



WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17

February 20th, 2024

NOTICE OF REGULAR MEETING

(Notice Date: Wednesday, February 14th, 2024)

The Community Colleges of Spokane Board of Trustees will hold a regular meeting on Tuesday, February 20th, 2024, beginning at 8:30 AM. Should an executive session be held, adjournment is scheduled for 11:00 AM.

The regular meeting will take place in person at Spokane Community College, 1810 N. Greene St, Spokane, Washington as well as a virtual space.

To connect to the February 20th meeting virtually, go to:

[Join Zoom Meeting](#)

Meeting ID: 867 6026 8466

Passcode: 344280

All Board of Trustees meetings include opportunity for public comment. The February 20th, 2024, meeting will be held both in person and virtually. Please email public comments to the Board Executive Assistant at Breanne.Riley@ccs.spokane.edu by 8:30 AM on Tuesday, February 20th, 2024. Please place "Public Comment" in the subject of your email. Public comments received will be provided to the Trustees, entered into the record, and attached to the minutes of the February 20th regular meeting.

A copy of the meeting material can be found online at:

<https://ccs.spokane.edu/About-Us/Leadership/Board-of-Trustees>

CCS MISSION

To provide all students an excellent education that transforms their lives
and expands their opportunities.

CCS VISION

Providing the best community college experience in the Northwest.

CCS VALUES

Students First | Equity | Access | Excellence | Integrity |
Leadership | Responsiveness | Stewardship

Washington State Community College District 17

1810 N. Greene St
Building 1, Room 221
Spokane, WA 99217

[Join Zoom Meeting](#)

Meeting ID: 867 6026 8466
Passcode: 344280

Regular Board Meeting: In-Person & Zoom
Tuesday, February 20, 2024

AGENDA

Trustee Mike Wilson; Chair, Trustee Todd Woodard; Vice-Chair,
Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara
8:30 a.m. – 12:30 p.m.

PLEASE NOTE: The Board reserves the rights to alter the order of the agenda.

02/20/2024	Regular Meeting Agenda		TAB #	
8:30 a.m.	1.	Tenure Faculty Introductions	Report	
	2.	Call to Order, Pledge of Allegiance, Roll Call and Native Land Acknowledgement Statement ↳ Trustee Mike Wilson, Chair	Action	
		Public Comment	Discussion	
	3.	Consent Agenda a. Board Minutes ↳ 12/19/2023 – Regular Meeting ↳ 01/16/2024 – Work Session b. Capital Projects – Nichole Hanna c. Budget and Expenditures – Linda McDermott d. Delegation of Authority Resolution – Linda McDermott e. Head Start - Bobbi Woodral f. Admin Procedure – Linda McDermott & Greg Stevens	Action	Tab 1
	4.	CCS Rebranding ↳ Trustee Todd Woodard, Vice-Chair ↳ Trustee Glenn Johnson	Action	Tab 2

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|-----|---|-------------------|--------------|
| 5. | Chancellor's Report
↳ Kevin Brockbank, CCS | Report | |
| 6. | Presidents Report
↳ Jenni Martin, SCC
↳ Kimberlee Messina, SFCC | Report | |
| 7. | CCS Reorganization
↳ Kevin Brockbank, CCS | Report | Tab 3 |
| 8. | CCS District Equity Efforts
↳ Lori Hunt, CCS
↳ Jim Mohr, CCS | Report | Tab 4 |
| 9. | AHE/Faculty Report
↳ Beverly Daily, AHE
↳ Christina Momono, SCC
↳ Katie Satake, SCC
↳ Katella DeBolt, SFCC | Report | |
| 10. | WFSE/Classified Staff Report
↳ Abigail Affholter, SCC
↳ Alison Cooley, SFCC | Report | |
| 11. | Student Government Report
↳ Austin Dehlin, SCC
↳ Vishal Pathirana, SFCC | Report | |
| 12. | Board Report | Report | |
| 13. | Executive Session
a. Reserved for potential action generated from executive session | Discussion | |
| 14. | Potential Action Generated from Executive Session | Action | |

Adjournment

**Next Meeting will be held on Tuesday, March 19, 2024 at 8:30 a.m.
Spokane Falls Community College, 3410 W. Whistalks Way, Spokane WA 99224**

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda.

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**ACTION: CALL TO ORDER, PLEDGE OF ALLEGIANCE, ROLL CALL
AND NATIVE LAND ACKNOWLEDGEMENT STATEMENTS**

Prepared by: Breanne Riley
Executive Assistant to the Chancellor

Presented by: Mike Wilson
Chair, CCS Board of Trustees
February 20, 2024

Washington State Community College District 17

Community Colleges of Spokane
Board of Trustees Meeting
February 20, 2024

Native Land Acknowledgment

We are honored to acknowledge that the Community Colleges of Spokane, and our main campuses for Spokane Falls and Spokane Community College, are located on the traditional and sacred homelands of the Spokane Tribe. We also provide services in a region that includes the traditional and sacred homelands of the Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, Kalispel Tribe and Nez Perce Tribe.

We pay our respect to tribal elders both past and present as well as to all indigenous people today. This land holds their cultural DNA and we are honored and grateful to be here on their traditional lands. We give thanks to the legacy of the original people and their descendants and pledge to honor their stewardship and values.

ACTION: APPROVAL OF CONSENT AGENDA

BACKGROUND

Consent agenda items will be considered together and will be approved on a single motion. Any person desiring to remove an item for separate consideration should so request before approval of the agenda.

AGENDA ITEMS

- a. Board Minutes Approval
 - 12/19/2023
 - 01/16/2024
- b. Capital Projects - Nichole Hanna
- c. Budget and Expenditures - Linda McDermott
- d. Delegation of Authority Resolution - Linda McDermott
- e. Head Start - Bobbi Woodral
- f. Admin Procedure - Linda McDermott & Greg Stevens

RECOMMENDATION

It is recommended that the Board of Trustees of Washington State Community College District 17 approve the consent agenda as presented.

Prepared by: Breanne Riley
Executive Assistant to the Chancellor

Presented by: Trustee Mike Wilson
Chair of Board of Trustees
February 20, 2024

ACTION: APPROVAL OF MEETING MINUTES

RECOMMENDATION

It is recommended that the Board of Trustees of Washington State Community College District 17 approve the minutes from the December 19, 2023 meeting and the January 16, 2024 meeting, as presented.

Prepared by: Breanne Riley
Executive Assistant to the Chancellor
February 20, 2024

MINUTES

WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17 BOARD OF TRUSTEES WORK SESSION SPOKANE FALLS COMMUNITY COLLEGE

Present: Trustee Mike Wilson, Trustee Todd Woodard, Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara. Also present: Kevin Brockbank, Lori Hunt, Linda McDermott, Carolyn Casey, Kimberlee Messina, Jenni Martin, Grace Leaf, Nichole Hanna, Patrick McEachern, Connan Campbell, Abigail Affholter, Beverly Daily, Greg Stevens, Amy McCoy, Bonnie Glantz, Breanne Riley (recording secretary).

Guests: John Drake, Jess Carter, Quinn Husney

Excused: Alison Cooley, Katella DeBolt, Bobbi Woodral, Christina Momono, Katie Satake

CALL TO ORDER AND ROLL CALL

The Board of Trustees of Washington State Community College District 17 held a special meeting at Spokane Community College, on Tuesday, January 16, 2024. Chair Mike Wilson called the meeting to order at 8:35am. Trustee Wilson asked if there were any members of the public present at the work session meeting, to which there were none. The Native Land Acknowledgement was given by Trustee Wilson.

CONSENT AGENDA

Being no objections, the consent agenda was entered into the record. Topics include the following:

- a. Budget & Expenditures – Dr. Linda McDermott
- b. Head Start Updates – Ms. Bobbi Woodral

Trustee Wilson asked if Head Start had a response from the government regarding the change in enrollment numbers in the program. Dr. Linda McDermott noted that the resolution in the consent agenda was regarding the action that was approved by the Board at the June 2023 meeting for the HS+ resolution formalizing the 10 credits that are of no cost to students. The motion to approve the consent agenda was so moved by Trustee Johnson, seconded by Trustee Franklin, and approved unanimously by the Board.

CCS Campus Security Request, Dr. Kevin Brockbank shared the request for approval to use funds for safety and security. Dr. Brockbank shared how the campuses have been impacted recently from the high level of transients in the Spokane area and the transit center being near the campuses. Access to campuses needs to be addressed as well as updating the camera system. The request was to approve \$6,545,590.00 in local funding to supplement the security upgrade projects. Trustee Johnson asked if this could be a request that could be brought forth to the legislature. Trustee Woodard asked if CCS has worked to increase patrols of the campuses. He then asked if other campuses in Washington are experiencing the same security concerns as CCS. Trustee Wilson asked for clarification of the cost of the overall project and what the scope of the project was. Trustee Johnson noted that in the past CCS has asked for additional help from Spokane Transit Authority and the Spokane Police Department and then asked if they are still providing security at both campuses. Trustee Franklin asked if there was any risk of reduced services to students due to the cost of the security upgrades. Ms. Beverly Daily asked for clarification of the security upgrades, where the upgrades would be implemented, and how the upgrades would affect guests at both campuses. Trustee Johnson noted that students could be employed as greeters at the campuses. Trustee Wilson asked about the operational costs of the security upgrade. The motion to approve was so moved by Trustee Woodard, seconded by Trustee Johnson, and approved unanimously by the Board. Dr. Brockbank asked that the Trustees attend a hearing on behalf of CCS at 4:00pm as he and the Presidents will be traveling regarding Bill 2172.

Alert of Tenure Consideration, Mr. Greg Stevens, shared that there were six tenured faculty for the Board to consider. The alert brought forth was that the finalists were now available for review, February the Board will discuss the faculty chosen for tenure, and the decision will be made at the March Board of Trustees meeting.

Drake Cooper Rebranding Presentation, Ms. Carolyn Casey reviewed that the presentation would be sharing research that Drake Cooper had found for the rebranding project. Ms. Quinn Husney reviewed the overarching project timeline and purpose of the research that would be presented. Ms. Husney then reviewed the objectives and structure of the research. Ms. Husney shared that 427 survey responses were received and the range of employees that responded to the survey. Ms. Husney then reviewed the college decision factors from the survey. Ms. Husney reviewed the results of why people wanted to go to college, as well as what customers considered when choosing a higher education institution. Ms. Husney then reviewed the perceptions of community colleges. Ms. Husney reviewed customers confirmed that community colleges had a defined reputation as subordinate to four-year universities. Customers also identified some positive and descriptive differences between community colleges and traditional four-year universities. Trustee Wilson asked Ms. Casey what marketing opportunities had been discovered after the results of the survey were shared with her department. Trustee Johnson asked if the questions were specific to certain community colleges or if the questions were about community colleges in general. Trustee Yoshihara commented that he found the results of the teaching quality interesting and it should be addressed to the public that the quality of teaching

is very high at CCS. Ms. Husney then reviewed the reputations of CCS and its competitors. It was shared that Eastern Washington University and Washington State University were considered the top competitors of CCS from employees, while customers listed Gonzaga as the top competitor. Ms. Husney then reviewed the reputations of CCS, SCC, and SFCC. It was shared that employees expressed concern that naming the Community Colleges of Spokane created confusion and detracted from the established reputation of the included colleges. Ms. Husney then reviewed the key differentiators of CCS in relation to four-year institutions. Drake Cooper discovered that asking participants to describe the Community Colleges of Spokane revealed misunderstanding and uncertainty, even among current students. It was also found that SFCC was viewed as more aesthetically pleasing and SCC as more industrial. Ms. Husney then reviewed the perceived difference in students at each campus from both the employees and the customers. Ms. Husney then reviewed the results of the survey regarding the relationship between both colleges. It was shared that employees agreed there is significant confusion among students about the relationship between CCS, SCC, and SFCC. Students reported that they felt no connection to students on their sister campus. It was also shared that students and mentors both showed awareness of contention between the campuses.

BREAK

Trustee Wilson reconvened the meeting at 10:33am.

Trustee Wilson asked how CCS came about and if there was something that happened between the colleges to have them separated. Ms. Husney then reviewed the results of the brands being separate or combined. It was then reviewed that the consensus was that all participant groups agreed that the current middle-ground branding contributes to confusion. Ms. Husney shared that people liked aspects of the brand that paid homage to the natural, local environment. It was also shared that people found the current brand is chaotic and lacking a clear identity. Employees imagined Skitch's personality as gentle and compassionate with a fierce edge and that customers generally like the mascot. Supporters appreciated the mascot's uniqueness and local significance, while critics disliked current illustrations and had concerns over potential connotations. Ms. Husney shared that most people did not like the foot logo and that employees felt that the design and significance of the sun and mountains being used as the CCS logo were unclear. As for the mission, vision, and values employees liked the emphasis on students and appreciated the homage to equity, but felt that the broad, general language seemed inauthentic. Ms. Husney then reviewed the key takeaways of the survey and the research objectives. The next step will be Drake Cooper meeting with the executive branding group and collaborating on strategic recommendations based on the findings. Trustee Yoshihara commented that community colleges were seen as lesser than a traditional four-year college and that is a misconception that he would like to change. He then asked what percentage of CCS graduates transfer to a four-year institution. Dr. Brockbank took a moment to thank Drake Cooper for their work with CCS. Ms. Carolyn Casey shared that the Board would have a draft of the proposed branding at the February Board meeting.

Trustee Wilson reviewed the committees that the Board will be serving on in 2024.

Executive Session

There will be no executive session.

Adjournment

Being no further business, the meeting adjourned at 11:35am.

Minutes of the Board of Trustees Meeting
Washington State Community College District 17
Regular Meeting
December 19, 2023 8:30am
Spokane Community College
In Person and Zoom Option

Present: Trustee Mike Wilson, Trustee Todd Woodard, Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara. Also present: Kevin Brockbank, Jenni Martin, Kimberlee Messina, Jaclyn Jacot, Patrick McEachern, Ashley Purdin, Patrick McEachern, Bonnie Glantz, Connan Campbell, Bobbi Woodral, Amy McCoy, Greg Stevens, Abigail Affholter, Alison Cooley, Paula Anselmo, Deanna Pixley, Grace Leaf, Lori Hunt, Linda McDermott, Carrie Culver, Beverly Daily, Nichole Hanna, Carolyn Casey, Christina Momono, Brandy Browning, Heather Beebe-Stevens, Tammy Pham, Joshua Martin, Amy Anderson, Kim Mitchell, Kacie Jones, Andrea Cons-Diller, Zachary Christman, Angela Smith, Corinna Donnerberg, Vishal Pathirana, Peyton Fox, Katella DeBolt, Guillermo Espinosa, Piper McCarthy, Tammy Zibell, Chantel Black, Jim Fitzgerald, Breanne Riley (recording secretary).

Guests: Jadey Scalise

Excused: Katie Satake

Fall 2023 Tenure Faculty Introduction

Ms. Kacie Jones, Computer Information systems faculty member, gave a brief introduction of her role at CCS and her employment background. **Ms. Andrea Cons-Diller**, English Instructor, gave a brief introduction of her educational and employment background. **Ms. Kim Mitchell**, Nursing Faculty member, gave a brief introduction of her educational and employment background. **Mr. Zachary Christman**, ESL Instructor, gave a brief introduction of his educational and employment background. **Mr. Joshua Martin**, Culinary Arts Instructor, gave a brief introduction of his educational and employment background. **Ms. Angela Smith**, Communications Studies Instructor, gave a brief introduction of her educational and employment background. **Ms. Corinna Donnerberg** gave a brief introduction of her educational and employment background. **Ms. Christina Momono**, ESL Instructor, gave a brief introduction of her educational and employment background. **Ms. Amy Anderson**, Communications Studies Instructor, gave a brief introduction of her educational and employment background. Trustee Wilson expressed his thanks for the faculty members that were present today and for serving the students of CCS.

Celebrating Student Success

Dr. Ashley Purdin, Ms. Paula Anselmo, Ms. Deanna Pixley gave a brief introduction of the Cosmetology program at SCC. Dr. Purdin explained the goals and progress of the Cosmetology program. Ms. Anselmo reviewed the mission statement of the Cosmetology program and the goal of being the best department in the state of Washington. Ms. Pixley reviewed how the program and the students have given back to the community, with two of the partnerships being Homeless Connect and Together Drive. Ms. Pixley then reviewed the partnerships that the program is currently working with. Ms. Jadie Scalise, former student of the Cosmetology program, recapped her experience while being enrolled in the program and her professional experiences following the completion of the program. Trustee Wilson asked about the makeup of the advisory board and how it is used. Trustee Johnson asked about the relationship with Redken and SCC as the program uses Redken products. Trustee Woodard asked how many students graduated per year and what the recruitment process was for graduating students. Trustee Yoshihara asked what the top-level salaries for stylists were as well as the average salary for stylists. Trustee Johnson asked what the average length for employees that entered the cosmetology field was.

Call to Order

The Board of Trustees of Washington State Community College District 17 held a regular meeting on Tuesday, December 19, 2023. Trustee Wilson called the meeting to order at 9:01am. This was followed by the Pledge of Allegiance and roll call. It was announced that the meeting was open to the public. Individuals interested in addressing the Board were encouraged to speak up during the public comment section. The Native Land Acknowledgement was given by Trustee Johnson.

PUBLIC COMMENT

There were no public comments.

CONSENT AGENDA

Being no objections, the consent agenda was entered into the record. Topics included the following:

- a. Minutes of the November 14, 2023 Regular Meeting
- b. Capital Projects Status – Ms. Nichole Hanna
- c. Budget and Expenditures – Dr. Linda McDermott
- d. Head Start Updates – Ms. Bobbi Woodral

Ms. Bobbi Woodral reviewed the enrollment levels and new targets for the Head Start program. Ms. Woodral noted that the ECAP program has expanded at both CCS and in the state of Washington. She then shared that a change of scope will be implemented

in the Head Start program and the reasons for the upcoming changes. Ms. Woodral asked the Board for their approval of the proposal to decrease the number of children in each of the preschool's classrooms from an average of 18-20 children in each classroom to 15 children in each room, which would be giving 253 slots back to the office of Head Start. Trustee Woodard asked for clarification of the decrease in class size and if the decrease would be implemented immediately. Ms. Woodral reviewed the timeline for the decrease and reiterated that no child would be removed from the program and there would be no staff layoffs. Trustee Yoshihara asked how many students would be in the program after the decrease. Trustee Wilson asked if enrollment could be increased in the future if there was a demand from the community. Trustee Wilson stated that he would like to take the item out of the consent agenda and act on the motion from Head Start separately. Trustee Woodard noted that it was a significant decision to remove the number of openings that would be available. Trustee Wilson asked if families would be affected as far as costs if the motion was to be approved. Trustee Johnson noted that childcare for students and those trying to reenter the workforce has been a focus for CCS. Trustee Johnson asked if there would be a review period and if there was any flexibility if the change was implemented. Trustee Wilson asked for clarification of the effects on funding should the motion be approved. Trustee Wilson noted that he would like to see a detailed budget report from Head Start in relation to the new motion. Trustee Johnson asked that if there were less slots and less students with the same amount of funding could salaries for Head Start staff be increased. Trustee Wilson asked for a motion to approve the consent agenda with the Head Start portion omitted, the motion was so moved by Trustee Woodard, seconded by Trustee Johnson, and approved unanimously by the Board. The motion to approve the Head Start proposal was so moved by Trustee Yoshihara, seconded by Trustee Woodard, and approved unanimously by the Board.

Chancellor's Report

Dr. Kevin Brockbank, Chancellor, reviewed the new format of the tabs in the Board packets to reflect the Board objective that they are related to. Dr. Brockbank then reviewed the proposed CCS reorganization that is in current discussion. Dr. Brockbank reviewed the timeline of the reorganization to include feedback, a formal presentation to labor union groups, and the implementation to begin February 1st, 2024. Dr. Brockbank noted that the model has been based on the retirement of Mr. Greg Stevens and that the changes should not affect the budget for any of the departments. Dr. Brockbank reviewed the details of the reorganization and the executives and departments that will have changes implemented. Trustee Yoshihara asked if any staff would be added with the reorganization.

