and analyzed.	7/1/2013	12/31/2013	132 d																						
34	Starting Summer 2014 all new students register as SCC students. Any continuing student beyond Spring quarter 2014 to be taught-out, cross-walked or course substituted into SCC program. Smooth transitions will be made for students who cannot be cross-walked or cannot have courses substituted.	7/1/2013	1/1/2015	261 d																						
35	Academic Services Task Force review departmental procedures for seniority. CCS/SCC	7/1/2013	6/30/2014	132 d																						

Appendix 3-B: Spokane Falls Community College Master Plan - Draft



Figure 1
Map of existing campus

INTRODUCTION

CONTEXT

Spokane Falls Community College selected Mahlum to collaborate on an update to the 2007 Master Plan document.

Mahlum initiated the process by touring campus facilities and conducting a "visioning session" to establish global facts, needs and objectives relevant to plan development. These meetings were further supplemented by user group interviews that included staff, students and administrative personnel.

After establishing fundamental plan parameters, two on-site planning charrettes were conducted to develop plan proposals that might be carried forward in what has been collectively acknowledged as an economically challenging capital construction environment.

It was generally agreed that the Master Plan update should continue to track large-scale capital need as outlined in the previous plan, but it should also identify smaller-scale interim improvements that

might be implemented given current funding limitations.

The following is a summary of the central goals and needs identified by the Planning Steering Committee and user groups. For a complete list see the Analysis section of this document.

GOALS

- Buildings and facilities should present a collegiate character (stability, permanence)
- Create student centered space throughout campus similar to that found in new buildings
- Improve traffic and pedestrian flow
- Renovate the Student Union (17) to provide space for Student Services programs to expand (Veterans, workforce)
- Renovate the Early Childhood development space in Building 18 and re-purpose into general classroom space
- Create a center for fine arts

NEEDS

- ADA access to the lower gym
- Landscape and plant materials that are easy to maintain and don't require irrigation
- Infrastructure on campus is very old (fire, gas, water, power, sewer)
- Secondary entrance for power to the campus (for redundancy)
- Accommodate learning communities, capacity for 80 (provides links between disciplines)
- More meeting space on campus

CAMPUS MAPS

Figure 1 is a map of the existing campus (2011-2012).

Figure 2 is a map of the proposed campus as guided by the needs and objectives discussed during the planning process.

Figure 3 is a diagram of short term campus opportunity zones. Campus buildings are numbered per the current map. In this document, building numbers follow the building name in parenthesis: Building Name (#).



Figure 2
Future campus opportunities

PLANNING PRINCIPLES

With the stated goals and needs in mind, Mahlum worked with SFCC to develop a series of principles that would guide plan development and proposals.

1. Look for synergies when re-locating specific departments or programs.
2. Provide active building edges and entries to support adjacent open spaces.
3. Improve and/or create student oriented spaces in buildings.
4. Reinforce the campus core.
5. Prioritize pedestrian movement over service and vehicular circulation.
6. Incorporate campus infrastructure improvements and major repairs with each project.
7. Provide universal design.
8. Increase environmental awareness.
9. Improve vehicular entry and circulation off W. Fort George Wright Drive.
10. Utilize talent on campus.
11. Enhance the transit zone.

12. Follow the Campus Design Guidelines.

13. Target improved utilization of facilities and resources.

CAMPUS VISION

The following capital projects were identified as being critical to a long-term vision for the SFCC campus.

Priority capital projects are those being carried forward from previous funding proposals.

In addition to these, several other long-range capital projects have been identified for potential proposal. As current priority projects are cleared for funding, these major projects will undergo additional study.

PRIORITY CAPITAL PROJECTS

New Fine Arts & Photography Building. Built in 1965, the Fine Arts Building has structural, mechanical and inflexibility

problems. The college proposed in the 2009 capital budget competition a single building to replace Fine Arts and Photography. The project has been approved but is currently in on-hold due to reduced funding.

New Humanities Building. Another mid-1960's structure, this building currently serves virtually all students on campus and has been proposed as the college's replacement priority for 2011-13.

Renovate the Gymnasium (7). The Gymnasium was constructed in the 1960's as part of the original campus and is plagued by numerous deficiencies, including some that significantly impact its functionality. The college identified the Gymnasium as its priority renovation candidate in the 2009-11 Capital Budget Request, but it did not receive funding. At minimum, this facility would benefit significantly from the addition an elevator connecting the lower (main gym floor) level to the rest of the building.



SHORT TERM RECOMMENDATIONS

Figure 3
Short term campus opportunities

This section outlines a number of recommendations for campus improvements and pre-design work that can be implemented in the next one to ten years while waiting for the state funding outlook to improve. Projects are intended to be of limited scope and low cost. With approximately \$2,000,000 of "minor capital" per biennium (with board approval), SFCC can make small but meaningful strides towards achieving the campus vision.

These recommendations integrate with the guidelines previously described. They do not require a fundamental change in approach or adjustment to the long range master plan vision, therefore, they are a responsible use of limited school resources.

The solutions proposed below are just a sampling of possible intermediate steps. They are meant to stimulate further dialogue about opportunities over the years to come.

OPPORTUNITY ZONES

See Figure 3 (17x11 fold-out) for a diagram identifying the location of opportunity zones outlined below.