Budget Planning and Timeline 2024-25

Dr. Linda McDermott, Chief Financial Officer, reviewed the budget development timeline for the 2024-25 fiscal year. Dr. McDermott reviewed the budget planning goals for the 2025 fiscal year, which included establishing trust and transparency, ensuring resource allocations align with priorities and values, reviewing budget models, practices and terminology, considering options for a strategic investment pool, and enhancing visibility, forecasting and planning to promote a culture of evidence, fiscal responsibility, and accountability. Dr. McDermott then reviewed the continuum of engagement and trust building, budget governance, and the draft governance committees. Dr. McDermott reviewed the tentative timelines and tasks for the 2025 fiscal year as well as the annual budget planning cycle. Trustee Yoshihara asked if there was a monthly breakout for the year and if there will a balance sheet that would be provided. Trustee Wilson noted that he liked the transparency that was being presented in the report as well as the focus and accountability. Dr. McDermott noted there was no action needed for this report. Trustee Franklin shared that presentation was wonderful and that she was interested in learning more about the strategic investment pool.

Tuition Rate Proposal 2024-25

Dr. Linda McDermott, Chief Financial Officer, shared the new policy that was adopted by the legislature implementing that the office of financial management must provide the authority to increase tuition in October to allow colleges and universities an earlier opportunity to begin planning for tuition and key changes. It is anticipated that the tuition schedules will be approved in February of 2024 with an increase of tuition up to 3% in the academic year 2024-25. Dr. McDermott reviewed the three primary elements of tuition – operating fees, technology fees, and SNA fees. Dr. McDermott noted that the colleges need to be mindful of the effects that tuition being raised will have on the students and enrollment. Trustee Yoshihara asked if there was a demographic report for both campuses.

BREAK

Trustee Wilson reconvened the meeting at 10:55am.

Presidents Report

Ms. Jenni Martin, Acting President of SCC, reviewed that SCC will bring back the LPN program to SCC and the reasons why. Ms. Martin also shared that SCC has received funding through the Aerospace fund to expand the machining program and the program will be once again operating at night. Ms. Martin also shared that SCC has received \$100,000.00 of refugee funding to the ESL programs. The VAS and DevOps degrees have been recently approved by the State board and the programs will be moving forward. HS+ and Dual Enrollment has 13 students enrolled in the pilot

program that will begin in the Winter quarter. Trustee Yoshihara asked the difference in salaries between an RN and an LPN. Trustee Woodard asked if any placement was made with ESL students into the workforce or if that was mainly handled by the workforce program. Trustee Franklin asked if there was an opportunity for SCC's LPN program to connect with the Earn While You Learn program at Providence to form a stronger pipeline and connection with students. Trustee Johnson asked if the CNA students were aware of the pathway to the LPN program.

Dr. Kimberlee Messina, President of SFCC, reported that enrollment for the Winter quarter is up 6% at SFCC and there has also been a slight increase in state funding. Dr. Messina commented that the grant for Guided Pathways has ended statewide and SFCC is being interviewed as one of the best examples of the program in the state. Trustee Yoshihara asked for clarification on state funding for the Guided Pathways, to which Dr. Messina confirmed that there is still funding from the state though the grant has ended.

CCS and CCS Foundation Partnership

Ms. Heather Beebe-Stevens, Director of the Office of the Foundation, reviewed CCS Foundation fast facts as well as the CCS Foundation organization chart. Ms. Beebe-Stevens reviewed the mission statement that had been changed to “we make potential possible”. Trustee Woodard noted that the Foundation Board participated in the new mission statement and that it is not just a mission statement, but an engagement statement as well. Ms. Beebe-Stevens then reviewed the values of the Foundation. It was shared that a goal of the Foundation is that by 2025 they will transform 7,500 student lives every year. Ms. Beebe-Stevens then reviewed the goals of the new campaign. Trustee Yoshihara asked how the Foundation defined the transformation of 7,500 students lives. Ms. Beebe-Stevens then reviewed the CCS Foundation Scholarship overview, which included a breakdown of the demographics of awardees of scholarships. Ms. Beebe-Stevens reviewed the 2022-23 fiscal year scholarships, emergency support, programs, and non-cash values. The facts and history of the Trustees scholarship was then shared with the Board. Ms. Beebe-Stevens then reviewed the relationship between the CCS Trustees and the Foundation Board. Trustee Yoshihara asked what the amount of the average scholarship was. Trustee Johnson asked if the amounts of the different scholarships could be viewed in the dashboard. Trustee Yoshihara asked what the total monetary number of scholarships that were granted was. Trustee Wilson thanked Ms. Beebe-Stevens for her presentation and stated that he will be looking for strong support from the CCS Board of Trustees for the Foundation.

SCC/SFCC Alignment and Transfer Barriers

Mr. Connan Campbell and Mr. Patrick McEachern, introduced Mr. Guillermo Espinosa, Ms. Piper McCarthy, Ms. Chantel Black, and Ms. Tammy Zibell to the Board

of Trustees and elaborated on the partnerships that the colleges have with each other. Mr. McEachern reported that there are approximately 115 students that are concurrently enrolled at both SCC and SFCC. Ms. Peyton Fox is a student that is currently dually enrolled at both campuses and was present at the meeting. Mr. Campbell and Mr. McEachern then reviewed the application, orientation, registration, pathways, funding, student records, and transferring processes for students that are seeking dual enrollment. Trustee Yoshihara asked if students who were commuting via the public bus could face potential issues traveling between the campuses. Trustee Woodard asked if there was a differentiation between a part-time and full-time student in terms of fees. Trustee Yoshihara asked how enrollment was determined between each campus for the students that are dually enrolled. Trustee Woodard asked if there was a way to automate credits being transferred between the colleges. Mr. Jim Fitzgerald introduced Ms. Peyton Fox, who is a dually enrolled student athlete. Ms. Fox introduced herself as a sophomore and she is playing soccer and running track for CCS. Ms. Fox noted that the dual enrollment process was made simple with the assistance of Mr. Fitzgerald and Ms. Wendy Irish. She noted that she does enjoy being able to enroll in classes at both campuses, but SCC classes are covered by her athletic scholarship and grant whereas SFCC classes were not. Trustee Wilson asked Ms. Fox if there was anything that could be made simpler for the dual enrollment process. Trustee Johnson asked why there is not an option to have auto-population for the application for enrollment at both campuses. Ms. Chantel Black reviewed the online application process and how the state portal effects dual enrollment. Mr. McEachern then highlighted the similarities and notable differences between the campus processes. Trustee Johnson asked if there was a success rate difference in Math and English between SCC and SFCC.

At 12:08pm Trustee Yoshihara departed the meeting.

Trustee Wilson then asked if there was a program that was better at one campus and what opportunities were available for making improvements for dual enrollment. Ms. Tammy Pham, SCC ASG President, shared that she was also dually enrolled at SCC and SFCC and her enrollment process experience.

At 12:17pm Trustee Woodard departed the meeting.

AHE/Faculty Report:

Ms. Beverly Daily, noted that she appreciated the tenured faculty that introduced themselves at the beginning of the Board meeting. Ms. Daily then asked if there would be a conversation with the Board about the historical focus of each campus and what that process would be moving forward. Ms. Daily then noted that there was a need for a conversation to establish a boundary between the east and west side in terms of

which area was more likely the focus of SCC and SFCC and if the process will be continued.

Ms. Christina Momono, shared that Ms. Elise Beattie is a faculty teacher who teaches ACT classes. She was currently honored by being accepted into a very prestigious exhibit: "The Adirondack National Exhibition of American Watercolors". Ms. Beattie shared that "In my SCC classes, no matter what mediums that I may be using or teaching, my goal, with my students, is to encourage them to be fearless. In other words, to be able to jump into any project, ask themselves "What if I...?" and then to have enough knowledge that they are able to answer the question and utilize their own definition of personal creative thought." She is also an award winning, exhibiting member of the National Association of Women Artist, which is the oldest "honorary" organization for professional women artists in America and is located in NYC. Ms. Momono noted that she was very encouraged by Ms. Beattie.

Ms. Katella DeBolt, shared that Ms. Laura Woods took 14 SFCC students to Seattle to the Black College Expo where there was on the spot registration and admittance and that was very exciting. Ms. DeBolt then shared that she had been working with Ms. Jennifer Barson and there are display cases with fossils and exhibits and the walks have now been installed. Mr. Jerrod Anthony presented at Olympic College as part of the Advanced Instructor Boot Camp. Mr. Bradly Bleck has had many articles published, the current publication is titled *Sublime in Nature* with another addressing bike commuting. Ms. DeBolt shared that the Lunar Express will be departing soon and Ms. Nicole Montgomery reported her book *Incursion* will be going to the moon. Ms. DeBolt then shared the Ghosts of Drama Past event that was held at the Spartan Theater on November 27th and on November 29th there were over 80 students from the Community School that visited the campus to participate in a variety of theatre activities.

WFSE/Classified Staff Report

Ms. Abigail Affholter, shared that the executive assistant for the Vice Presidents at SCC have started a series of monthly meeting for classified staff called the Keys to Success. The meetings are focused on providing training and information for classified staff to succeed in their duties. Ms. Affholter shared that the attendees ranged from office managers to administrative staff members. Each meeting has different speakers from different departments and they have provided support for classified staff members as well as support through the system of the first quarter.

Ms. Alison Cooley, reviewed the financial aid processes for dual enrollment students and credit adjustments that are made for students with athletic scholarships. Ms. Cooley shared that classified staff is ready for Winter quarter to start and there were

still 300 FASFA applications to be processed for Winter quarter starting students. There were 475 individuals engaged in tours at SFCC and there are new Bigfoot guidepost in front of the admission office, where 300 students had interaction with the table.

Student Government Report

Ms. Tammy Pham, SCC ASG President, shared that SCC student government is now fully staffed. One of the projects the ASG is working on is finalizing and rewriting the constitution. There has been training with the CID and ASG has been pushing for more diversity and inclusion. ASG has also been working with Mr. Connan Campbell in the S&A Fee Process for the next fiscal year. The BHIT Senator has helped students to have a longer laptop checkout from 24 hours to 1 week. There was a Thanksgiving event that was very successful and that was great for the campus. There was a pizza with the Presidents where pizza was given to students during finals week and it was very fun to see the students.

Mr. Vishal Pathirana, SFCC ASG President, shared that SFCC had a great quarter. The SFCC Thanksgiving dinner and Thanksgiving baskets were a success. There were events both on and off the campus that were successful as well. The Elf movie was played for the Christmas event and there was another Farmers Market that went very well. The programing team visited NACA in California where they were able to learn from other colleges and bring back different talents and events. The Tree of Sharing had gifts that were shared with approximately 70 children who attended Head Start. The team met together at the end of the quarter and were able to debrief about the quarter and what went well and what could be improved. ASG is also working on having more conversations with the new Faculty Academy. The focus on next quarter is to create more student engagement.

Board Report

Trustee Wilson shared that the committee assignments for the 2024 Board needs to be followed up on as well as the retreat that will be provided by ACT.

Executive Session

There will be no executive session.

Potential Action Generated from Executive Session

There was no action taken.

Adjournment

Being no further business, the meeting adjourned at 12:40pm.

CONSENT AGENDA ITEMS: CAPITAL PROJECTS

Submitted by: Clinton Brown
Director of Capital Construction
February 20, 2024

PROJECT					FUNDING				DESIGN STATUS (Up To)			DOCUMENT STATUS (Up To)				Design Completion / Bid DATE	CONSTRUCTION STATUS (Up To)				LEGAL COMP DATE															
STATE PROJECT NUMBER	PROJECT NAME	SCC	SFCC	DIST. OFFICE	STATE	LOCAL	DES PM	Total Project AMOUNT	SCOPE	STAFF DESIGN	A/E SELECTION	A/E AGREEMENT	PREDESIGN	SCHEMATICS	DESIGN DEV.	30%	60%	90%	100%	BID PERIOD		CONTRACT	25%	50%	75%	95%	100%	ACCEPTANCE	CANCELED							
18-063	SFCC Fine and Applied Arts Building, Phase 3		x		x		G	\$ 40,100,000	Project												07/08/21					●				08/05/23						
18-063	SFCC Fine and Applied Arts Building, Phase 4		x		x		G	\$ 1,000,000	Project				●								06/01/24±									TBD						
22-229	SCC Apprenticeship Center	x			x		G	\$ 34,000,000	Project				●								8/1/27±									5/30/29±						
23-093	ESCO-CCS Elec. Xfmr Repl (Trane)-Phase 2	x			x	x	C	\$ 1,900,000	Project												11/15/22	●								05/31/25						
23-514	Lodge Renovation, Pre-Design/Design		x			x	G	\$ 170,000	Pre-Design				●								3/15/24±															
23-568	SCC Campus Security Upgrades, Exterior Cameras	x			x		G	\$ 960,000	Project												09/21/23	○				●				2/31/24±						
24-595	SCC Campus Security Upgrades, Access Controls	x			x	x	G	\$ 2,400,000	Project					○	●						4/1/24±									11/30/24±						
24-XXX	SCC Campus Security Upgrades, Interior Cameras	x				x	G	\$ 1,400,000	Project				○	●							6/1/24±									3/31/25±						
23-580	SFCC Campus Security Upgrades	x			x	x	G	\$ 4,500,000	Project				●								6/1/24±									5/30/25±						
24-543	ESCO-CCS HVAC Repairs/Replacements (Millig)	x	x		x	x	C	\$ 2,500,000	Project				●								4/1/24±									11/30/24±						
PO6846	SFCC Stadium Roof Maintenance		x		x			\$ 350,000	Project														●							7/31/24±						
PO7868	SCC Bldg 2 Elevator Repairs		x		x			\$ 326,000	Project													●								7/31/24±						
PO7998	CCS Campus Fiber Optics Infrastructure Upgrades			x	x			\$ 338,000	Project													●								7/31/24±						
PO7800	SFCC Science Bldg Lab Exhaust VFD controls		x		x			\$ 76,000	Project															●						7/31/24±						
PO7879	SCC Bldg 5, Johnson, HVAC Controls	x			x			\$ 144,000	Project													●								7/31/24±						
PO7998	SCC Bldg 9, Health Science, HVAC Controls	x			x			\$ 299,000	Project													●								7/31/24±						
Subtotal								\$ 90,463,000																												

PROJECT		FUNDING					DESIGN STATUS (Up To)					DOCUMENT STATUS (Up To)				Design Completion / Bid DATE	CONSTRUCTION STATUS (Up To)				LEGAL COMP DATE																	
STATE PROJECT NUMBER	PROJECT NAME	SCC	SFCC	DIST. OFFICE	STATE	LOCAL	DES PM	Total Project AMOUNT	SCOPE	STAFF DESIGN	A/E SELECTION	A/E AGREEMENT	PREDESIGN	SCHEMATICS	DESIGN DEV.	30%	60%	90%	100%	BID PERIOD		CONTRACT	25%	50%	75%	95%	100%	ACCEPTANCE	CANCELED									
NORTH SPOKANE CORRIDOR RELATED PROJECTS																																						
23-051	SCC Campus Wayfinding, Monument Sign	x				x		\$ 1,000,000	Project			●																			6/1/24±							3/31/25±
24-172	SCC Fire Tower Replacement	x				x		\$ 880,000	Project			○	●																		1/31/24±							11/30/24±
								Subtotal, NSC \$ 1,880,000																														
								Total \$ 92,343,000																														
								<ul style="list-style-type: none"> ● Current Status ○ Previous Status 																														

NUMBER	PROJECT NAME	PROJECT DESCRIPTION
18-063	SFCC Fine and Applied Arts Building, Phase 3	FAA, Phase 3 will be the construction of the new facility and site.
18-063	SFCC Fine and Applied Arts Building, Phase 4	FAA, Phase 4 will scope the demolition of existing Building 6, Fine Arts, and restore the site.
22-229	SCC Apprenticeship Center	Design and Construction of replacement Apprenticeship Center to be erected on the SCC Campus. (Dates tentative, related to const. funding appropriation)
23-093	ESCO-CCS Elec. Xfmr Repl (Trane)-Phase 2	Replacement of aged electrical transformers across the district - continuation of Phase 1 utilizing supplemental legislative funding for outdated infrastructure replacement.
23-514	Lodge Renovation, Pre-Design/Design	Initial study to determine costs and feasibility of renovating the SFCC Lodge to support district functions currently housed in the Riverpoint One facility. Architectural team will develop scope to align with potential budget.
23-568	SCC Campus Security Upgrades, Exterior Cameras	Project to design and implement strategic placement of exterior video surveillance camera systems on the SCC campus.
24-595	SCC Campus Security Upgrades, Access Controls	Project to design and implement integrated exterior and interior access control systems for all SCC campus facilities.
24-XXX	SCC Campus Security Upgrades, Interior Cameras	Project to design and implement strategic placement of interior video surveillance camera systems on the SCC Campus.
23-580	SFCC Campus Security Upgrades	Project to develop and implement campus-wide security measures to include interior and exterior access control and video surveillance systems, utilizing the strategies developed during the SCC Campus Security Upgrades study.
24-543	ESCO-CCS HVAC Repairs/Replacements (Millig)	Project to develop and implement district-wide repairs/energy savings upgrades to HVAC equipment.
PO6846	SFCC Stadium Roof Maintenance	Project to implement cosmetic and structural concrete repairs to the stadium, install expansion joints, and to repair lower roof sections.
PO7868	SCC Bldg 2 Elevator Repairs	Full replacement of Car 3 elevator in the SFCC library (central elevator) including cabin refresh.
PO7998	CCS Campus Fiber Optics Infrastructure Upgrades	Upgrade to existing fiber optic infrastructure assets on both SFCC and SCC campuses. This effort supports the District IT strategic plan while also providing more bandwidth for the security camera projects.
PO7800	SFCC Science Bldg Lab Exhaust VFD controls	Installation of variable frequency drives for greater control of exhaust fans serving the chemical fume hoods in science labs.
PO7879	SCC Bldg 5, Johnson, HVAC Controls	HVAC building management system controls upgrade.
PO7998	SCC Bldg 9, Health Science, HVAC Controls	HVAC building management system controls upgrade.

NUMBER	PROJECT NAME	PROJECT DESCRIPTION
NORTH SPOKANE CORRIDOR RELATED PROJECTS		
23-051	SCC Campus Wayfinding, Monument Sign	Project to design and construct two new campus entrance monuments; at Mission/Sycamore and at Greene/Ermina.
24-172	SCC Fire Tower Replacement	Project to develop the site and procure / install replacement fire tower at SCC. Currently tower owned by WSDOT in association with the NSC agreement and will be demolished in 2024.

CONSENT AGENDA ITEMS:

Community Colleges of Spokane
Business and Finance Office

Fiscal Year 2023-24 Financial Reports:

State Allocation and Tuition Operating Budget Status Report and All-Funds Revenue and Expenditures as of December 31, 2023

Enclosed for the Board's review and approval is the Operating Budget Status Report and the Summary of All-Funds Revenue and Expenditures as of December 31, 2023. The reports reflect fiscal activity through six months of the 2023-24 fiscal year, including the 6th State Allocation received from the State Board for Community and Technical Colleges (SBCTC).

Tuition revenue collections: Year-to-date tuition revenue of \$14,660,409 reflects a positive variance of \$358,596 when compared to the estimated target revenue of \$14,301,813 for the same period. The positive variance at the mid-point of the year provides reasonable assurance that CCS will meet the total tuition budget target of \$22,096,253.

Operating budget expenditures: Actual expenditures year-to-date of \$51,838,962 represent 47% of total annual operating budget expenditures. Operating unit expenditures will be monitored closely throughout the year to ensure spending remains within budget allocations.

All-Funds Summary Report of Revenues and Expenditures: Net Activity (total revenue minus total expenditures from all sources) as of December 31 was \$9,486,886. These results will fluctuate throughout the quarter and remainder of the year due to the timing of when revenue is collected and when actual expenditures are incurred.

Recommendation: It is recommended that the Board of Trustees approve the consent agenda items as presented.

Attachments:

1. State Allocation and Tuition Operating Budget Report 2023.12 – 2024-02-05
2. Revenue & Expenditures 2023-07-01 through 2023-12-31 – 2024-02-05

Submitted by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
February 20, 2024



Revenue & Expenditures

7/1/2023 through 12/31/2023

Revenue	July	August	September	October	November	December	Total
Tuition and Student Fees							
Tuition	\$7,068,593	\$2,097,210	\$243,240	\$1,260,947	\$4,956,164	\$1,046,882	\$16,673,036
Tuition AR	(\$5,189,662)	(\$409,307)	\$4,336,929	(\$585,127)	(\$3,355,286)	\$3,189,827	(\$2,012,627)
S&A Fee	\$836,588	\$346,825	\$30,115	\$156,465	\$844,788	\$163,964	\$2,378,745
Student Fees	\$1,217,651	\$456,232	(\$25,691)	\$211,061	\$780,400	\$731,657	\$3,371,310
Grants & Contracts							
Head Start & ECEAP	\$2,920,951	\$1,474	\$2,301,442	\$2,155,683	\$3,503,514	\$2,361,664	\$13,244,728
Running Start	(\$3,348,788)	\$3,514,036		\$21,964	\$1,280		\$188,493
Perkins	-	\$247,994	\$103,306	\$30,334	\$92,951		\$474,586
WorkFirst	-	\$175,651	\$105,869	\$65,445	\$106,561		\$453,525
BFET	-	\$154,960	\$226,552	\$11,052	(\$4,656)	\$80,305	\$468,213
Corrections	-	\$175,438		\$524,190			\$699,627
Grant Indirect	\$158,410	\$172,884	\$161,870	\$214,306	\$318,278	\$262,407	\$1,288,154
Other Grants & Contracts	(\$289,026)	\$997,712	\$539,610	\$480,210	\$663,877	\$758,288	\$3,150,671
Financial Aid							
PELL	\$529,216	(\$2,524)	\$5,292,252	(\$4,329)	\$433,822	(\$88)	\$6,248,349
Work Study	(\$60,688)		\$86,843	\$50,000	\$65,420	\$57,200	\$198,775
Other Federal Financial Aid	(\$47,267)	\$28,758	\$197,477	\$18,005	\$69,268	\$1,138	\$267,379
Other State Financial Aid	\$111,756	\$200,059	\$265,112	\$4,053,498	\$2,331,453	\$392,212	\$7,354,091
Direct Loan	(\$685,063)	(\$19,879)	\$5,405,720	(\$1,324,637)	\$1,695,414	(\$122,214)	\$4,949,341
Other Revenue							
State Allocation	\$4,667,534	\$7,506,703	\$8,016,041	\$7,061,833	\$7,061,913	\$7,235,457	\$41,549,482
Capital Projects	\$167,975	(\$74,737)	\$3,645,453	\$331,509	\$2,204,056	\$1,985,386	\$8,259,642
Auxiliary	\$703,051	\$770,210	\$329,021	\$499,144	\$394,182	\$582,776	\$3,278,384
Other Revenue	\$2,689,392	\$756,433	\$264,047	\$809,543	\$1,177,399	\$401,614	\$6,098,429
Accounts Receivable	\$11,965,357	\$2,057,409	(\$1,769,698)	\$4,165,917	(\$2,724,443)	\$2,465,209	\$16,159,750
Total Collected Revenue	\$23,415,981	\$19,153,538	\$29,755,511	\$20,207,013	\$20,616,356	\$21,593,682	\$134,742,081



Revenue & Expenditures

7/1/2023 through 12/31/2023

Expenditures to Date	July	August	September	October	November	December	Total
Tuition and Student Fees							
S&A Fee	\$12,781	\$53,106	\$141,166	\$159,721	\$169,922	\$183,230	\$719,926
Student Fees	\$162,219	\$479,129	\$396,429	\$671,992	\$404,061	\$380,517	\$2,494,346
Building & Innovation Fee	\$100,513	\$209,483	\$288,304	\$763,366	\$64,197	\$235,915	\$1,661,778
Grants & Contracts							
Head Start & ECEAP	\$803,458	\$1,238,457	\$1,841,850	\$2,245,195	\$2,743,602	\$1,956,383	\$10,828,946
Running Start	-	-				\$3	\$3
Perkins	\$36,881	\$31,164	\$64,912	\$96,882	\$73,593	\$119,834	\$423,266
WorkFirst	\$96,627	\$66,345	\$104,970	\$107,040	\$85,285	\$88,773	\$549,040
BFET	\$58,050	\$34,363	\$116,075	\$96,623	\$37,010	\$61,191	\$403,311
Corrections	\$146,799	\$179,921	\$171,366	\$171,795	\$234,453	\$178,356	\$1,082,690
Other Grants & Contracts	\$88,221	\$61,555	\$131,686	\$213,830	\$342,958	\$110,473	\$948,724
Financial Aid							
PELL	\$1,369,565	\$1,818	\$5,184,862	\$310,687	\$302,608	\$4,854,274	\$12,023,814
Work Study	\$33,229	\$39,174	\$35,366	\$88,227	\$90,990	\$59,892	\$346,878
Other Federal Financial Aid	\$107,621	(\$480)	\$115,644	\$30,356	\$7,063	\$131,283	\$391,488
Other State Financial Aid	\$1,335,215	\$31,025	\$5,502,840	\$524,946	\$333,302	\$4,880,544	\$12,607,873
Direct Loan	\$1,140,139	\$236,360	\$3,571,411	\$1,035,958	\$375,494	\$3,888,418	\$10,247,779
Other Expenditures							
Salary & Benefits	\$5,032,727	\$8,156,586	\$8,540,330	\$9,380,139	\$9,064,210	\$9,138,224	\$49,312,216
Capital Projects	\$3,011,258	\$3,825,466	\$358,748	\$2,263,009	\$1,993,671	\$537,800	\$11,989,952
Rent & Utilities	(\$82,820)	\$435,532	\$330,249	\$308,548	\$642,438	\$405,849	\$2,039,796
Travel	\$16,910	\$30,737	\$23,772	\$38,110	\$35,909	\$32,320	\$177,758
Goods, Equipment, and Supplies	\$59,742	\$134,018	\$156,103	\$164,722	\$225,077	\$127,599	\$867,262
Auxiliary	\$107,666	\$200,365	\$112,817	\$148,780	\$354,837	\$192,140	\$1,116,605
Other Expenses / Services	\$1,321,718	\$506,464	\$858,076	\$1,220,369	\$461,563	\$653,554	\$5,021,744
Total Expenditures	\$14,958,518	\$15,950,590	\$28,046,976	\$20,040,298	\$18,042,242	\$28,216,572	\$125,255,195
Net Activity	\$8,457,463	\$3,202,948	\$1,708,535	\$166,715	\$2,574,114	(\$6,622,890)	\$9,486,886

State Allocation and Tuition Operating Budget Report

for Fiscal Year 2023 - 2024

Tuition revenue and GL expenditures through December 31, 2023

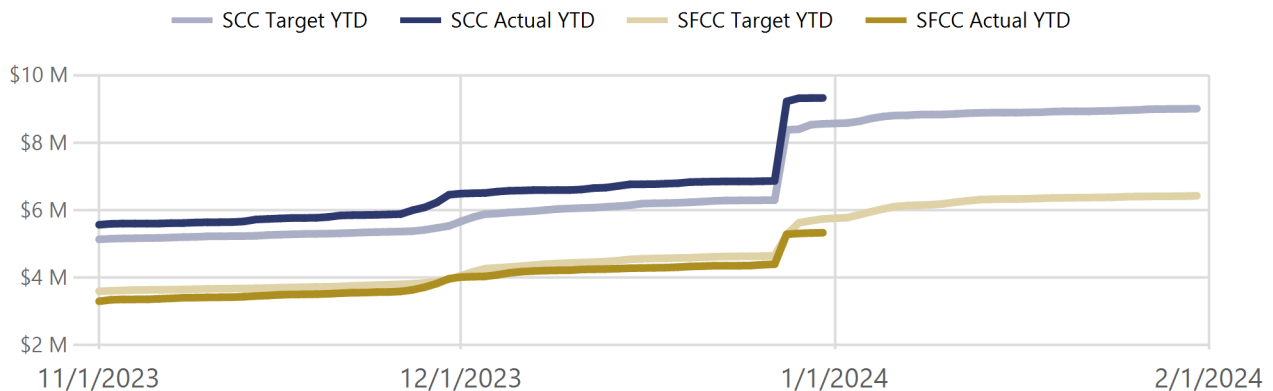


State Allocation #6	SCC	SFCC	Central Admin	DMC	District Total
Total State Allocation	\$45,686,289	\$21,514,096	\$17,189,069	-	\$84,389,454
Tuition Revenue Estimate	\$5,247,268	\$3,855,450	\$3,538,401	\$9,455,134	\$22,096,253
One-time Distribution of FY23 Tuition Revenue over Budget & Unspent DMC	\$1,158,426	\$411,799	\$1,455,558	-	\$3,025,783
Total State Allocation & Tuition Operating Budget	\$52,091,983	\$25,781,345	\$22,183,028	\$9,455,134	\$109,511,490

Allocation and Tuition Expenditures	Budget	Year-to-Date Expenditures	Percent Expended to Budget	Percent of Total Expenditures
SCC	\$52,091,983	\$22,235,294	43%	43%
SFCC	\$25,781,345	\$13,069,503	51%	25%
Central Administration	\$22,183,028	\$12,651,939	57%	24%
<i>Administration (HR, CEO, CCO, CFO, CIAEAO)</i>		\$4,170,632		8.0%
<i>IT, Facilities, Security, Provost</i>		\$8,481,307		16%
District Managed Costs	\$9,455,134	\$3,882,225	41%	7.5%
Total	\$109,511,490	\$51,838,962	47%	

Tuition Operating Fee Revenue

	Year End Estimate	Actual Year-to-Date	Target Year-to-Date	Over/(Short) Target YTD	Percent Over/(Short)
SCC	\$12,964,497	\$9,329,952	\$8,561,884	\$768,068	5.9%
SFCC	\$9,131,756	\$5,330,458	\$5,739,929	(\$409,472)	-4.5%
District Total	\$22,096,253	\$14,660,409	\$14,301,813	\$358,596	1.6%



CONSENT AGENDA ITEM:

Community Colleges of Spokane
Business and Finance Office

Delegation of Authority Resolution:

The CCS Board of Trustees (Board) engages in responsible governance by delegating broad authority, express and implied, to the Chancellor or designee to manage and conduct the affairs of CCS, except for those matters reserved either by law or by the Board, for the proper exercise of its fiduciary duties to the district.

Pursuant to CCS Policy 1.40.01 – Delegation of Authority, the Chancellor is responsible for the interpretation and implementation of board policies and for the administration of the district in general.

The enclosed Resolution 24-02 delegates authority to Chancellor Brockbank to conduct the general affairs of CCS and to act in matters relating to the general business and financial affairs, organization, and management of CCS, including the express or implied authority to carry out the administration and operations of CCS.

The Resolution is consistent with existing policy and administrative procedures for delegation of authority.

Recommendation: It is recommended that the Board of Trustees approve Resolution 24-02, Delegation of Authority, as presented.

Attachment:

1. Resolution 24-02 Delegation of Authority

Submitted by: Dr. Linda McDermott, CPA
Acting Chief Financial Officer
February 20, 2024

**COMMUNITY COLLEGES OF SPOKANE
BOARD OF TRUSTEES**

Resolution No. 24-02

WHEREAS the Board of Trustees of Washington State Community College District 17 (Community Colleges of Spokane), hereinafter CCS, has authority pursuant to [RCW 28B.10.528](#) and [RCW 28B.50.140\(14\)](#) to delegate, by resolution and written order, to the District President/Chancellor/Chief Executive Officer, hereinafter “Chancellor”, or the Chancellor’s designee the power and duties vested in or imposed upon the Board by law and to enable the Chancellor or the Chancellor’s designees to act on behalf of the Board in matters relating to the administration and governance of CCS;

WHEREAS, the Board finds it necessary, desirable and expedient to the timely and efficient operation of CCS to delegate authority to the Chancellor, Kevin Brockbank, or to his designee to act on behalf of the Board in matters pertaining to the general business and financial affairs, organization and management of CCS;

NOW THEREFORE, BE IT RESOLVED:

- 1) That the Board hereby delegates to the Chancellor of CCS, Kevin Brockbank and to his designees, authority to act on behalf of the Board regarding general business and financial affairs, organization, and management of CCS, including but not limited to the following:
 - a) The execution and administration of contracts relating to the general business and financial affairs of CCS including but not limited to purchase orders and all other written instruments relating to the procurement or disposal of personal property including but not limited to goods, supplies, materials, equipment and insurance and contracts for personal or professional services where the total cost to CCS is estimated to be less than \$250,000.
 - b) The execution of contracts for receipt of grant funds, awards, matching grants, and acceptance of gifts or bequests by CCS, interagency agreements, and contracts to provide instructional and other services on a cost-reimbursement basis where the amount of funds made available to CCS is less than \$250,000. For amounts in excess of \$250,000, such authority may be exercised only after consultation with and authorization by the Board Chair, or in the Chair’s absence, the Vice Chair, or in the Vice Chair’s absence, any other member of the Board.
 - c) The execution of contracts regarding real property acquisition and disposal, leases, rental agreements, facilities management agreements, easements, permits, licenses and other written instruments relating to acquisition of or granting of interests in real property; subject to the State Board for Community and Technical Colleges’ authority as provided in RCW 28B.50.090, SBCTC policy 30.30, and Department of Enterprise Services (DES) approvals.

- d) Upon appropriate consultation and approval by the Board, the execution of contracts for capital projects and public works, including approval of project design concept and budget. The authority to select and appoint architects, engineers, planners, and other professional consultants, to call for bids, to establish project budgets, to advertise and receive bids and to award construction contracts for new buildings, additions, alterations, improvements and to reject any or all bids, and to rebid projects where determined to be appropriate subject to the authority of the Department of Enterprise Services.
 - e) The execution of other miscellaneous contracts including interagency agreements, memorandums of understanding, settlement agreements to resolve tort claims or other claims against CCS where the amount paid is less than \$100,000. The Board will be informed by the Chancellor of all significant settlement agreements.
 - f) Investment or re-investment of current, endowment or trust funds and the acquisition, sale, or transfer of stocks, bonds, or certificates of investment in accordance with CCS Investment and Cash Management policies established by the Board.
- 2) That the Chancellor is authorized to further delegate authority hereby granted to the Presidents of SFCC and SCC, and to the District Chief Officers and for these officers to further delegate to their designees authority hereby granted. The Chancellor is further authorized to withdraw such delegations of authority and to redelegate authority to other CCS officers, as the Chancellor deems prudent and in the best interests of CCS for the expedient, timely and efficient operation of CCS. All delegations of contracting authority and withdrawals of delegations shall be in writing. Consistent with this resolution, the Chancellor will adopt and approve a written administrative procedure to implement this delegation of authority.
 - 3) That authority hereby delegated is expressly in addition to, and not a limitation of authority previously delegated to the Chancellor, or the Chancellor's designees, by prior action of the Board, or which may be subsequently delegated by the Board.
 - 4) **BE IT FURTHER RESOLVED** that all actions taken pursuant to this delegation of powers and duties may be exercised in the name of the CCS Board of Trustees.

APPROVED AND ADOPTED on this 20th day of February 2024

Michael Wilson, Chair
Community Colleges of Spokane Board of Trustees

ATTEST:

Dr. Kevin Brockbank, Chancellor
Secretary to the Community Colleges of Spokane Board of Trustees

CONSENT AGENDA ITEMS: HEAD START UPDATES

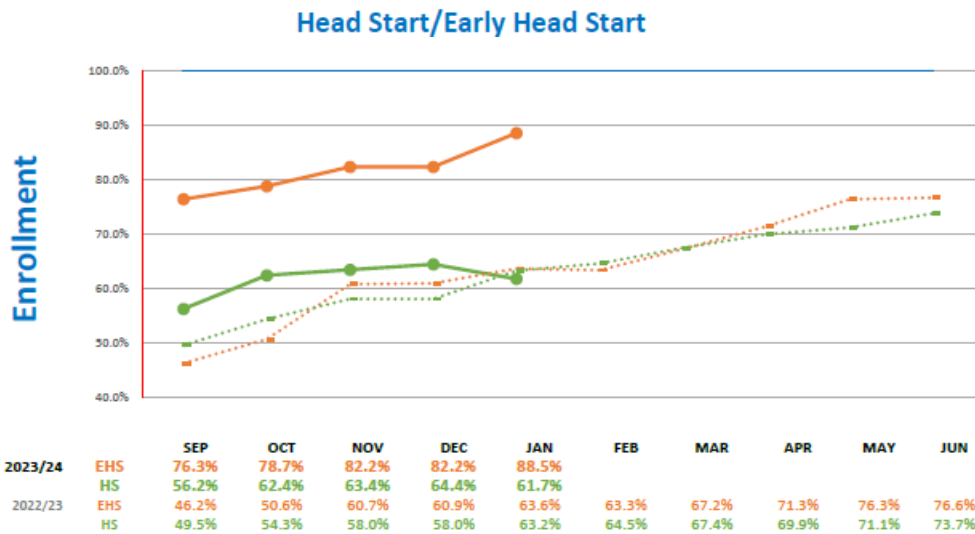
Submitted by: Bobbi Woodral
District Director Head Start/EHS/ECEAP
February 20, 2024

STATUS REPORT HEAD START/ECEAP/EHS

FEBRUARY 2024

ENROLLMENT

Head Start enrollment for the month of February was under-enrolled by 229 slots or 61.7% fully enrolled. Early Head Start was under-enrolled by 39 slots or 88% fully enrolled.



In January, there was a slight decrease in the preschool enrollment at Head Start as we decided to stop filling vacant slots temporarily. This decision was made while we are waiting for the outcome of our Change of Scope proposal. The proposal includes a request to reduce classroom sizes to accommodate only 15 children. It is important to remember that this proposal aims not only to address community saturation by reducing enrollment, but also to enhance the quality of services provided for children.

Early Head Start's (EHS) infant/toddler enrollment continued to increase in January. EHS was able to increase services by opening two additional classrooms during the month. Gonzaga Family Haven opened a toddler room, providing eight additional slots, while Northeast Child Development Center also opened a toddler room, catering to eight more slots. Three toddler rooms remained closed during the month due to continued staffing shortages, however we successfully opened one new infant/toddler classroom at West Boone Center on February 5.

CHANGE OF SCOPE SUBMISSION

On January 5, 2024, our organization submitted the Change of Scope Proposal (COS) to the Office of Head Start. This proposal, which has been approved by both the Parent Policy Council and the CCS Board of Trustees, encompasses a request for reducing preschool slots, modifying models, and converting a preschool classroom into a toddler classroom. While we await the review and approval process, we have already taken immediate action to modify operations at the Northeast Community Center and West Central Community Center. Both locations have adjusted their classroom hours to operate from Monday to Friday for a duration of 6.25 hours,

aligning with a typical school-day schedule. Further modifications will be incorporated as we align the programming to correspond with the content submitted in the COS proposal.

SHADE STRUCTURE PURCHASE APPROVAL

Spokane Head Start/Early Head Start (HS/EHS) has been moving toward creating and expanding outdoor play spaces with an emphasis on safety and natural playground environments. Natural playground environments make use of open-ended play for children to explore, discover, and interact within the space. These spaces often include water features, rocks, logs, and non-stationary equipment. To enable our program to fully embrace this approach we have begun removing large, aged climbing structures from outdoor spaces and replacing them with natural enhancements. The removal of these large structures also mitigates safety concerns regarding fall zones and ongoing maintenance of the large equipment.

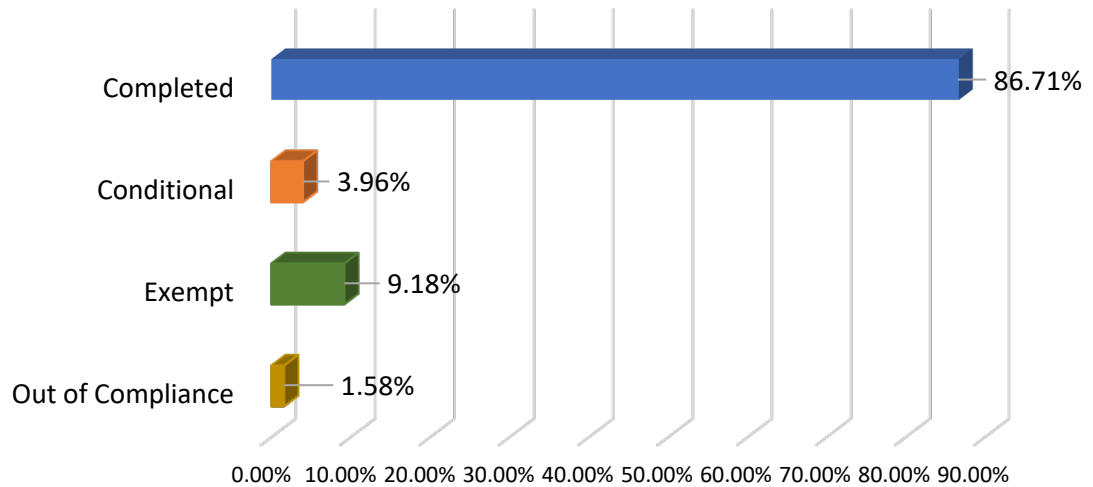
As playground space is enhanced, teachers will more frequently create extended learning opportunities that bring the classrooms outdoors. This frequency will include use of the space during both the hot summer months as well as the rainy, snowy seasons. HS/EHS has contracted with Northwest Playgrounds to install high quality, permanent shade structures on each of playgrounds for both the HS and EHS children. These structures will ensure that children are protected from harsh environmental elements throughout the annual cycle of program operations. Shade structures, along with quality natural environments, provide excellent learning opportunities and ensure that potential impacts of health and safety are also taken into consideration.