A. Create quiet study areas and small waiting/social areas in existing buildings.
Listening sessions with students revealed this to be one of their highest priorities. Student oriented spaces provide areas for study, relaxing, eating, and socializing with peers and faculty between classes. These spaces are best located at the building

perimeter with ample daylight and visual connections to adjacent outdoor amenities. They could be achieved by adding soft seating to corridor nooks, by converting poorly utilized existing rooms or by re-purposing general classroom space made available through strategic scheduling and higher utilization throughout the day.

B. Build a covered gathering area. A small centrally located outdoor structure could support campus tours and other gatherings, such as when area high schools visit the planetarium. One proposed location for this structure is northwest of the Student Union dining area (at the far western end of the proposed quadrangle, Center 3). This covered structure could be integrated into the northern edge of the student union loading area, thereby further screening the loading area from the future quadrangle.

C. Establish campus sustainability goals. Environmental leadership cannot be demonstrated unless goals are clearly stated. Next steps include establishing a campus sustainability committee, crafting campus goals, establishing educational opportunities, and identifying strategies. Numerous sustainability frameworks are available as a reference point. Finding the right balance between fiscal responsibility and environmental leadership is the first key decision. Most sustainable strategies will have the added benefit of reducing long-term operating costs. Examples of campus strategies include:

- ∴ Individual building metering for tracking energy use.
- ∴ Reduce water consumption through use of native plants.
- ∴ On-site power generation.
- ∴ Snow plowing storage – consider creating underground ice house for summer cooling needs.

Appendix 3-C UND Aerospace Program Closure

Minkler, Jim

To: Don Dubuque; Praeger, Pam
Cc: Brady, Jim; Paul Snyder; John Walberg; Canty, Jacob
Subject: RE: Request for Class
Attachments: UND Aerospace.docx; UND 123011.docx

Hello Don,

We have received your letter dated December 29th regarding UND Aerospace and SFCC. I have discussed this with President Pam Praeger and Dean Jim Brady. President Praeger is out on holiday break right now but has directed me to send you a response to your letter (please see attachment UND Aerospace).

Also attached (UND 123011) is a letter serving as advance notification of program closure.

We are also wondering if we could obtain a list of all the students enrolled in the program to make sure that we have done all we can to get them in the loop and to make sure we have done all we can to meet their needs.

Regarding the joint notification to be sent to students prior to the beginning of winter quarter, below you will see some draft language. Please edit as you see fit and you may want to add to what we drafted regarding first year students.

Dear Aviation student,

It is with sincere regret that we must inform you that the SFCC/UND Aviation program will be discontinued as of the end of Spring quarter, 2012. While there were a number of considerations, the primary cause is the cost of the program in light of recent and ongoing budget challenges. We will offer the second year Aviation courses through Spring 2012 to give second year students the opportunity to complete their coursework. For first year students, the Flight Center director, Jake Canty will work with you, SFCC and UNO to plan your future studies in Aviation.

Jim

James E. Minkler, Ph.D.
Vice President of Learning
Spokane Falls Community College
3410 W Fort George Wright Dr, MS 3010
Spokane, WA 99224-5288
Tel: 509-533-3764, Cell: 509-869-7417
Email: iim.minkler@spokanefalls.edu

12/29/2011

Don Dubuque
UNO Aerospace Foundation

12/29/2011

Don Dubuque
UNO Aerospace Foundation
4251 University Ave.
Grand Forks, ND 58201

Dr. Pam Praeger -President
Spokane Falls Community College
3410 W. Fort George Wright Dr.
Spokane, WA 99224-5288

Dear Pam,

Since 1998, UNO Aerospace and SFCC has had a very unique partnership. Together we have impacted the lives of many students as *they* pursue their aspirations in the Aviation industry.

In addition to offering the classes for the currently enrolled aviation students, we feel it is equally important that SFCC offers an Intro to Aviation (AIRSC 102) class in the Spring quarter. This private pilot class would be clearly communicated as a stand-alone, elective class and not part of an aviation degree with SFCC.

By approving this, it will enable UNO Aerospace to remain in Spokane until the end of Spring Quarter and finish as many of the current aviation students as possible. If we are unable to offer the AIRSC 102 course during the Spring quarter, even with the financial contribution, the reduced student enrollment will put a significant financial strain on UNO Aerospace and we would be forced to leave no later than the end of the Winter Quarter. This would be unfortunate and would provide very little time for current aviation students to finish the aviation program they started. It would also ensure no possible agreement could be reached with SCC.

We also need to develop a joint statement of intent for the students *prior* to Winter quarter start. Regardless of what future classes may be offered, I know it is important to both of us that we continue to clearly communicate our future intentions to all the students.

If we can mutually agree on these details, our intent is to continue flight training through the end of Spring quarter. After July 1, 2012, we would either continue with SCC, or if no agreement can be reached, discontinue flight training in Spokane. Again, we have had an excellent relationship over the last 13 years. We would greatly appreciate your support as we make this transition.

I have asked our site manager, Jacob Canty, to contact you, as well as Jim Brady and Jim Minkler, as soon as possible, so that we could set a time to discuss these details, as well as develop a joint statement of intent.

Thank you for considering our request as we strive to continue serving the students in the Northwest

Sincerely,


Don Dubuque
Director of Extension Programs
UNO Aerospace Foundation

Appendix 3-C UND Aerospace Program Closure

Minkler, Jim

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Cc: Brady, Jim; Paul Snyder; John Walberg; Canty, Jacob
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Thank you for considering our request as we strive to continue serving the students in the Northwest

Sincerely,


Don Dubuque
Director of Extension Programs
UNO Aerospace Foundation

Comprehensive Year Seven Self-Evaluation Report



Community Colleges of Spokane

Spokane Falls Community College