All direct costs related to special purpose equipment are eligible for expenditure, as long as items with a unit cost of \$5,000 or higher receive written approval from the HHS awarding agency or pass-through entity. Consequently, we are requesting authorization to procure two shade structures for our West Central Community Center site, totaling \$21,958 in cost.

IMMUNIZATION REPORT

The Washington State Department of Health (WA-DOH) requires yearly reporting of immunization compliance on December 1. After working closely with Family Services Coordinators (FSCs) and early learning staff for ChildPlus (CP) file review, the immunization data pulled on November 30, 2024, was reported for program wide enrollment to the DOH. Data collected below reflects overall enrollment for Head Start and Early Head Start (HS/EHS) to illustrate the most accurate immunization data for our HS/EHS program.

2023-24 Immunization Status



	Out of Compliance	Exempt	Conditional	Completed
■ 2023-24 Immunization Status	1.58%	9.18%	3.96%	86.71%

Total Number of Children Enrolled 2023-24: 632

Total Number of Children Enrolled 2022-23: 539

86.71% of Children with a **Completed** for Age Immunization Status:

- In contrast to the 2022-23 data, which showed a completion rate of 90.79%, the current data indicates a slight decline. This can be attributed to the fact that our enrollment has increased from 539 students last year to 632 students this year.
- Families will receive ongoing support through our family service delivery procedures to ensure immunizations are kept up to date according to the schedule provided by WA-DOH, in accordance with the guidelines set by the Center for Disease Control (CDC), to maintain “complete” immunization status.
- The COVID-19 pandemic has created challenges in accessing healthcare and has led to delays in receiving routine medical attention. These circumstances have had a significant impact on healthcare accessibility.
- Considering our focus on serving the most vulnerable communities, our exceptional achievement in completion status is highly commendable.

3.96% of Children with a **Conditional** Immunization Status:

- The percentage for the year 2023-24 has witnessed an increase from the previously reported figure of 0.92% in the year 2022-2023.
- Children in a Conditional Status may follow an alternative immunizations schedule or catch-up schedule, as determined by their primary care doctor and parent.

- Children with a Conditional Status may attend childcare/preschool if they receive the next dose in the vaccination series as per the schedule and provide documentation within 30 days of that scheduled dose.
- Conditional Status includes specific parameters that facilitate a child's immunization to meet the requirements and prevent exclusion from childcare/preschool.

9.18% of Children with an ***Exempt*** Immunization Status:

- The reported percentage has risen from 6.26, as reported in 2022-23, to 9.18%.
- There are no medical exemptions granted this year.
- There has been a significant rise in religious membership exemptions.
- Children with an Exempt status are still permitted to attend childcare/preschool. However, if there is an outbreak of a vaccine preventable disease, children who are exempt from that specific vaccine may be excluded. Spokane Regional Health Department (SRHD) offers assistance during such circumstances.
- Currently, the MMR vaccine is the only one that cannot be exempted for personal/philosophical reasons.

1.58% of Children considered ***Out of Compliance*** for Age Immunization Status:

- This is a decrease from the 2.02% reported in 2022-23.
- Children attending who have not met the immunization requirements are allowed exceptions under the Washington Administrative Code (WAC) and the McKinney-Vento Homeless Assistance Act. These exceptions apply to children who are homeless or refugees, ensuring their protection from exclusion.
- Children in an “out of compliance” status receive individualized support to ensure they receive the necessary immunizations, enabling them to move closer to achieving full immunization. Our family service delivery team will persist in assisting these families and children. However, children that do not meet the vaccine requirements will be unable to attend preschool in accordance with the childcare WAC, unless they are classified as homeless or refugee.
- Of the ten reported cases of non-compliance, six were adults according to the data. Therefore, we have two refugee families and two homeless families who will receive ongoing support and resources from our family service team until they are fully vaccinated.

Summary

The Department of Health collects school immunization data in Washington State to improve vaccination rates and promote the importance of immunization.

High vaccination rates safeguard our communities against diseases. Educational institutions are obligated to annually disclose the immunization status of their students to the Department of Health in accordance with [RCW 28A.210.110](#). The Department of Health utilizes this data to monitor the yearly childhood vaccination rates and guide the efforts of healthcare partners in enhancing vaccination rates within the state. Upholding high vaccination rates not only shields our communities from diseases but also aligns with our Health and Wellness priorities outlined in the DOH Transformational Plan.

Key

All Children | Immunization Reporting by "Status"

Each student has one overall immunization status:

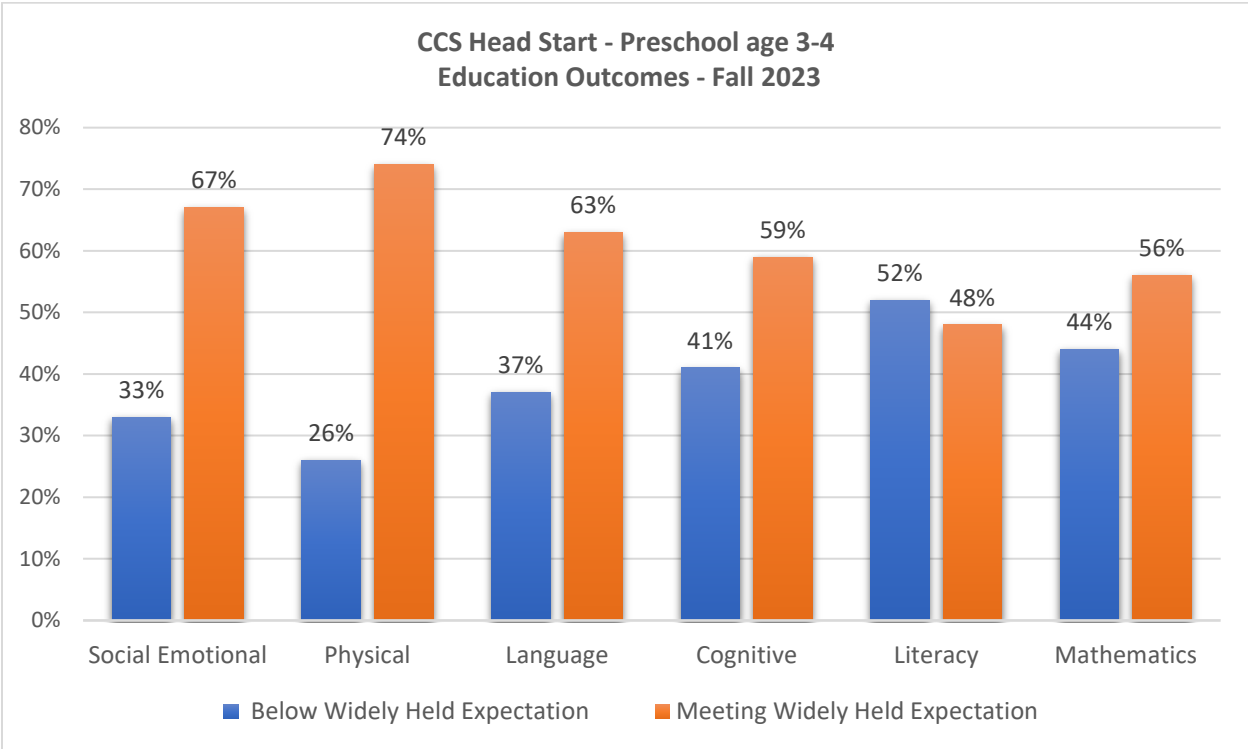
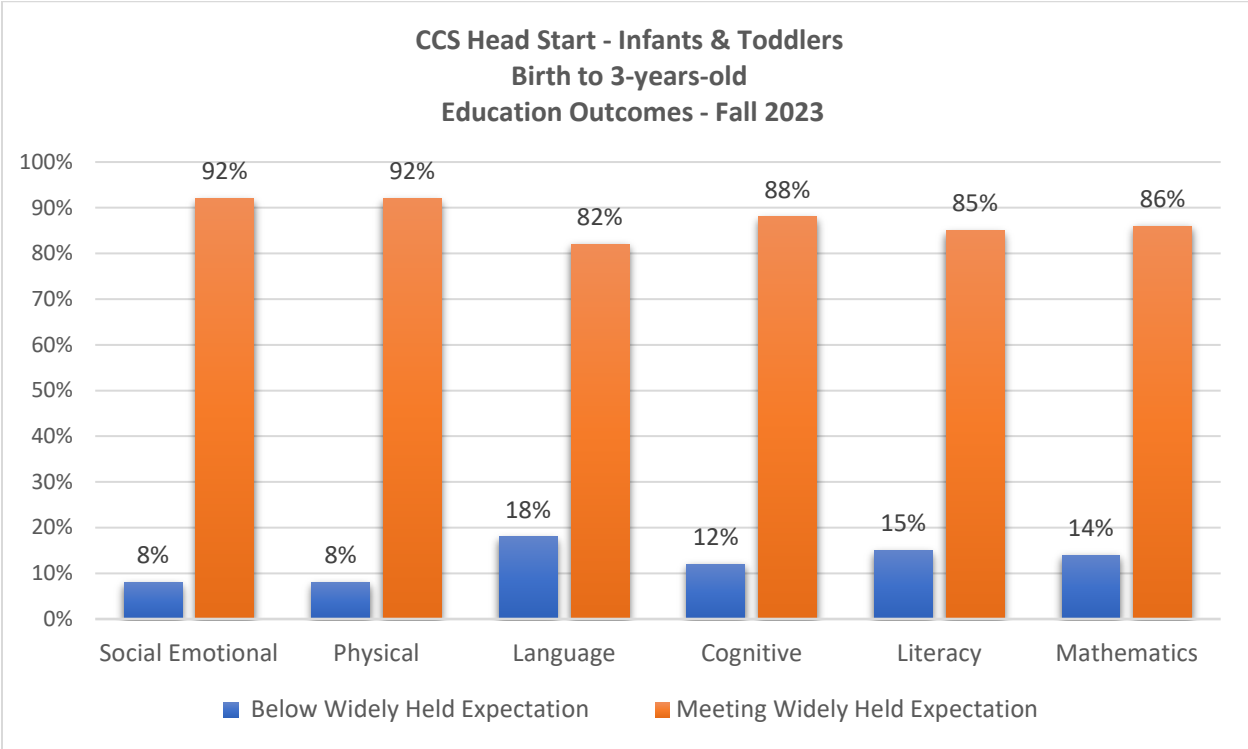
- **Complete:** The student has documented immunity to *all* the vaccine-preventable diseases for which full immunity is required. Documented immunity includes vaccination at the appropriate ages and intervals or health care provider documentation of immunity by titer or disease history.
- **Out of Compliance:** The student does not have documentation of immunity for *any one or more* of the vaccine-preventable diseases for which documentation of immunization is required, *and* they are not in a temporary conditional period, *and* they do not have a completed Certificate of Exemption exempting them from the requirement for immunization against the disease/s missing documentation of immunity.
- **Exempt:** The student has a completed Certificate of Exemption for *any one or more* of the immunization requirements and are *not* out of compliance for *any* other of the immunization requirements.
- **Conditional:** The student is making satisfactory progress toward full immunization by continuing a vaccination schedule and is within the recommended interval for the next dose. They cannot be out of compliance or have a documented exemption for *any other* immunization requirements.

Prior to 2019-2020, overall status was only collected for kindergarten and sixth grade cohorts. For K-12, only Complete and Exempt were collected. Starting in 2019-2020, overall status was collected for all cohorts.

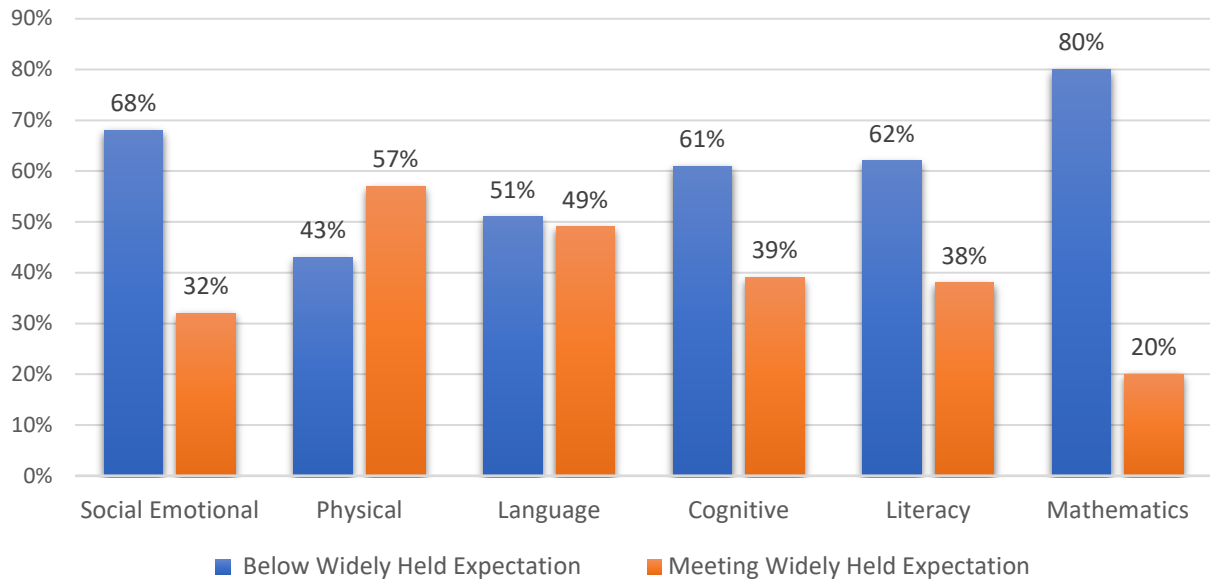
OUTCOMES REPORT

Head Start Performance Standards require on-going assessment of student development and learning. The assessment tool Teaching Strategies Gold is used to assess children's development quarterly. Children are assessed using individualized observation data collected throughout quarterly periods, followed by a summative quarterly checkpoint. Comparisons can be made over time for individual children, classrooms, sites, and program. Program staff utilizes data to inform instruction, individualize learning and collaborate with families thus enhancing the school-to-home learning connection.

The following graphs from the fall checkpoint assessment period, August 16 to December 12, 2023, compare CCS Head Start enrolled student levels to the research based widely held expectations. At the beginning of the program year, it is appropriate for a student’s skills and abilities to fall below widely held expectations for their age or class/grade because they may not have received instruction or experiences for that level yet. Comparisons will be made quarterly to track ongoing growth and development.



CCS Head Start - Preschool age 4-5
Children Transitioning to Kindergarten, Fall of 2024,
Education Outcomes - Fall 2023



**HEAD START/EARLY HEAD START FY 23-24
BUDGET REPORT DECEMBER 2023**

12/31/2023

HEAD START 4SA6/HS24 - Grant Period 9/01/2023 Thru 8/31/2024							EARLY HEAD START 4SC6/EHS24 - Grant Period 9/01/2023 Thru 8/31/2024					
	Current Budget (Includes YTD Revisions)	YTD Revisions	Spent or Spending	Unspent Balance	Percent Spent	Time Elapsed	Current Budget (Includes YTD Revisions)	YTD Revisions	Spent or Spending	Unspent Balance	Percent Spent	Time Elapsed
FEDERAL FUNDING												
Personnel	3,854,259	(296,689)	1,532,781	2,321,478	40%	33%	3,964,793	(426,082)	1,431,362	2,533,431	36%	33%
Fringe Benefits	1,983,518	(65,195)	685,988	1,297,530	35%	33%	2,066,216	(42,565)	625,920	1,440,296	30%	33%
Travel	0	0	0	0	0%	33%	0	0	0	0	0%	33%
Equipment	23,000	23,000	22,266	734	97%	33%	18,000	18,000	17,592	408	98%	33%
Supplies	108,890	7,860	47,640	61,250	44%	33%	133,836	11,010	38,100	95,736	28%	33%
Contractual	0	0	0	0	0%	33%	0	0	0	0	0%	33%
Facilities/Construction	0	0	0	0	0%	33%	0	0	0	0	0%	33%
Other	774,512	46,831	222,472	552,040	29%	33%	648,978	20,090	167,952	481,026	26%	33%
Indirect	611,245	(1,060)	203,752	407,493	33%	33%	628,923	18,756	334,658	294,265	53%	33%
Unobligated/To Be Reassigned	285,253	285,253	0	0	0%	33%	400,791	400,791	0	0	0%	33%
FEDERAL FUNDING TOTAL	\$7,640,677	\$0	\$2,714,898	4,640,525	36%	33%	\$7,861,537	\$0	\$2,615,584	4,845,162	33%	33%
OTHER FUNDING												
SCC/SFCC Student Gov't Funds	66,381	0	23,698	42,683	36%	33%	60,323	0	19,688	40,635	33%	33%
Child Care Fees	1,350,953	(259,318)	154,223	1,196,730	11%	33%	1,882,128	15,602	341,011	1,541,118	18%	33%
OTHER FUNDING TOTAL	\$1,417,334	(\$259,318)	\$177,921	\$1,239,413	13%	33%	\$1,942,451	\$15,602	\$360,699	1,581,753	19%	33%
TOTAL FUNDING	\$9,058,011	(\$259,318)	\$2,892,820	5,879,938	32%	33%	\$9,803,988	\$15,602	\$2,976,283	6,426,914	30%	33%
Training & Tech Assistance Funds	\$76,563		\$21,677	54,886	28%	33%	\$145,055		\$20,320	124,735	14%	33%
Non-Federal Share Match HS/EHS	\$3,991,767		\$970,500	3,021,266	24%	33%	**Head Start and Early Head Start Non-Federal Share is Combined**					

This document has been prepared on the basis of information available to the program's Fiscal Office through: 12/31/2023

NOTE: Both a report listing credit card expenditures and a report with greater budget detail are regularly provided to the HS/EHS Board of Trustees liaison and the Policy Council Treasurer. These reports are also available upon request.

Initials

Policy Council Treasurer _____

CCS HS/EHS Board Liason _____

USDA CACFP Meal Service Report - November 2023

Number of Reimbursable Meals		Actual HS/EHS Reimbursement		
6,107	Breakfast	\$13,923.96	Total Attendance	7,800
0	AM Snacks	\$0.00	Average Number of school days	17.00
7,579	Lunch	\$32,210.75	Average daily attendance	442.18
6,073	PM Snacks	\$7,105.41		
0	Supper	\$0.00		
0	Evening Snacks	\$0.00		
19,759	Total	\$53,240.120	Cash-In-Lieu	Total
			\$2,235.83	\$55,475.95
	Monthly Food Operating costs		\$37,275.55	
	November Farm to School Grant reimbursement		\$0.00	

CONSENT AGENDA ITEMS: ADMIN PROCEDURE

Submitted by: Linda McDermott
Chief Financial Officer
February 20, 2024

CCS Administrative Procedure

5.05.05-G High School (HS +) to College Tuition & Fees

Implementing Board Policy [5.05.05](#)
Contact: Chief Financial Officer, 434-5275

1.0 Purpose

CCS may determine, shall charge to, and collect tuition fees and services and activities fees, and other fees from students registering for any quarter (([RCW 28B.15.100 \(1\)](#)). This procedure establishes the process to set tuition and fee charges for High School + (HS+) students enrolled in college level, credit bearing courses. The tuition and fees established in this procedure are intended to remove financial barriers and to provide a college transition pathway for adult students at least 18 years old who are pursuing their high school diploma.

2.0 Limitations and Requirements

- 2.1 The State Board for Community and Technical Colleges (SBCTC) requires that all tuition and fees be charged on a uniform and equitable basis and that as a condition of enrollment, all state-funded students must pay tuition and fees, unless tuition and fees have been reduced or waived by other rules or statutory provisions (see [RCW 28B.15](#); [WAC 131-28](#); [RCW 28B.15.069\(5\)](#); Community College Tuition and Fee Waivers and Residency Classifications).
- 2.2 The High School+ (HS+) program, is for adults 18-years-old and older who do not have a high school diploma. The HS+ program combines credit for previous experience, competency-based options, and high school courses ~~through the Adult Basic Education division~~. HS+ is designed to recognize the knowledge, skills, and abilities that adults have gained from life, work, and academic experience. Students follow a customized educational plan and advance as they meet required competencies. HS+ gives adults the opportunity to earn a diploma so they can move forward with their educational and career goals. The HS+ program serves as a foundational component of the “Guided Pathways” framework. HS+ College is a component of HS+ which allows students to enroll in college-level, credit bearing courses to meet high school diploma requirements.
 - 2.2.1 HS+ students are charged the Basic Skills – Basic Education for Adults (BEaA) quarterly tuition rate set by the SBCTC. The current Basic Skills tuition rate for BEaA programs is \$25.00 per quarter unless the student is granted a waiver. See procedure 5.05.05-B, Basic Skills Waiver.
- 2.3 Separate from HS+ enrollment and the tuition/fee rate referenced in 2.2.1 above, this procedure uses the statutory provision of [RCW 28B.15.100\(1\)](#), for CCS to set tuition and fee charges for HS+ students enrolled in college level (HS+ College), credit bearing courses. To be eligible:
 - 2.3.1 Students are enrolled in the HS+ program;
 - 2.3.2 Students are designated as HS+ students and receive support from college faculty and staff (e.g., counselors, guided pathway specialists, instructional faculty, etc.) ~~Basic Skills counselors and Pathway specialists~~ throughout the program. College course options are designed to provide clear transition pathways for students while they are completing their high school diploma;
 - 2.3.3 The tuition and fees rate is \$0.00 per college level credit, for up to ten (10) cumulative college level credits in the HS+ program.

3.0 Enrollment and Registration

- 3.1 Prior to registering for a college level course, the student should consult with a ~~Basic Skills~~ counselor, ~~and their Guided P~~ pathway specialist, student affairs/enrollment staff or other counseling and enrollment staff for assistance with the college registration and enrollment process.
- 3.2 Quarterly, the college registration office will send the list of approved HS+ College students eligible for the \$0.00 tuition rate to the CCS Student Accounting Office. The list should identify each student by academic quarter, student name, student ID, and course ID(s). Registration should not include HS+ College students who have reached their ten (10) credit maximum for the special tuition and fees rate.
 - 3.2.1 Student Accounting will remove the regular tuition and fees charges to reflect the \$0.00 per credit charge for the approved courses.
 - 3.2.2 Waiver code W32 is used to remove the tuition and fee charges for the approved course enrollments.

4.0 Related Information

- 4.1 [RCW 28B.15.100\(1\)](#) - Tuition and fees set by individual institutions – Limitations.
- 4.2 Presentation – High School (HS+) to College Transitions (June 2023)
- 4.3 CCS Resolution – 24-01

Originated: January 2024
Cabinet approval: January 2024

CCS Administrative Procedure

5.05.05-G High School (HS +) to College Tuition & Fees

Implementing Board Policy [5.05.05](#)
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- 4.3 CCS Resolution – 24-01

Originated: January 2024

Cabinet approval: January 2024

CONSENT AGENDA ITEMS: ADMIN PROCEDURE

Submitted by: Greg Stevens
Chief Strategy Administration Officer
February 20, 2024

CCS Administrative Procedure

2.20.01 – A Professional/Exempt and Administrative Compensation Management

Implementing Board Policy [2.20.01](#)

Contact: Human Resources

1.0 Exempt Compensation Management Procedure Objective (summary of Board of Trustees Policy 2.20.01)

The Community Colleges of Spokane policies of personnel administration are based on broad principles covered under the Community College Act of 1967, as amended, and other applicable state law. A continuing effort is made to follow uniform application of these principles, including development and maintenance of compliant, externally competitive and internally fair salary structures. It is the responsibility of the Board of Trustees to approve an administrative salary schedule developed and recommended by the Chancellor.

2.0 Professional/Exempt and Administrative Compensation Principles

The Community Colleges of Spokane (CCS) is committed to recruiting and retaining quality administrative and other non-faculty exempt staff. A compensation schedule for exempt and administrative staff shall be developed and maintained by the Chancellor or his/her designee and approved by the Board of Trustees per Policy [2.20.01](#).

- 2.1 The compensation schedule will be:
 - 2.1.1 externally competitive with institutions of similar demographics to CCS as established through periodic comparison to benchmark Washington state community colleges and other state system colleges,
 - 2.1.2 internally consistent as determined through a job evaluation plan that recognizes the compensable elements of work valued by CCS, and
 - 2.1.3 administrated fairly under this procedure.
- 2.2 There shall be an equitable internal relationship between position and salaries for exempt/administrative, faculty and classified positions.
- 2.3 The Board of Trustees shall approve adjustments to all administrative salary ranges for the next fiscal year no later than June of the preceding year, unless this timeline is specifically modified by the Board of Trustees.

3.0 Compensation Schedule

The exempt compensation schedule will consist of a four-step salary schedule for each assigned exempt range. The step structure will provide for normally recurring advancement in the interest of staff retention based upon achievement of defined standards.

- 3.1 Each step in a range will be approximately 4% greater than the preceding step. The third step in each range will be the "market" salary, or the compensation which reflects the external competitiveness pay line for that level, as determined through periodic comparison to benchmark colleges.
- 3.2 Implementation of general salary increases affecting the salary schedule will take effect on September 1st following Board of Trustees approval.

4.0 Step Advancement

- 4.1 Prior to July 1st exempt employees become eligible for step advancement if:
 - 4.1.1 they have served two (2) years in the current position at their current step; and
 - 4.1.2 until such time the employee has reached the top annual step available within the assigned range.

- 4.2 New employees are placed at the first step of the assigned pay range. The appointing authority, with the approval of the Chancellor, has the option to place a new employee at the second step of the assigned range if recruitment/retention issues necessitate or warrant. No new employee may be initially placed above the second step of the range.
- 4.3 Criteria for Advancement: to be eligible for step advancement an employee must successfully accomplish the following elements of performance prior to July 1st:
- 4.3.1 Experience: minimum of two years of service in the current position at the current step.
- 4.3.2 CCS Management Training: Certified as current in all CCS Management Training Program mandatory subjects. The six current subjects include Purchasing/Central Receiving, Facilities, Business Office/Payroll, Human Resources, Cybersecurity, and Title IX.
- 4.3.3 Performance:
- 4.3.3.1 As certified by the ~~most recent past two~~ formal performance evaluations with an overall rating of 3 or better. If the evaluations ~~is~~ ~~are~~ is not in place, the employee is not eligible.
- 4.3.3.1.1 The above may be appealed to the employee's appointing authority, whose decision is final and binding.
- 4.3.3.2 Successful achievement of assigned goals since the previous step advancement and/or placement, or supervisory certification that the goal(s) was not achieved for reasons beyond the employee's control.
- 4.4 An employee who transfers from another CCS employment category (i.e. faculty or classified service) into the exempt/administrative service shall be placed at the first step of the assigned range or at a step that ensures the employee does not experience a loss of compensation. It is not the intention that transfer should result in additional compensation beyond that necessary to place the employee on a step at the appropriate range within the salary structure.
- 4.5 An exempt/administrative employee who promotes to another position within the exempt/administrative category (i.e. from associate dean to dean) shall be placed in the new structure at the first step of the assigned grade or at a step which ensures the employee does not receive a pay decrease. ~~If the promoted employee has earned credit toward step movement prior to promotion, higher step placement in the new position may be awarded with prior approval of the appointing authority.~~
- 4.6 An employee who is reallocated from one position within the exempt/administrative service to another position within the exempt/administrative service shall be placed in the new structure at the first step of the assigned range or the closest step to the employee's salary at time of reallocation. ~~The employee will not lose earned credit toward step movement because of reallocation.~~

5.0 Funding of Incremental Movement

- 5.1 Incremental step movement shall be funded solely from the following sources:
- 5.1.1 General salary increase allocation received from the State Board of Community and Technical Colleges as adopted by the state legislature for that budget year.
- 5.1.2 Exempt/administrator turnover dollars.
- 5.1.2.1 If a position is eliminated for lack of funds or good faith reorganization, then turnover dollars will not accrue for purpose of increment funding beyond that current fiscal year.
- 5.1.2.2 If a position is substantially reclassified during vacancy, then turnover dollars will be calculated on the reclassified position's salary range for that fiscal year.
- 5.1.2.3 If during a vacancy, duties are reassigned to an acting/interim appointee, or are distributed as enhanced duty stipends per Administrative Procedure 2.10.04B, then turnover dollars will be reduced by that expenditure.

- 5.2 Other supplemental funding authorized by the Chancellor.
- 5.3 If the above funding is not sufficient in any one year to fund full increment movement, then no movement will be funded and the funding will roll over to the next budget year for reapplication.

6.0 Stipends

- 6.1 Eligible stipend work is defined as any substantial but temporary assignment not otherwise covered by the employee's or other employees' current position description or among those position's reasonably expected professional responsibilities. Eligible stipend work must be approved in advance, unless otherwise noted, by the immediate supervisor, the institution/unit's Appointing Authority and the Chief Administration Officer.
 - 6.1.1 "Temporary" means an assignment which has a definable start and finish or assignment to a revolving responsibility, such as committee chair, for a designated period of time.
 - 6.1.2 "Substantial" means an assignment not reasonably covered by the duty statement "performs other duties as assigned" and is of considerable importance and/or value to the work unit.
- 6.2 Projects must be defined in writing, signed and submitted to the Appointing Authority for signature. The written definition must include a description of the project, timeline for completion, recommended stipend amount, and other relevant information that describes the work assigned. Stipends are paid at the time of completion, following certification by the immediate supervisor and Appointing Authority. In no case may the stipend be paid outside of the employee's current employment contractual year.
- 6.3 Responsibilities warranting stipend consideration may include, but are not limited to:
 - 6.3.1 Enhanced duty assignment as defined by Administrative Procedure [2.10.04-B](#)
 - 6.3.2 Chairing a presidential or Chancellor assigned Ad Hoc Task Force.
 - 6.3.3 Chairing a presidential sanctioned college committee.
 - 6.3.4 Assigned responsibility from an immediate supervisor for a special project.
 - 6.3.5 Duties accomplished in response to an unplanned extraordinary or emergency event.
 - 6.3.5.1 This stipend can be approved post-event if conditions warrant.
 - 6.3.6 Responsibility assigned outside employee's current area of assignment and/or outside the employee's current department.
- 6.4 The primary funding source for stipends associated with Administrative Procedure [2.10.04B](#) are savings accrued from the funded vacancy. The primary funding source for project stipends is from the college/unit budget.
- 6.5 The cumulative annual maximum stipend amount for any employee assigned a qualifying project or responsibility under this section, beyond those outlined in Administrative Procedure [2.10.04B](#), is \$10,000 per fiscal year. Exceptions to this annual maximum requires the prior approval of the Chancellor.
 - 6.5.1 Exempt employees covered by State of Washington minimum wage and hour regulations, as a result of falling below the minimum annual salary threshold, are not eligible for stipends. These non-eligible employees are compensated for work exceeding 40-hours in a work week through regular overtime compensation provisions.
- 6.6 Appeal of stipend decisions can be made to the immediate supervisor's supervisor. That person's decision can be appealed to the Chief Administration Officer, whose decision is final and binding.

CCS Administrative Procedure

2.20.01 – A Professional/Exempt and Administrative Compensation Management

Implementing Board Policy [2.20.01](#)

Contact: Human Resources

1.0 Exempt Compensation Management Procedure Objective (summary of Board of Trustees Policy 2.20.01)

The Community Colleges of Spokane policies of personnel administration are based on broad principles covered under the Community College Act of 1967, as amended, and other applicable state law. A continuing effort is made to follow uniform application of these principles, including development and maintenance of compliant, externally competitive, and internally fair salary structures. It is the responsibility of the Board of Trustees to approve an administrative salary schedule developed and recommended by the Chancellor.

2.0 Professional/Exempt and Administrative Compensation Principles

The Community Colleges of Spokane (CCS) is committed to recruiting and retaining quality administrative and other non-faculty exempt staff. A compensation schedule for exempt and administrative staff shall be developed and maintained by the Chancellor or his/her designee and approved by the Board of Trustees per Policy [2.20.01](#).

- 2.1 The compensation schedule will be:
 - 2.1.1 externally competitive with institutions of similar demographics to CCS as established through periodic comparison to benchmark Washington state community colleges and other state system colleges,
 - 2.1.2 internally consistent as determined through a job evaluation plan that recognizes the compensable elements of work valued by CCS, and
 - 2.1.3 administrated fairly under this procedure.
- 2.2 There shall be an equitable internal relationship between position and salaries for exempt/administrative, faculty and classified positions.
- 2.3 The Board of Trustees shall approve adjustments to all administrative salary ranges for the next fiscal year no later than June of the preceding year, unless this timeline is specifically modified by the Board of Trustees.

3.0 Compensation Schedule

The exempt compensation schedule will consist of a four-step salary schedule for each assigned exempt range. The step structure will provide for normally recurring advancement in the interest of staff retention based upon achievement of defined standards.

- 3.1 Each step in a range will be approximately 4% greater than the preceding step. The third step in each range will be the "market" salary, or the compensation which reflects the external competitiveness pay line for that level, as determined through periodic comparison to benchmark colleges.
- 3.2 Implementation of general salary increases affecting the salary schedule will take effect on September 1st following Board of Trustees approval.

4.0 Step Advancement

- 4.1 Prior to July 1st exempt employees become eligible for step advancement if:
 - 4.1.1 they have served two (2) years in the current position at their current step; and
 - 4.1.2 until such time the employee has reached the top annual step available within the assigned range.
- 4.2 New employees are placed at the first step of the assigned pay range. The appointing authority, with the approval of the Chancellor, has the option to place a new employee at

the second step of the assigned range if recruitment/retention issues necessitate or warrant. No new employee may be initially placed above the second step of the range.

- 4.3 Criteria for Advancement: to be eligible for step advancement an employee must successfully accomplish the following elements of performance prior to July 1st:
- 4.3.1 Experience: minimum of two years of service in the current position at the current step.
 - 4.3.2 CCS Management Training: Certified as current in all CCS Management Training Program mandatory subjects. The six current subjects include Purchasing/Central Receiving, Facilities, Business Office/Payroll, Human Resources, Cybersecurity, and Title IX.
 - 4.3.3 Performance:
 - 4.3.3.1 As certified by the most recent formal performance evaluation with an overall rating of 3 or better. If the evaluation is not in place, the employee is not eligible.
 - 4.3.3.1.1 The above may be appealed to the employee's appointing authority, whose decision is final and binding.
 - 4.3.3.2 Successful achievement of assigned goals since the previous step advancement and/or placement, or supervisory certification that the goal(s) was not achieved for reasons beyond the employee's control.
- 4.4 An employee who transfers from another CCS employment category (i.e. faculty or classified service) into the exempt/administrative service shall be placed at the first step of the assigned range or at a step that ensures the employee does not experience a loss of compensation. It is not the intention that transfer should result in additional compensation beyond that necessary to place the employee on a step at the appropriate range within the salary structure.
- 4.5 An exempt/administrative employee who promotes to another position within the exempt/administrative category (i.e., from associate dean to dean) shall be placed in the new structure at the first step of the assigned grade or at a step which ensures the employee does not receive a pay decrease. If the promoted employee has earned credit toward step movement prior to promotion, higher step placement in the new position may be awarded with prior approval of the appointing authority.
- 4.6 An employee who is reallocated from one position within the exempt/administrative service to another position within the exempt/administrative service shall be placed in the new structure at the first step of the assigned range or the closest step to the employee's salary at time of reallocation. The employee will not lose earned credit toward step movement because of reallocation.

5.0 Funding of Incremental Movement

- 5.1 Incremental step movement shall be funded solely from the following sources:
- 5.1.1 General salary increase allocation received from the State Board of Community and Technical Colleges as adopted by the state legislature for that budget year.
 - 5.1.2 Exempt/administrator turnover dollars.
 - 5.1.2.1 If a position is eliminated for lack of funds or good faith reorganization, then turnover dollars will not accrue for purpose of increment funding beyond that current fiscal year.
 - 5.1.2.2 If a position is substantially reclassified during vacancy, then turnover dollars will be calculated on the reclassified position's salary range for that fiscal year.
 - 5.1.2.3 If during a vacancy, duties are reassigned to an acting/interim appointee, or are distributed as enhanced duty stipends per Administrative Procedure 2.10.04B, then turnover dollars will be reduced by that expenditure.
- 5.2 Other supplemental funding authorized by the Chancellor.

- 5.3 If the above funding is not sufficient in any one year to fund full increment movement, then no movement will be funded, and the funding will roll over to the next budget year for reapplication.

6.0 Stipends

- 6.1 Eligible stipend work is defined as any substantial but temporary assignment not otherwise covered by the employee's or other employees' current position description or among those position's reasonably expected professional responsibilities. Eligible stipend work must be approved in advance, unless otherwise noted, by the immediate supervisor, the institution/unit's Appointing Authority and the Chief Administration Officer.
- 6.1.1 "Temporary" means an assignment which has a definable start and finish or assignment to a revolving responsibility, such as committee chair, for a designated period of time.
- 6.1.2 "Substantial" means an assignment not reasonably covered by the duty statement "performs other duties as assigned" and is of considerable importance and/or value to the work unit.
- 6.2 Projects must be defined in writing, signed, and submitted to the Appointing Authority for signature. The written definition must include a description of the project, timeline for completion, recommended stipend amount, and other relevant information that describes the work assigned. Stipends are paid at the time of completion, following certification by the immediate supervisor and Appointing Authority. In no case may the stipend be paid outside of the employee's current employment contractual year.
- 6.3 Responsibilities warranting stipend consideration may include, but are not limited to:
- 6.3.1 Enhanced duty assignment as defined by Administrative Procedure [2.10.04-B](#)
- 6.3.2 Chairing a presidential or Chancellor assigned Ad Hoc Task Force.
- 6.3.3 Chairing a presidential sanctioned college committee.
- 6.3.4 Assigned responsibility from an immediate supervisor for a special project.
- 6.3.5 Duties accomplished in response to an unplanned extraordinary or emergency event.
- 6.3.5.1 This stipend can be approved post-event if conditions warrant.
- 6.3.6 Responsibility assigned outside employee's current area of assignment and/or outside the employee's current department.
- 6.4 The primary funding source for stipends associated with Administrative Procedure [2.10.04B](#) are savings accrued from the funded vacancy. The primary funding source for project stipends is from the college/unit budget.
- 6.5 The cumulative annual maximum stipend amount for any employee assigned a qualifying project or responsibility under this section, beyond those outlined in Administrative Procedure [2.10.04B](#), is \$10,000 per fiscal year. Exceptions to this annual maximum requires the prior approval of the Chancellor.
- 6.5.1 Exempt employees covered by State of Washington minimum wage and hour regulations, as a result of falling below the minimum annual salary threshold, are not eligible for stipends. These non-eligible employees are compensated for work exceeding 40-hours in a work week through regular overtime compensation provisions.
- 6.6 Appeal of stipend decisions can be made to the immediate supervisor's supervisor. That person's decision can be appealed to the Chief Administration Officer, whose decision is final and binding.

ACTION: CCS REBRANDING

The enclosed presentation is in relation to Strategic Priority - Student Success - Expanding Student Recruitment - Comprehensive branding project within our reference higher education marketplace.

Submitted by: Todd Woodard
Vice-Chair, CCS Board of Trustees
Glenn Johnson
CCS Board of Trustees
February 20, 2024

Rebranding Update

Executive Re-Branding Group Recommendations
Board of Trustees Feb. 20, 2024



**Community Colleges
of Spokane**

Recommendations based upon research findings *and* knowledge of our District

- ▶ Research began in August with review of all marketing, branding material
- ▶ Internal surveys and focus groups followed by external surveys and focus groups
 - ▶ **This research included over 1,300 participants across CCS faculty, admins, and staff, college students, high school students, mentors, and community members.**
- ▶ Competitive market analysis of EWU, WSU, NIC and WGU
- ▶ Executive Branding Group met three times with Drake Cooper to discuss research findings and develop branding recommendations



**Community Colleges
of Spokane**

427 CCS employees took part in the branding survey

Drake Cooper interviewed 46 employees in small groups, including faculty, admins, and executives:

- + 20 faculty and admins from **SCC**
- + 20 faculty and admins from **SFCC**
- + 6 executives from **CCS**

STAKEHOLDER INTERVIEWS

SCC Faculty
n=6

SFCC Faculty
n=6

SCC Faculty
n=6

SFCC Faculty
n=6

SCC Admins
n=8

SFCC Admins
n=8

Executives
n=6

Rebranding Recommendations

- ▶ “Community” College
- ▶ Brand Design
- ▶ Brand Messaging
- ▶ Brand Structure
- ▶ Naming



**Community Colleges
of Spokane**

Use of the word “community” in our name

Connection to the community is a defining feature that unites SCC and SFCC and differentiates us from other area colleges.

► **Recommendation:**

We recommend retaining “community” in the brand name. Removing “community” would strip away a core identity element, eliminate a key link between the colleges, and diminish a differentiator from competitors.

Future messaging should leverage positive associations with community college, articulate unique advantages, and celebrate community roots.



**Community Colleges
of Spokane**

Brand Key Messages

Empathizing with prospective students clarifies what is stopping them from enrolling and what they need to hear from the colleges.

Barrier	Response
Unprepared: Returning to school after hiatus, facing language barriers, C-19 setbacks, etc.	→ SCC & SFCC offer one-on-one support that helps students get up to speed and stay on track.
Lacking confidence in their belonging and competence.	→ Anyone who wants to learn is welcome and able to succeed here.
Overcoming adversity to get educated.	→ SFCC & SCC will help them navigate practical barriers .
Balancing many outside commitments (job, family, etc.).	→ SCC & SFCC are designed for flexibility to accommodate life.
Treating education as the remedy to a need in their lives.	→ Getting an education at CCS can help solve the problems they are facing.
Worried about cost and questioning the financial value of higher education.	→ SFCC & SCC make education very affordable and pay dividends.



**Community Colleges
of Spokane**

Brand Messaging that Resonates with Our Customers & Community

- ▶ Drake Cooper researched numerous attributes gathered from our employees and tested them in surveys and focus groups with customers and community members. They found messages about **applied learning, personalization, and inclusivity** to be the most compelling and believable, and rejected statements that positioned the colleges' value in competition to other institutions.
- ▶ To those messages, the Executive Branding Group added messages about **transfer opportunities**.

Offer more practical, applied learning that helps students land the careers they want.

APPLIED

Offer a more personalized experience, where students can work with their professors one-on-one and shape their path.

PERSONALIZED

Welcome and embrace students of all backgrounds, not just traditional college students.

INCLUSIVE

Offer an accessible, affordable path to a 2-year transfer degree. Start here, go anywhere.

TRANSFER



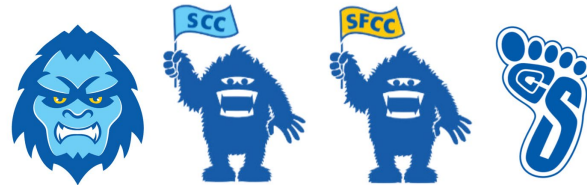
**Community Colleges
of Spokane**

Brand Design – Mascot & Athletics

Research Findings: Most participants approved of Sasquatch as a mascot, but some disliked current depictions, potential associations, and the foot. They would like to keep the Sasquatch with a unified image and clear naming.



- + Depictions
- + Associations
- + Foot



- + Unique
- + Local
- + Matches CCS
- + Versatile
- + Belief theme

Recommendation: We should **retain Sasquatch** as the mascot because of his distinctiveness, local relevance, and versatility, but update depictions and confine him to athletic and community-building contexts. The foot should be retired as a formal logo, but we will explore uses in playful, grassroots efforts. We recommend **redesigning the existing brand logo**, making it more ownable and collegiate.



Community Colleges
of Spokane

Brand Color



Research: Internal and external people in our research groups supported retaining blue as our primary brand color. Many people specifically cautioned about using red or crimson.

Recommendation: We recommend retaining blue as a brand color, developing a supportive Pacific Northwest color palette, and updating the brand aesthetic to feel more modern and expressive.



**Washington State
University**



**Eastern Washington
University**



**North Idaho
College**



**Western Governors
University**



**Community Colleges
of Spokane**

Determining the names and brand structure

Research: The colleges have positive reputations, so we should select a structure that incorporates the existing brand names. The current district name is not well recognized.

~~CCS~~

Least Recognition. Eliminate this

SCC

High Recognition. Retain and elevate these.

SFCC



Should we have a single brand or separate brands for each college?

- ▶ **Research:** From a pure marketing effectiveness aspect, it is most effective to market our district with a single brand and a single name. This gives greatest impact and eliminates cross-college marketing competition.
- ▶ **HOWEVER**, that does not reflect our two-college structure with two separately accredited colleges that each have strong name recognition. Students, alumni and employees have pride in their college.
- ▶ **Recommendations:** Develop a visually clear family of logos for each college and the District with clear guidelines for usage to ensure unity in marketing for shared offerings (Running Start, Transfer) and ability for each college to highlight specialized offerings.

AND rename Community Colleges of Spokane as “Spokane Colleges”



Recommendation explained: All colors, typography and graphic images will be clearly linked with a similar design style and format

Graphic Logo 1
Spokane Colleges
SCC SFCC

This would be used for:

- District image
- Shared marketing:
 - Running Start,
 - Transfer
 - Broad CTE Campaigns

Graphic Logo 2
SCC

This would be used for:

- College-specific identity (tshirts etc)
- Marketing of each college's specialized program and education offerings.

Graphic Logo 3
SFCC

This would be used for:

- College-specific identity (tshirts etc)
- Marketing of each college's specialized program and education offerings.



Community Colleges
of Spokane

The Seattle District Example: A shared look *with* individual identities



Summary of Recommendations

- + Retain community college in names
- + Update the logo and depictions of Sasquatch under a more ownable and unified brand aesthetic.
- + Retain the color blue
- + Develop precise, concrete messaging around applied learning, personalized experience, inclusive culture and transfer.
- + Develop a clear family of brand images for the District, SCC and SFCC with clear guidelines about use
- + Rename “Community Colleges of Spokane” as “Spokane Colleges”

REPORT: CHANCELLOR'S REPORT

Presented by: Dr. Kevin Brockbank
Chancellor, CCS
February 20, 2024

Item 6

PRESIDENT'S REPORT
SPOKANE COMMUNITY COLLEGE

Presented by: Jenni Martin
Acting President, SCC
February 20, 2024



Instructional Updates

Adult Basic Education

To ensure that students are attending classes at the Adult Education Center (AEC), the Foundation has been hosting weekly food pantry sessions for the students. The Foundation has been raising money, purchasing food, and distributing food weekly to two classes each week. Students may also visit the food pantry on demand if they are in need. Additionally, representatives from the North Monroe Business District (NMBD) were at the AEC this month to bring a food donation for the food pantry. At their January Board Meeting, the NMBD Board of Directors allocated \$300 to purchase food for students attending classes.

Arts and Sciences

Tenured English faculty, Tim Roe, has joined the assessment leadership team as one of two faculty assessment coordinators for the next few years.

Stacy Kowtko, tenured History faculty at SCC, has been invited by the Council of American Overseas Research Centers to be a faculty lead for a summer 2025 Faculty Development Seminar to Pakistan, which she participated in as a faculty member during the summer of 2019.

Business, Hospitality & Information Technologies

Mayor Brown's transition

Business faculty, Mike Allen, served on Mayor Brown's Financial and Sustainable transition committee.

Take the Leap with SCC day

Several BHIT programs are planning and participating in a high school recruitment day called Take the Leap with SCC which will happen on February 29th.

WorkSource Facebook Live event

Business Technology faculty Janelle Brooke and Samantha Hilton presented at a WorkSource Facebook Live event on Tuesday, January 23. Advisory board members and former SCC students Christine DeGeare and Aleesha Roedel provided valuable perspectives. The team spoke about the program, potential career opportunities, and up-and-coming trends in business. The recording has over 200 views as of January 25. It was a perfect opportunity for Business Technology to share their programs with potential students looking for a career change.

Software Development – College in the High School

Software Development faculty Kacie Jones and Bret Dickey are working with representatives from Mead and Spokane school districts to offer the first year (40 credits) of the Software Development AAS degree in high schools. The goal of these discussions is to have high school graduates enroll at SCC and earn both their Software Development AAS and DevOps BAS degrees in three years.

Extended Learning & Workforce Initiatives

SCC's Apprenticeship Center Open House was featured on page six of the Department of Labor's report on National Apprenticeship Week. The open house featured the Skilled Trades Preparation program with focus on outreach to high school career and technical education to promote pre-apprenticeship opportunities to young people. The full publication is available for review at:

https://www.apprenticeship.gov/sites/default/files/2023_NAW_Report_FNL_010824.pdf

The SCC Apprenticeship program was notified that their grant application to SBCTC has been funded. The Career Launch Equipment grant will be used to purchase a hydraulic ironworker to support the Ironworkers Apprenticeship Program. SCC Corrections Education faculty and staff (Sieg Fichte, Mandy Edwards, Linda Saunders, and Jaclyn Siridakis) recently



launched a new group, the W.E. Crew, Workplace Environment Crew, at Airway Heights Corrections Center (AHCC). The group's aim is to plan on-and off-site activities so employees in G Building and C6-Education, composed of both SCC and AHCC employees, can get to know each other and support a positive, productive, and fun workplace culture.

The Corrections Education Carpentry program spread cheer again by working on a Christmas tree project. According to Joe Morales, Carpentry Instructor, *"I'm big on Christmas and wanted to bring a bit of warmth into a space that is traditionally cold and bland, so the Carpentry students built a Christmas tree, and each student individually created an ornament to hang on the tree."*



Health & Environmental Sciences

Radiology Technology had a successful accreditation visit with the Joint Review Committee on Education (JRCERT) this summer. JRCERT's next visit will be in 2031. Program Director Kimmy Eikum and faculty members Jamie Tevis and Helen Murphy were instrumental in the success of this accreditation visit. In addition to teaching full time, the faculty also work for Inland Imaging to keep abreast of technology.

All graduates of the last student cohort had jobs before graduation. The majority of graduates are employed in the Spokane area through Providence, MultiCare, and Inland Imaging. The five-year average for employment is 100%. Radiology Technology students do their clinicals starting the fourth week of the program and are in clinicals for 21 months of the program.

Faculty Clarissa Shearer partners with K-12/dual enrollment to help with offering possible health science related courses at the high school level. She continues to meet with K-12 teachers and staff from an assortment of schools and districts around the regional area to seek out collaborative opportunities. Clarissa also developed and teaches HED 103 – Steps to Success in Health Careers, which is a class designed for students interested in a career in the health sciences. Several years ago, when the course was first taught, it only had single digit numbers. The class now continues to successfully grow with 21 students enrolled in the most recent completed quarter.

The Division continues to be involved in the Health Services Research Roundtable of Eastern Washington. This is a collaborative partnership between the local universities, medical schools, hospitals, and community partners to conduct rigorous interdisciplinary inquiry regarding current challenges affecting public health and well-being. The next networking event is currently being planned with a tentative date in mid-April at Gonzaga University.

Dr. Cheri Osler, Associate Dean of Nursing continues to be involved with Accreditation Commission for Education in Nursing (ACEN) in multiple areas including as a member of the Board of Commissioners. Dr. Osler travelled to Tampa the last week of January to participate in work related to the commission, specifically as a member of the strategic planning steering committee. She also continues to lead the nursing program through work to be completed in preparation for SCC's nursing accreditation visit in the fall of 2024. The division and department continue to be appreciative as they know this type of work with ACEN also helps SCC Nursing accreditation efforts and involves working through weekends.

Technical Education

The CNC (Computer Numerical Control) program is excited to announce that it has received a grant aimed at reinstating the evening CNC program, a vital initiative for the community. The grant not only provides the necessary resources for



the program but also emphasizes the importance of community involvement in shaping its future. As part of the grant requirements, the CNC faculty will conduct a comprehensive curriculum revision, seeking input from the local community. On February 8th, at 2:30 pm, businesses in the greater Spokane region that employ CNC machinists will be invited to an event, fostering a collaborative atmosphere where their valuable feedback will be gathered to enhance the CNC program. This collaborative effort will involve a partnership with colleagues in corrections to ensure that the proposed changes align with the needs of all stakeholders. Subsequently, the draft changes will be shared with high schools in the area, aiming to establish articulation agreements that provide students with a clear and seamless pathway to CNC. The Tech Ed division extends our gratitude to Guillermo Espinosa's office for their unwavering support in making these impactful improvements possible.

The Tech Ed division is forging dynamic partnerships with key organizations such as Greater Spokane Inc, Spokane Valley Chamber of Commerce, and the West Plains Chamber of Commerce to create an innovative pop-up networking event. This event aims to provide a platform for regional businesses to gain firsthand insights into the division's cutting-edge facilities, initiatives, and achievements. Scheduled as an opportunity for businesses to tour our spaces, meet with faculty, and engage with students, the event seeks to foster a deeper understanding of the division's ongoing projects, recent grants received, and collaborative opportunities for partnership. By facilitating these direct interactions, the Tech Ed division aims to bridge the gap between academia and industry, creating a conducive environment for meaningful collaborations that benefit both businesses and the educational community.

Assessment Team

SCC's Winter Workshop Series on Assessment kicks off on February 7th, 2024, in the Teaching and Learning Center with "Writing Course Level Outcomes".

Teaching & Learning Center

The Teaching and Learning Center (TLC) offered seven Communities of Practice (CoPs) this quarter: small, quarter-long groups of faculty and staff interested in sustained professional development on a specific topic. The goal is learning together, and the groups often create projects as learning artifacts. Topics this winter included healing from burnout, tenure-track support, the community read, adjunct faculty topics, Pressbooks, and the liquid syllabus. Over one hundred faculty and staff participants have opted in, including several SFCC faculty and staff through a partnership with the Center for Engaged Teaching and Learning. Combined with fall, the TLC has extended invitations for thirteen CoPs so far this year.

Student Services Updates

Admissions & Registration

Admissions and Non-Credit Registration staff processed over 2,200 applications for all divisions and areas of study and Registration Pathway Specialists participated in 50 enrollment-related events, such as information sessions, future sasquatch days, and batch registration days. Registration Pathway Specialists, along with Outreach staff, also responded to over 270 new prospect inquiries for Winter 2024. Our Testing and Assessment staff helped over 900 students with placement processes. Transcripts and Records wrapped up Fall 2023 by awarding 373 degrees and certificates for our students that graduated at the end of the fall term.

Christine Burge (Associate Registrar), Erika Naccarato (Manager of Registration), Kerry Templeton and Holly Garrabrant (Registration Pathway Specialists), and Shari Soto (Transcripts Credentials Evaluator) have been regularly collaborating with Counseling and Adult Basic Education (ABE) division faculty and leadership to develop policies and business practices to serve the HS+ College student population. This workgroup has developed procedures and enhanced the efficacy of onboarding students into ABE and college level classes, which ensures a smooth experience for the students. The outcome of this work includes refining coding and queries in ctcLink to identify students for outreach, finances, and transcript evaluation, event planning and tracking in Customer Relationship Management (CRM) software,



mandated orientation to ensure student success, step-by-step instruction of how to enroll in classes via ctLink, connecting students to resources, important dates, and an overview of class expectations.

Counseling

Counseling started daily drop-ins in addition to the call list and appointments, which has been very successful. Counselors partnered with Eastern Washington University to host a “Destination Eastern Day” for our transfer students. Students were able to apply to EWU for free, have a free official transcript sent to EWU and get important information on deadlines, scholarships, and the overall process of transferring.

We have recently welcomed a new intern therapist from Gonzaga, with three more planned for the spring quarter from EWU. This will allow for increased service delivery hours, which will eliminate our wait list and ensure students are served in a timely manner.

Disability Access Services

During January, DAS focused its efforts on campus outreach and collaboration with instructors. At the start of winter quarter, DAS conducted four “Accommodation Q&A” sessions in partnership with the Teaching and Learning Center and one informational session in partnership with the Center for Inclusion and Diversity to provide faculty, staff, and students opportunities to discuss questions and concerns related to accommodations and accessibility.

The DAS Director also attended the January Council of Chairs meeting to address questions and concerns related to DAS processes, accommodations, and accessibility with department chairs.

During January, DAS conducted 42 new student intakes and sent 733 accommodation notification letters to faculty.

Dual Enrollment

For fall quarter, Running Start students did exceptionally well. We had the largest cohort of Running Starts students ever at SCC and out of that cohort, had 105 students earn a 4.0 for their fall quarter. The office sent congratulation cards to all 385 students who earned a 3.5 GPA or higher.

High School visits continued throughout Fall quarter and we had 249 students register for CTE Dual Credit last quarter. CCS Running Start information nights began January and we have had six successful events visiting East Valley, Mead, Ridgeline, the NorthEast Washington Educational Service District (ESD), and World Relief. At World Relief, we spoke to immigrants and refugees about running start and CTE dual credit opportunities to work towards a college degree.

An additional 90 students have signed up for CTE Dual Credits in January, with a total of 348 students already earning college credit through SCC.

The renewal and new application cycle for CTE Dual Credit articulations have opened for the AY 24-25 and we have already received six renewals from Nine Mile Falls and one from Reardan-Edwall School District.

Financial Aid

On January 23 and 24, 2024, Financial Aid staff hosted informational tables all over campus to assist students with the 2024-2025 Free Application for Federal Student Aid (FAFSA) and to answer any questions. Students received bookmarks with QR codes for easy access to the 2024-2025 FAFSA. Staff will be hosting a few 2024-2025 FAFSA Workshops in February on campus to assist students with completing their FAFSAs in a timely manner. Staff will also be providing a few FAFSA workshops to area high schools during the months of February and March.

Provost Dr. Lori Hunt invited us to join Spokane Teachers Credit Union and assist at some regional FAFSA Nights during the month of January.



SCC funded over \$12,000,000 for Winter Quarter 2024.

Multicultural Student Services

With the launch of the new FAFSA for AY 2024-2025, the focus for this month was to ensure students were informed of the availability of the FAFSA and the Washington Application for State Financial Aid (WASFA). Sandra Zamora, Retention Specialist, took a leading role in guiding students through the application process.

Staff also collaborated with Workforce Transitions where Wendy Jones, Manager of Workforce Transitions, met with students and staff to increase awareness of and access to the resources available through their office.

Another significant collaboration was with the Teaching and Learning Center (TLC), in observance of Poverty in America Awareness Month. Dr. Alfonso Brown was invited to share his lived experiences and shed light on the challenges faced by individuals pursuing higher education while navigating poverty. Dr. Brown also participated in a more intimate discussion with Angela Rasmussen, the TLC's director, and the TLC book group, fostering deeper insights into the multifaceted effects of poverty.

Lastly, RJ Parrish in Institutional Research has been working hard to develop a persistence and retention dashboard to allow for better outreach and relationship building with the underserved student populations that are supported in the Center for Inclusion and Diversity. It will be ready in the coming weeks.

Newport Center

As a fantastic start to winter quarter, the Newport staff assembled Welcome Packets for distribution for new students. Newport currently has 129 students enrolled for the winter quarter. Students are excited to be back in the building and are hanging out drinking coffee and eating healthy snacks in our student lounge.

Katherine Cornelis, Workforce Program Specialist 2, is currently working with 50 northern counties students who qualify for either Basic Food Employment and Training (BFET), WorkFirst, Worker Retraining and/or the Opportunity Grant. She has awarded \$59,715 in tuition, books, tools and laptops. Additionally, she has recently awarded 18 students \$5,500 in Student Emergency Assistance Grant (SEAG) funds and \$3,500 in Supporting Students Experiencing Homelessness (SSEH) funds.

Outreach

Our ongoing and consistent partnership with WorkSource has continued to grow. In the last month we have received 12 applications for the start of spring quarter. This engagement will continue to grow as our partners share the CCS connection at their site.

In the last month, Outreach has participated in 14 outreach events including high school visits and college/community fairs. We also worked alongside Freeman High School to have an application day where their seniors can apply and be accepted to SCC all in one hour.

Typically, winter quarter is a slower month for campus tours as there is snow and it's cold. We have hosted in January seven tours to prospective students. Our campus ambassadors also attended a Collegiate Information & Visitor Services Association (CIVSA) conference in January, as a way to improve the campus tour experience.

ReEntry Programs

Our ReEntry Navigator had the opportunity to meet with several of our local young adult shelters: Volunteers of America Young Adult Shelter, Crosswalk, and Cup of Cool Water.

ReEntry Navigator Dr. Phillips continues to attend monthly Homeless Coalition Meetings. The main goal in attending these meetings is to build community connections to further support students at SCC and continual support for student enrollment. Dr. Phillips also volunteered at the Spokane Homeless Connect 2024 to further support those experiencing homelessness and facing hardships in our community.



Student Health Clinic

Usually, the winter quarter in the CCS Student Health Clinic means increased visits from patients with cold and flu symptoms but with the mild winter that we are experiencing, that is not the case this time around. Most Nurse Practitioner visits are for minor injuries, DOT physicals, Head Start exams, and sports physicals.

Clinic staff are happy to announce that we have resumed our partnership with the Radiology program and the health clinic is now able to offer X-rays to our students. X-rays are performed on site and the images are interpreted by radiologists at Inland Imaging. Student X-rays will be at a lower cost to them as they will only have to pay for the interpretation of the images as opposed to both the imaging and interpretation.

If you happen to drop by the clinic, you may see a couple of new faces at the front desk. Charlene Springer is currently overseeing a student intern, Alissa Hoover, from the Medical Billing and Coding program. Additionally Elizabeth Carsey is also providing front desk support and completing her pre-nursing requirements.

Student Life

In January 2024 Student Life programs emphasized student engagement and building connections. During the week of January 8th, Bigfoot Events welcomed SCC students back to campus with Winter 2024 Welcome Week.

Associated Student Government (ASG) transitioned a new ASG President into service, Austin Dehlin. Austin will serve in this role for the remainder of the 2023 – 2024 academic year. Austin and ASG Vice President Taneisha Tarina also represented SCC, along with Acting SCC President Jenni Martin and CCS Chancellor Dr. Kevin Brockbank, at the 2024 Legislative Advocacy Day in Olympia.

Food Pantry and Resource Center locations supported basic needs for over 100 clients and distributed approximately 1,200 pounds of food and hygiene items during the month of January. The Food Pantry and Resource Center will be hosting its winter donation drive from February 26 – March 15, 2024.

Workforce Transitions

The mobile Vets Center was on campus for a couple of days during the first week of winter quarter. They connected with several students and provided resources and support to our Veteran student population. They were happy to be part of the Veterans-One Stop and will be on campus again during the first week of spring quarter.

The Veterans Center hosted a hockey night with the Spokane Chiefs.

Workforce Transitions hosted the Department of Social and Health Services (DSHS) mobile team during the first week of winter quarter to help students connect with food benefits. They helped a total of 16 students connect to food benefits and several of those students also qualified for tuition and book assistance as their financial aid package had been delayed. The DSHS Mobile team will be back in the Workforce office to help connect students to food benefits the week of spring break as well as the first week of the quarter.

The collaboration between the Workforce office and the DSHS has expanded to now include social workers that connect Temporary Assistance for Needy Families (TANF) clients to educational pathways (WorkFirst) with the colleges. The Workforce office will be hosting a WorkFirst orientation event on March 5th and 13th where the DSHS social workers will be in the Workforce office to connect current students to DSHS participation requirements, tuition and book assistance, WorkFirst work-study and quarterly contracts. We are excited about the opportunity to help reduce connection barriers for our WorkFirst students for a smooth transition into spring quarter.

Item 6

PRESIDENT'S REPORT
SPOKANE FALLS COMMUNITY COLLEGE

Presented by: Dr. Kimberlee Messina
President, SFCC
February 20, 2024

President's Report

Equity, Diversity, and Inclusion

Dean Francisco Salinas has been leading our community engagement efforts as part of our Strategic Equity Plan. Last quarter he initiated a series of community days in our EDI center to bring members of the external community together with students, faculty, and staff. He hosted 3 days (one for the LatinX community, one for the African American Community and for our Native American Community) in the Fall, and this quarter he is hosting the second in this series with an emphasis on joint areas of focus and action. This has been well attended and we are hoping this leads to SFCC being more responsive and culturally competent in our work.

Our very own Roger LaPlante (Faculty Counselor and University of Montana alumnus) was invited to participate on a panel regarding developing research opportunities with indigenous communities. I had the pleasure of attending. I was grateful for the learning experience as well as the opportunity to support Roger. He was joined on the panel by Dr. Ren Freeman and Johnny, and the audience of faculty and graduate students were grateful and impressed by the combination of professional expertise and lived experiences they shared.

The University of Montana is doing great work in increasing enrollment and success for Native American students, and the President expressed a desire to form more partnerships with SFCC.



Student Affairs

Enrollment

SFCC is continuing to bounce back from post-pandemic enrollment lows. While last academic year's enrollment was largely flat, we are now beginning to see a consistent increase in enrollment. At the census enrollment reporting date for fall quarter, SFCC reported a 3.3% increase in FTE from the prior fall. Winter quarter is trending even higher with a reported increase of 6.2% in FTE from last winter. In addition to the retention results from our guided pathways implementation and new enrollment activity resulting from orientation and student registration sessions, these numbers reflect a change in our drop for non-payment processes. Our admissions and registration team has been hard at work managing non-payment lists and proactively communicating with students while our financial aid team has been hard at work packaging aid and applying deferments for those with pending aid.

Full-time Equivalent (FTE) is a single value providing a meaningful combination of full-time and part-time students. We earn one annualized FTE for every 45 credits taken by our students. Our state funding is primarily based on our FTE count.

Commencement 2024 at The Podium

Due to interior renovations, The Spokane Arena is not available for the CCS 2024 Commencement. For 2024, SFCC's and SCC's Commencement will be held at The Podium. While it is a smaller venue, we are confident that it will provide adequate space and amenities for Commencement 2024.

June 14, 2024, at 7:00 PM

The Podium- 511 West Joe Albi Way, Spokane, WA 99201

New FAFSA Launched

After several delays, including a "soft launch" the 2024-2025 Free Application for Federal Student Aid (FAFSA) application is now available. A link is available to students at the top of the SFCC homepage. We are expecting significant delays in receiving the information from the Department of Education and the State Board which will impact our awarding and disbursement. We are proactively communicating with students and hosting FAFSA completion events. Upcoming FAFSA completion events are scheduled for:

February 8, 2024 1:00pm to 3:00pm, Building 30-101/102

February 21, 2024 4:30pm to 6:30pm, Building 30-101/102

March 5, 2024 9:00am to 11:00am, Building 30-102

Our financial aid team has done a tremendous amount of work preparing for the launch and will continue as they implement all the technology and business processes needed for the changes. The goal was to simplify the process for students and families, but it has also created complexities for our team. Kudos to financial aid for the ongoing efforts in supporting our students to fund their education!

Student Affairs Projects

The beginning of the new year is a great time to take inventory of some larger student affairs projects and share them widely. As a guided pathways institution, few projects are solely “student affairs.” These are collaborative projects that may end up with various teams/committees/workgroups/etc. To be brief, each project is summarized in just a few sentences. More details on the progress and status of individual projects will be provided in future reports.

Academic Standing

We are analyzing SFCC’s current practices with academic warning, probation, and suspension. The goal is to make short-term and long-term improvements with both our processes and our communication that result in better student success.

Customer Relationship Management (CRM) Implementation

We are implementing TargetX our Salesforce-based CRM solution, across the district. This tool allows us to better communicate and follow-up with prospective students. There are a variety of projects happening. SFCC is primarily focused on Running Start, with plans to scale those efforts across the college.

Enrollment Barriers Study and Recommendations

This is a collaborative project between SFCC and SCC to analyze our enrollment processes and identify common barriers students face. The goal is to eliminate inefficiencies in our pipeline and share best practices. This is part of the expanding student enrollment priority area in our district strategic plan.

Program Review

We are in the process of completing our first-ever program review in Student Affairs at SFCC. Program review is a college-wide effort to support highlighting success, continuous improvement, strategic planning, and resource allocation.

Registration Sessions

We are evaluating our processes for new student registration to make recommendations for improvements. This is a key component of our guided pathways implementation.

Virtual Campus Canvas Resources

When we simplified our Bigfoot Orientation (based on student feedback) to a just-in-time approach, we created a Canvas shell to host important information that was no longer in the orientation. We have since learned that some of this content is outdated and that it is a resource that students are using. We are beginning the process of revising and perhaps renaming this resource.

Recent Event



Academic Affairs

As we near the middle of winter quarter, SFCC’s cabinet was fortunate to spend a few days together with leaders from across the state of Washington at the Guided Pathways Executive Retreat at Semiahmoo.

The goal of the retreat was to reinforce and advance our state-wide goal of transforming our institutions with equity and student success at the center of our work, the core of the Guided Pathways framework. The agenda featured regional and national speakers and practitioners along with opportunities for sharing and strategizing within and across institutions.

As I engaged in these discussions, one of the things that struck me is how much progress we here have made on the implementation of the various components of the Guided Pathways framework. While we are fully aware of the work left to do, we often neglect to recognize the enormous transformation that we have affected during the past 5-8 years. Many colleges are currently struggling with elements of the framework that we have successfully worked through.

One example: **faculty engagement**. As I’m sure you are aware, the transformation of an institution is impossible without faculty engagement. And yet, one thing I heard from vice presidents of other colleges is that some of them are struggling to get their faculty engaged.

How grateful I am to reflect on the high levels of faculty engagement that we have at SFCC! In fact, I would say that a heavy majority of full-time faculty and even many adjunct faculty have played / are playing an active role in many elements of Guided Pathways—everything from the creation of our new Guidance 105 course, the creation/refinement of maps, the creation of program outcomes, the alignment of course learning outcomes and program learning outcomes, the creation of the Pathways Team approach to advising, the collaboration with our new Guided Pathways Specialists (GPSs) who support those teams...and the list goes on.

Perhaps one of the most encouraging changes I've seen during this time is that faculty at SFCC have reached a point where they are interested in engaging with their own outcomes. And thanks to our new program review process, our faculty can look at their own outcomes on an annual basis and set goals for continuous improvement. Some departments have made some major changes in their own processes based on their reflection on their own data. This is something some vice presidents just don't see.

And speaking of data... We are delighted to see continued steady improvements to SFCC's student outcomes. For example, this school year so far, our first-to-second quarter retention so far is nearly 79.9%. That number has increased almost 10 full percentage points over the past 10 years! It's good to celebrate successes even as we continue to strive to continually improve.

We pay attention to retention because it's the right thing to do for students. As it turns out, it's also the fiscally prudent thing to do. In a time where colleges everywhere are struggling with enrollments, keeping the students that come to us is important for the sustainability of the college into the future.

Humanities

Our very own Laura Read in English made it to NPR's "Books We Love 2023" for her book of poetry *But She Is Also Jane*. Called "irreverent and honest," its themes center around the expectations that women face daily, as well as coping with loss of loved ones in middle age. Laura is out on sabbatical this quarter promoting her book and working on her next project. We can't wait to see what's next from her!



Visual Arts



This month in the gallery we welcomed back to campus alumnus Quincey Miracle. Quincey gained their AFA from us in 2015 and went on to get a BFA from Central Washington University and an MFA from the University of Buffalo.

Quincey’s exhibit this month, “It’s Easy to Get Lost Here” is an exploration of the transformative nature of makeshift childhood structures such as blanket forts and tree houses. Using reclaimed materials, various types of textiles, and video, the exhibit transforms the gallery into a piece of impermanent artwork that investigates the formation of queer identity in adolescence and the act of trauma processing in adulthood. Quincey’s work has been shown in galleries and museums all over the country. If you miss the exhibit, they have works on display in the Seattle Art Museum.

It’s always great for our current students to be able to see and talk with someone who went before them in our art program and has dedicated their life to their art.

Drama

In March, our students take on the classic children’s story, “Charlotte’s Web.” Performances March 8-10 and 15-17. This is our adaption of the endearing children’s story of sweet pig, Wilbur, and Charlotte the clever spider who is determined to save Wilbur’s life. I’m excited to see how our students will bring this story of animals to life on our Spartan stage. Save the date, June 7-9 is the SFCC Student Film Festival featuring the short film “Whistalks Way.” Watch this space for more information!

Science

On Saturday, March 9th, SFCC will host the Eastern Washington Regional Science Olympiad Tournament. This event is a STEM competition that focuses on discipline specific events that test student knowledge as individuals and teams. Students from 6th to 12th grade compete in events spanning from geology and field botany to forensics and robotics. Three STEM faculty members, Ashlee McQueen, Devika Gates, and Kira Burt, are serving as a Tri-Chairs in the planning, designing, and implementing of the tournament. This event will not only bring over 1,000 community members to campus on a Saturday, but also facilitate collaborative relationships with our university and K-12 partners.

Cyber

Last Fall, SFCC Cybersecurity program was awarded a GenCyber grant through NSA to host a cyber camp in Summer 2024. The camp will be held in July and focuses on grades 9-12. The camp is open to all 9-12th graders in the Spokane region; however, part of the grant is to have focused marketing to underrepresented populations. The Cybersecurity faculty is working closely District Marketing to create a marketing portfolio that meets the criteria of GenCyber. Registration will open in mid-Feb. Check out the webpage: <https://sfcc.spokane.edu/GenCyber>



GenCyber Camp Information

SFCC is offering a FREE GenCyber day camp for high school students in the summer of 2024. The field of cybersecurity is in demand and growing rapidly. Students will participate in hands-on activities that will teach them how cybersecurity professionals work to help keep information and information systems safe. Students will also make contacts with cybersecurity professionals and industry leaders.

All registered camp participants will receive a single-board computer for attending the full camp session.

[Register for GenCyber Today!](#)

SFCC's AAS Cybersecurity program is designated as a Center of Academic Excellence by the National Security Agency and Homeland Security.

[Learn More About Our Cybersecurity Program](#)

GenCyber Camp Details

Grades: Rising into grades 9-12
Dates: GenCyber High School Camp, July 15-19, 2024
Time: 9:00 AM to 4:30 PM. Lunch and snacks will be provided.
Location: Building 18, SFCC Main Campus 3410 W. Whistalks Way, Spokane WA 99224

Open to all students rising into grades 9-12 on a first-come, first served basis.

[Register for GenCyber Today!](#)



REPORT: CCS REORGANIZATION

The enclosed presentation is in relation to Board Goal #4 - Establish clear goals for the Chancellor and Presidents to identify and implement organizational changes aimed at greater alignment between colleges for the benefit of students.

Submitted by: Dr. Kevin Brockbank
Chancellor, CCS
February 20, 2024

CCS Administrative Reorganization

Version 2.0, February 1, 2024



Purpose and Process

- ▶ Trigger for considering the reorganization started with announced retirements
- ▶ Version 1.0 of the reorganization was presented in mid-December 2023.
- ▶ After providing a feedback period, adjustments to Version 1.0 were made to reflect some of the perspectives shared with the Chancellor.
- ▶ Elements of this presentation are the final model for the reorganization, Version 2.0.
- ▶ Two new positions are recommended here and will be paid for by a new revenue stream
- ▶ All other changes were designed to be cost neutral when compared to current spending, but after a careful review of the changes needed as a review of feedback there will be a small overall operating budget increase at the District level.



Provost

(Dr. Lori Hunt)

- ▶ Reallocation to Chief of Staff and Strategy
- ▶ Strategic Planning, Initiatives, Projects, and Partnerships
- ▶ Infusion of Equity across all our strategic work
 - ▶ Tribal Relations Officer (New Position)
- ▶ District Institutional Research
- ▶ District Grants
- ▶ Some remaining Provost duties (TBD)



Workforce Education Structure

- ▶ Vice President of Workforce (New Position)
 - ▶ Possible support staff (TBD)
- ▶ Effective, timely, and adequate support for external workforce connections
- ▶ Support for programs and faculty (work outside the normal duties)
- ▶ Represent the entire CCS workforce portfolio
- ▶ Corporate and Continuing Education
- ▶ Dual Reporting to both colleges (Presidents)
 - ▶ Resources and Capacity shift with needs and priorities
- ▶ Annual Work Plan; approved by VP, Chancellor, and both Presidents
- ▶ Creation of necessary protocols and procedures for sharing resources



E-Learning

- ▶ Instructional Design is a faculty support role
- ▶ Technology is a tool for this work
- ▶ Deeper connection to the colleges and the instructional work
- ▶ Dual Reporting to both colleges (VPI and VPL)
- ▶ Annual Work Plan; approved by Chancellor, both Presidents, Director, and other relevant stakeholders (VPs)



Global Education

- ▶ Outreach, Recruit, Onboard, Register, Visas, and Success Coaching
- ▶ Deeper connection to the colleges and the Guided Pathways and Student Success work
- ▶ Dual Reporting to both colleges (VPSA and VPSS)
- ▶ Annual Work Plan; approved by Chancellor, both Presidents, Director, and other relevant stakeholders (VPs)



Chief General Services Officer

(Nichole Hanna)

- ▶ Facilities
- ▶ Capital Construction and Projects
- ▶ Logistics Manager (Central/Mail Services)
- ▶ Environmental Health and Safety
- ▶ Security



Chief Compliance Officer (Amy McCoy)

- ▶ Subtraction of Environmental Health and Safety



Chief Institutional Advancement Officer (Carolyn Casey)

▶ No Changes



Chief Financial Officer

- ▶ Executive Director of Risk Management and Auxiliary Services
- ▶ Subtraction of Logistics Manager (Central/Mail Services)



Chief of Culture and Development (Grace Leaf)

- ▶ Chief Information Officer
- ▶ Culture and Equity
 - ▶ *Culture is the way people show up, treat each other, and approach their work; it's the rules of engagement that define what it means to be part of our team. Exceptional culture is achieved through clearly defined behaviors and mindsets that are universally understood, that everyone takes full ownership and accountability for, and that no one is exempt from.*
 - ▶ Jim Mohr; Associate Chief of Culture and Development
 - ▶ Search Advocates
 - ▶ Equity Training
 - ▶ Infusion of Equity in Central Administration procedures, processes, and systems
 - ▶ Leadership, Management and Professional Development
 - ▶ OTHRs data management
 - ▶ Executive Searches



Chief Human Resources Officer

(New Position)

- ▶ Human Resources Employee Services
 - ▶ All current functions except for training/development (to Culture/Development)
- ▶ Human Resources Information Services
 - ▶ All current functions except for OTHR's data management (to Culture/Development)
- ▶ HR executive
 - ▶ All current CSAO's HR-related executive responsibilities



Budget Implications

Central Administration Structure Reorgization Salary Impacts Version 2.0

Current Structure	Annual Salary 9/23	Proposed Structure	Proposed Annual Salary
Chief Strategy and Administration Services Officer	\$ 189,705	Chief Human Resources Officer	\$ 154,074
Chief Finance Officer	\$ 189,705	Chief Finance Officer	\$ 189,705
Provost	\$ 154,074	Chief of Staff/Strategy	\$ 169,733
Chief Information Officer	\$ 154,074	Chief Culture and Development Officer	\$ 169,733
Vice Provost	\$ 137,144	Associate Culture & Development Officer	\$ 137,144
District Director of Facilities	\$ 111,660	Chief General Services Officer	\$ 154,074
Chief Compliance Officer	\$ 154,074	Chief Compliance Officer	\$ 154,074
Chief Institutional Advancement/External Affairs Officer	\$ 154,074	Chief Institutional Advancement/External Affairs Officer	\$ 154,074
Executive Assistant, CSAO	\$ 59,498	Strategic Project Coordinator (TBD - estimate PE3)	\$ 67,278
	\$ 1,304,008	Executive Assistant, CHRO	\$ 54,699
			\$ 1,404,588
			\$ (100,580)



Questions?



REPORT: CCS DISTRICT EQUITY EFFORTS

The enclosed presentation is in relation to Strategic Priority - Student Success - Expanding Student Enrollment - EDI: Strengthen connection to under-served populations by system representation on boards/groups that are connected to under-served populations.

Submitted by: Dr. Lori Hunt
Provost, CCS

Dr. Jim Mohr
Associate Chief of Culture and Development
February 20, 2024

CCS Bias Incident Support System (BISS)/Bias Response Team

The Bias Incident Support System (BISS) serves as a secure and supportive framework for CCS to address incidents of bias within the community that may not rise to the level of harassment or discrimination. This initiative demonstrates our commitment to establishing clear standards of no tolerance for bias and hate and is in alignment with the CCS Equity Statement: CCS believes that access to high-quality education in a safe and inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. BISS and the College are committed to protecting academic freedom and the freedom of speech of members of our community. This program is not intended, and may not be applied, to abridge the free speech or other civil rights of any individual or group on campus.

By implementing a well-defined process, individuals will gain a comprehensive understanding of the procedures for submitting incident reports and accessing additional support. This transparent approach ensures that everyone in the community is aware of the steps involved and can navigate the system confidently.

The BISS team would consist of an executive team for the immediate triage of incidents and a larger operational team of trained professionals. Trainings may include local, state and national trainings that meet the needs to support community members experiencing bias. These professionals will provide support while adhering to CCS Policy and Procedures, ensuring a safe campus environment.

The BISS will:

- Ensure a confidential process to safeguard individuals' privacy.
- Respond promptly and offer intervention/support when an incident of bias occurs. Incidents will be triaged by an executive committee and disseminated to the relevant channels (BISS, Title IX Coordinator, Student Conduct, HR, Security, etc.).
- Ensure all known incidents that appear to meet Clery reportable hate crime criteria are reported to Security so they may be included in CCS's annual crime statistics. Campus Security will determine if the incident rises to the level of a reportable hate crime and/or if a timely warning must be issued.
- Assess facts and evidence on a case-by-case basis.
- Establish transparency as a system of accountability for addressing bias incidents and systemic issues.
- Regularly communicate to campus DEGA's/District Equity Council around trends in reports for potential educational programming.
- Generate an annual district report and maintain data for continuous program improvement.
- Provide additional support to students, faculty and staff throughout the BISS process.
- Inform reporters of a formal process if one exists and is appropriate.

The BISS will not:

- Be a replacement for CCS student/staff/faculty complaint or sanction processes.
- Be punitive. This process is not designed for punishment or sanctions.
- Replace any Title IX processes.
- Be used as a mechanism for retaliation against others.
- Be a formal discrimination complaint process outside of the legally defined process.
- Hinder academic freedom and freedom of speech rights of CCS community.

Definition of Bias incidents include conduct, speech, or expression driven by prejudice that do not involve a criminal act and may not rise to the level of a law or policy violation. These incidents do impact campus climate, however, and can include micro-aggressions, protests, and events which negatively impact certain

groups (Miller, Ryan., et al. "A Balancing Act"). When a bias-related incident involves a criminal component, it is usually determined as a hate crime and shared with the appropriate authorities.

*Please be aware that the name and title of the team is subject to change as a consideration made to prevent potential future legal litigation. For this submission, the name has been changed from a Bias Response Team to a Bias Incident Support System. However, we are open to alternative suggestions if approved.

CCS District Equity Efforts

District Equity Council Report to Board of Trustees

February 2024



**Community Colleges
of Spokane**

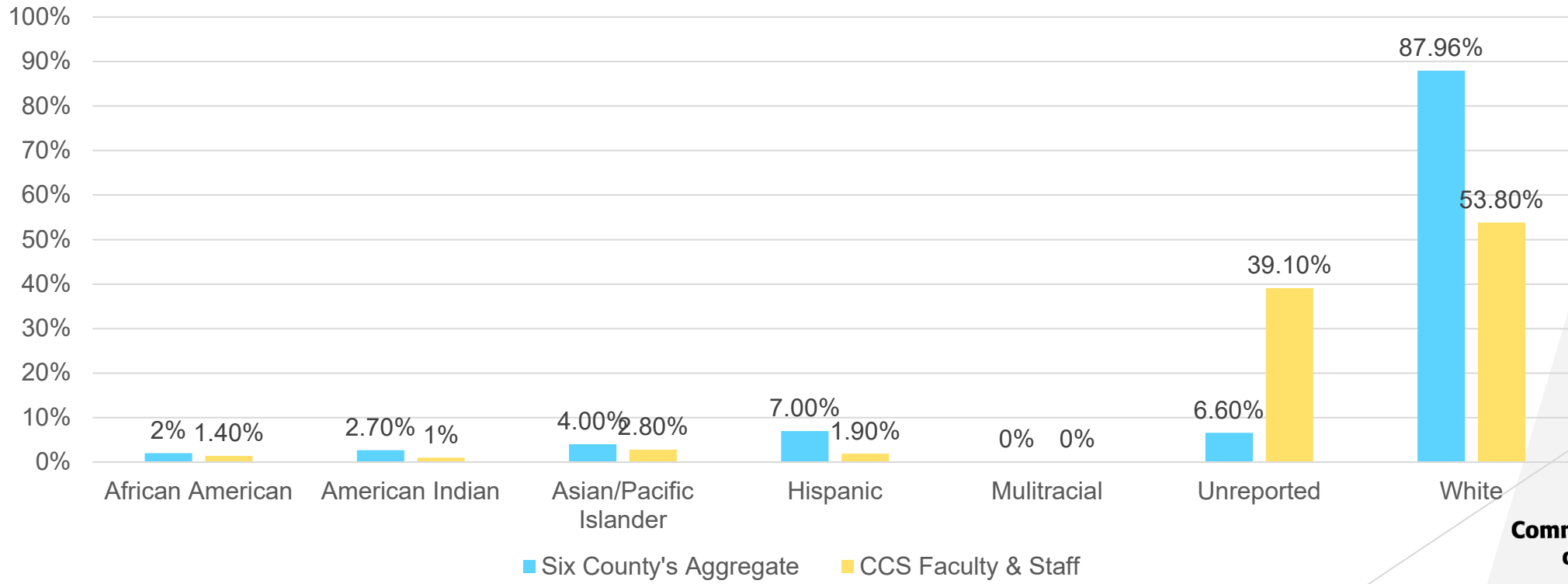
CCS Equity Statement

CCS believes that access to high-quality education in a safe and inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. We also believe higher education institutions have an obligation to work toward and demonstrate progress in ensuring equity amongst their students, faculty and staff. Equity is grounded in the principle of fairness. In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.



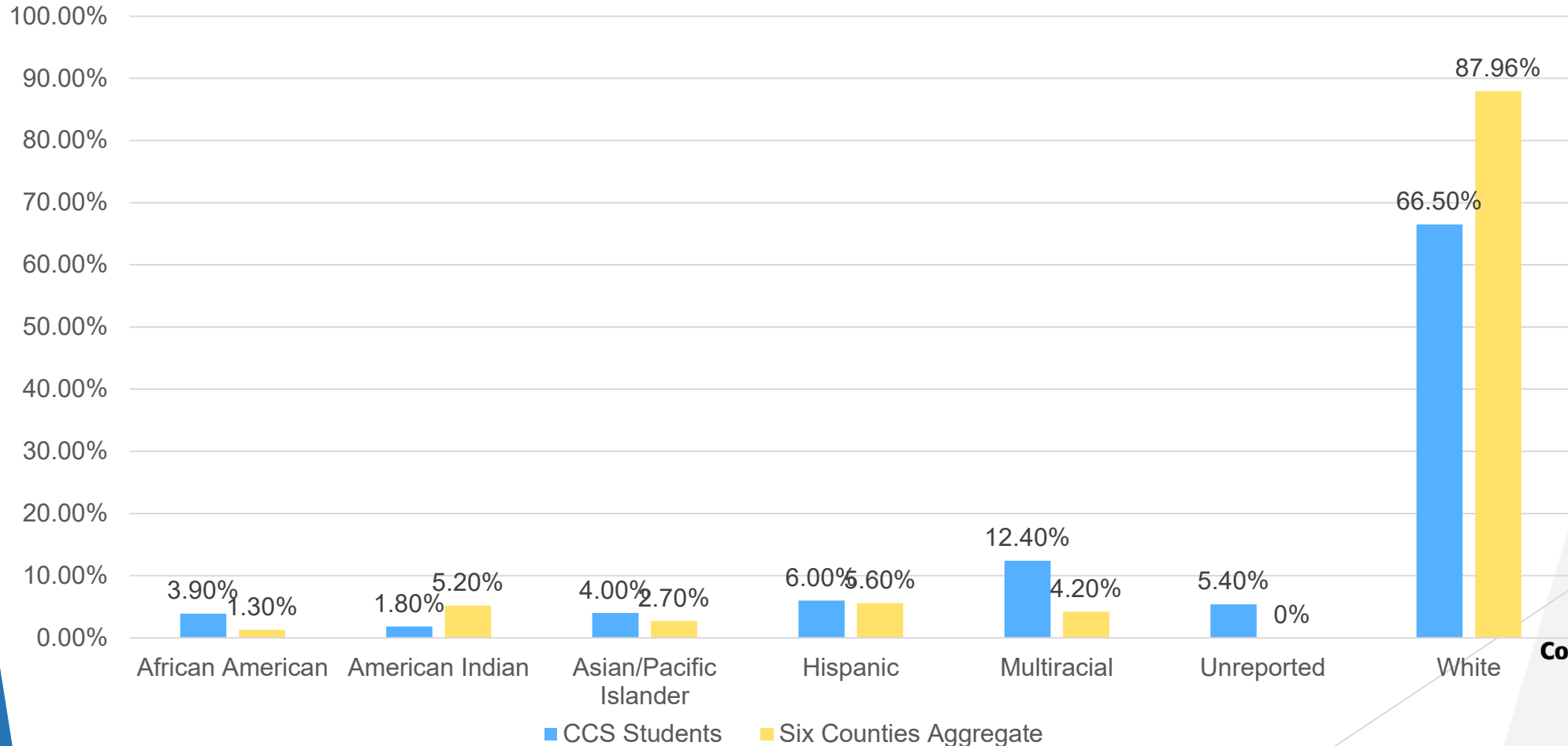
**Community Colleges
of Spokane**

CCS Faculty & Staff v. Six Counties Aggregate: Ethnicity



*Data provided by CCS Institutional Research

CCS Students v. Six Counties Aggregate Demographic: Ethnicity



*Data provided by CCS Institutional Research

CCS Equity Resources

- ▶ District Equity Council (co-facilitators Drs. Hunt & Mohr)
 - ▶ Representation from the Board of Trustees, Administration, Faculty & Staff
 - ▶ DECCIO Award Committee
- ▶ SCC/SFCC Diversity, Equity and Global Awareness Committees
 - ▶ Concentration on addressing Equity, Diversity, and Inclusion opportunities on each campus.



**Community Colleges
of Spokane**

District Equity Council



- ▶ History
- ▶ Mission, Vision, Values
- ▶ Membership/Representation



**Community Colleges
of Spokane**

Community building through Graduations and Celebrations



Community Colleges
of Spokane

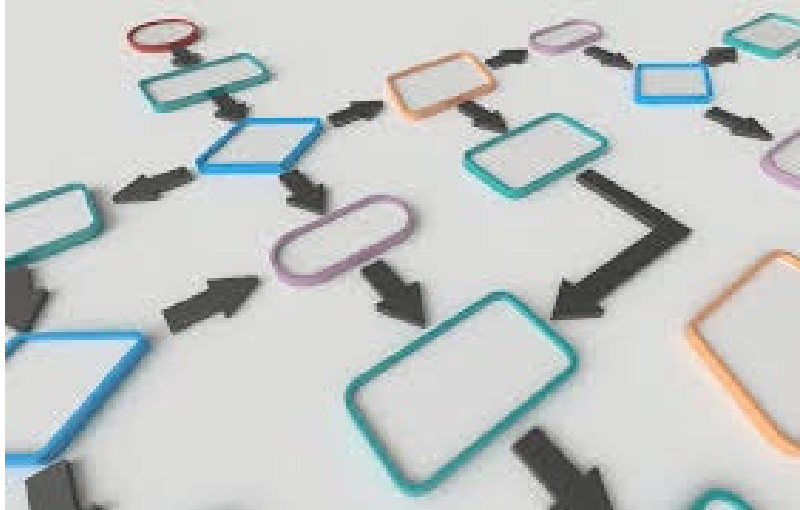
Training Across CCS for Equity, Access and Inclusion

- ▶ Search Advocates Trainings-529 CCS Employees trained; 338 current employees
- ▶ Safe Campus Advocates
- ▶ DEI training with Erin Jones 2021



**Community Colleges
of Spokane**

Bias Incident Support System



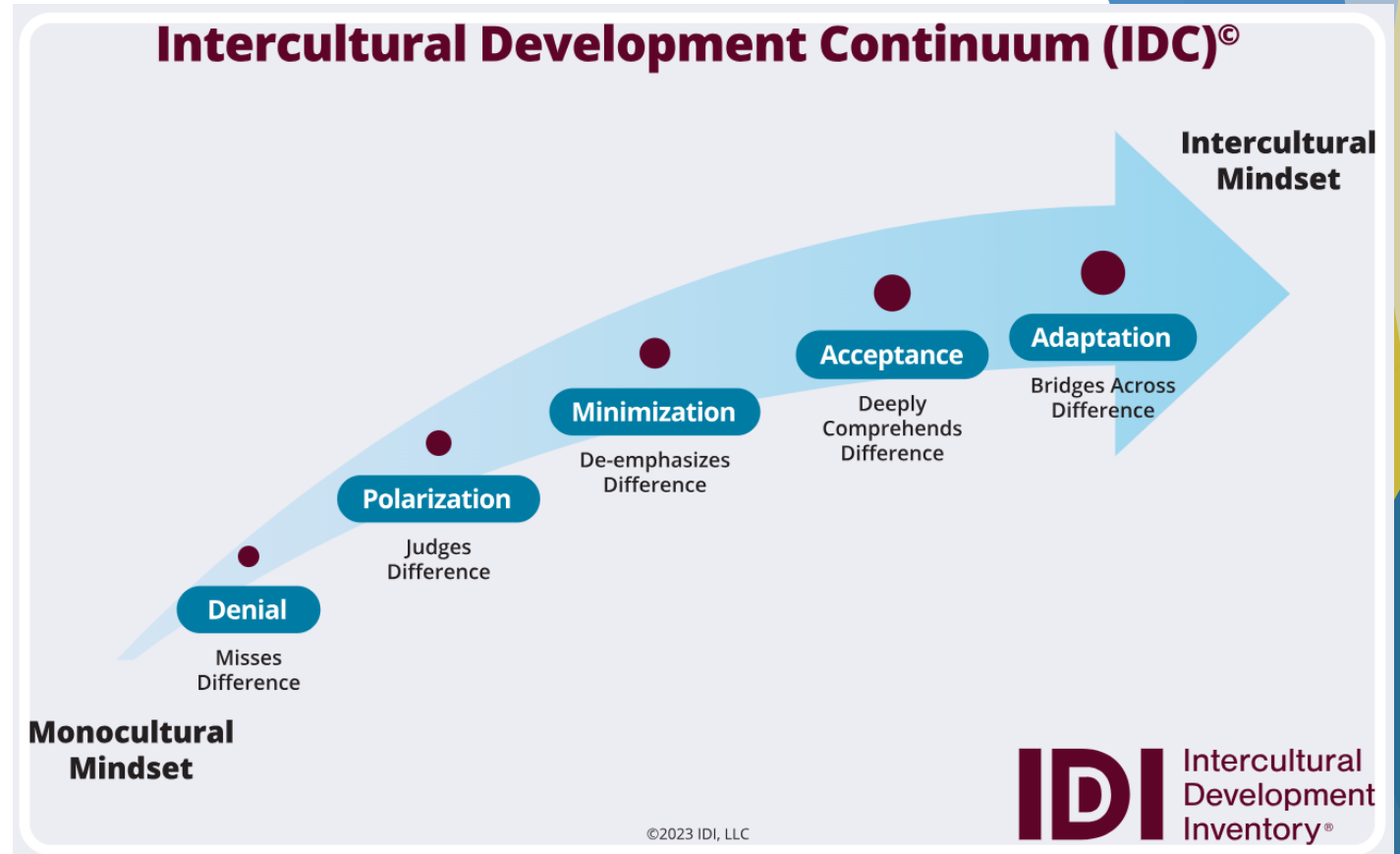
- ▶ Confidential system to address incidents of bias across CCS
- ▶ System navigation for supports and safety



**Community Colleges
of Spokane**

Intercultural Development Inventory

- ▶ The Intercultural Development Inventory (IDI) is a widely used and effective cross-culturally valid assessment for building cultural competence.
 - ▶ Group Profile Report
 - ▶ Individual Profile Report
 - ▶ Intercultural Development Plan
- ▶ IDI facilitations since training (SCC)



Equity, Diversity and Inclusion District Strategy

- ▶ Strategy & Impact
 - ▶ Tribal/Government to Government Relations
 - ▶ Data
- ▶ Human Resources
 - ▶ Culture
 - ▶ Compliance
 - ▶ Job Descriptions



**Community Colleges
of Spokane**

AHE/FACULTY REPORTS

Presented by: Beverly Daily, AHE
Christina Momono, SCC, ESL
Katie Satake, SCC
Katella DeBolt, SFCC
February 20, 2024

February Report, 2024

Christina Momono

Librarian Greg Bem in the SCC Library just finished holding his fourth Generative Artificial Intelligence (GenAI) hybrid workshop in the library, which saw over 30 attendants in person and online from multiple areas of the college, including both students and faculty, and had over 85 registrants (the majority wanting access to the training recording). The introductory workshop will be followed by a workshop on Ethics and GenAI, and a workshop on implications of GenAI in the visual world. All members of the CCS community are welcome to attend.

Elise Beattie has a few more impressive updates: her painting, *Pink Tree in the Japanese Garden* has been accepted into the Jundt Museum's Northwest landscape exhibition that is happening in conjunction with the 50th anniversary of the Spokane Fair. Additionally, she won again at the National Association of Womens Artists exhibit called "Celebrating women who tell our stories." This art piece is called: Ghost Story, Chapter Two, Yesterday's mail. She will attend NYC's show in Feb 2024.

Board of Trustees Report-SCC Credit Faculty
Katie (Catherine) Satake

February 20, 2024

1. Amy Anderson, SCC Communications Studies Instructor, reported: Amy's communication class will be participating in a Collaborative Online International Learning (COIL) project. In the COIL, students will learn small group communication skills and practice them while working collaboratively with students in Brazil. The problem-based learning project is Global Kindness Campaign, and the goal is to spread kindness within the school, local communities, and globally. Previous research shows that COIL fosters students' intercultural effectiveness and cultural humility.

Additionally, the annual "Poetry Slam" hosted by the SCC "Speak Out" club was February 7. Fifty third graders and 80 volunteers participated over a four-hour period.

2. David Edwards, SCC Architectural Instructor, reported: The second-year architecture students competed in the Washington State Civic Design Awards competition along with Washington State University and U of Idaho students. The top SCC Architecture student won \$1500 from the Inland Northwest Architectural Foundation.

Also, during the fall quarter, the architecture students attended three different forums/presentations regarding the affordable housing crisis in Spokane. The first was the Innovation Urbanism Symposium, where students heard from leaders in housing solutions in the region. The second was entitled, "Housing Innovation Knowledge" where The City of Spokane, Spokane Regional Health District, Catholic Charities, and others held a workshop to brainstorm how all these entities can work together to solve the housing crisis. The third was held at Spokane Community College and was entitled, "Harmony and Hope: Spokane's Path to Homelessness Peace". These three events prompted further study and discussion with students and have been directing student design sensitivities as they approach their design projects this year.

3. Andy Buddington, SCC Geology Instructor, reported: SCC geology student Alan Belasco gave a seminar to the SCC campus entitled "*Crawford Lake, Canada: The Global Boundary Stratotype Section and Point (Golden Spike) for the proposed Anthropocene Epoch*". This interesting discussion centered on the creation of a new geologic "episode", The Anthropocene (human-new/time), arguments/philosophy pro & con, and how earth scientists are addressing the concept and process for creating this new time episode.
4. Marty Sells, SCC Nursing Instructor, reported: The SCC Nursing department held a welcome reception and orientation for 56 incoming nursing students on February 7. The reception was hosted by nursing faculty Melody Gartrell and Marty Sells and sponsored by the SCC Nursing Faculty members. Orientation included nursing faculty, library

faculty, counselors, student services, registration as well as the SCC Nursing Associate Dean.

5. Jonathan Schmidt, SCC Anatomy and Physiology Instructor, reported: Jaye Hopkins and Sarah Iannelli, both SCC Science faculty, ran a chemistry booth at KSPS PBS Future Day on February 10. The event consisted of dozens of activities designed to get kids (K-3) thinking about their futures in science.

6. Zachary Christman, SCC ESL Instructor, reported: Majda Ritchie who is the CCS Global Education Manager, worked with Angela Smith, SCC Communications instructor, and her communications class to set up meetings with Zachary's L6 ESL class and Christina Momono's L4 ESL class the past three Thursdays through something called Global Connect. This helps the communications class meet their outcomes of intercultural communication and helps our ESL students practice English with students on the credit side. Last week, Zachary's level 6 students gave poster presentations to the other two classes. This past Thursday, the conversation centered around Valentine's Day and other holidays in places our international students are from. It has been quite successful, and the students are making wonderful connections across departments and classes.

WFSE/CLASSIFIED STAFF REPORTS

Presented by: Ward Kaplan, SCC
Abigail Affholter, SCC
Alison Cooley, SFCC
February 20, 2024

STUDENT GOVERNMENT REPORT

Presented by: Austin Dehlin- SCC
Vishal Pathirana - SFCC
February 20, 2024

BOARD REPORT