



## WASHINGTON STATE COMMUNITY COLLEGE DISTRICT 17

**November 12, 2024**

### **NOTICE OF REGULAR MEETING**

*(Notice Date: Wednesday, November 6, 2024)*

The Community Colleges of Spokane Board of Trustees will hold a regular meeting on Tuesday, November 12, 2024, beginning at 9:30 AM. An executive session will be held at 8:30 AM, followed by the regular meeting, and adjournment is scheduled for 12:40 P.M.

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

To connect to the November 12 meeting virtually go to:

[Join Zoom Meeting](#)

Meeting ID: 837 3489 1380

Passcode: 015427

All Board of Trustees meetings include opportunity for public comment. The November 12, 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](mailto:Breanne.Riley@ccs.spokane.edu) by 8:30 AM on Tuesday, November 12, 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 November 12 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

Spokane Community College  
Building 1, Room 212  
1810 N Greene St  
Spokane, WA 99217

[Join Zoom Meeting](#)

Meeting ID: 837 3489 1380

Passcode: 015427

Regular Board Meeting: In-Person & Zoom  
Tuesday, November 12, 2024

## AGENDA

Trustee Todd Woodard; Chair,  
Trustee Anna Franklin, Trustee Glenn Johnson, Trustee Steve Yoshihara  
9:30 a.m. – 12:40 p.m.

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

11/12/2024	Regular Meeting Agenda		TAB #
8:30a-9:25a	1.	<b>Executive Session</b> a. Reserved for potential action generated from executive session	<b>Discussion</b>
9:25a-9:30a	2.	<b>Potential Action Generated from Executive Session</b>	<b>Action</b>
9:30a-9:45a	3.	<b>Tenure Introductions</b> ↳ Jaclyn Jacot, SCC	<b>Discussion</b>
9:45a-10:15a	4.	<b>SCC Celebrating Student Success: Technical Professional Division Robotics Mechatronics Technology</b> ↳ Brandon Livingston, SCC ↳ John Norman, SCC ↳ George Hollwedel, SCC ↳ Cadence Haskins, SCC Student	<b>Report</b> <b>Tab 1</b>
10:15a-10:20a	5.	<b>Call to Order, Pledge of Allegiance, Roll Call and Native Land Acknowledgement Statement</b> ↳ Trustee Todd Woodard, Chair	<b>Action</b>
10:20a-10:25a	6.	<b>Public Comment</b>	<b>Discussion</b>

10:25a-10:40a	7.	<b>Consent Agenda</b> a. Board Minutes ↳ 09/10/2024 – Regular Meeting b. Capital Projects – Nichole Hanna c. Budget and Expenditures – Linda McDermott d. UTAP Contract – Linda McDermott e. Head Start – Bobbi Woodral f. Admin Procedures – Nichole Hanna, Jaclyn Jacot, Bonnie Glantz, Linda McDermott	<b>Action</b>	<b>Tab 2</b>
10:40a-10:50a	8.	<b>Tenure Considerations</b> ↳ Fred Davis, CCS	<b>Action</b>	<b>Tab 3</b>
10:50a-11:00a	9.	<b>Title IX Rules Extension</b> ↳ Patrick McEachern, SFCC	<b>Action</b>	<b>Tab 4</b>
11:00a-11:05a	10.	<b>Chancellor’s Report</b> ↳ Dr. Kevin Brockbank, CCS	<b>Report</b>	
11:05a-11:15a	11.	<b>President’s Report</b> ↳ Dr. Jenni Martin, SCC ↳ Dr. Kimberlee Messina, SFCC	<b>Report</b>	
11:15a-11:25a		<b>Break</b>		
11:25a-11:55a	12.	<b>Changes to Student Evaluations</b> ↳ Patrick McEachern, SFCC ↳ Jason Eggerman, SCC	<b>Report</b>	<b>Tab 5</b>
11:55a-12:05p	13.	<b>Rebranding Update</b> ↳ Melanie Rose, CCS	<b>Report</b>	<b>Tab 6</b>
12:05p-12:15p	14.	<b>AHE/Faculty Report</b> ↳ Beverly Daily, AHE ↳ Christina MitmaMomono, SCC ↳ Katie Satake, SCC ↳ Katella DeBolt, SFCC	<b>Report</b>	
12:15p-12:25p	15.	<b>WFSE/Classified Staff Report</b> ↳ Ward Kaplan, WFSE ↳ Abigail Affholter, SCC ↳ Alison Cooley, SFCC	<b>Report</b>	
12:25p-12:30p	16.	<b>Student Government Report</b> ↳ Austin Dehlin, SCC ↳ Lexii Locke, SFCC	<b>Report</b>	



12:30p-12:40p 17. Board Report

Report

12:40p 18. Adjournment

**Next Meeting will be held on Tuesday, December 17, 2024, at 8:30 a.m.  
Spokane Falls Community College, 3410 W Whistalks Way, Spokane WA 99224 with a Zoom option**

**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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## **CELEBRATING STUDENT SUCCESS: Robotics Mechatronics Technology Program**

### **BACKGROUND**

The Robotics Mechatronics Technology program at SCC is an evolution of the Fluid Power program, established in 1974 to meet local industry needs. Over the years, the program has received national accolades, including awards from the Secretary of Education in 1989 and the NFPA design competition in 1996. Originally named *Fluid Power Technology*, it transitioned to *Hydraulic Pneumatic Automation Technology* in 2000 and was renamed to *Robotics Mechatronics Technology* in 2024, reflecting industry demand for skills in robotics and controls.

Dean Ashley Purdin has engaged closely with the department, supporting efforts in enrollment, curriculum development, grant applications, and equipment upgrades. Grants pursued include a \$5.75 million Strengthening Community Colleges grant and additional funding for high-demand areas. The program continues to prioritize connecting students with employers, aligning with industry needs.

The enclosed presentation is in relation to Board Goal #6 (Ensure our programs, particularly those in the skilled trades and professions, are advancing and meeting the community's technology and professional needs).

Prepared by:

- Ashley Purdin, Dean of Technical Education
- Brandon Livingston, Assistant Dean
- John Norman, Instructor
- George Hollwedel, Instructor

Presented by:

- Brandon Livingston, Assistant Dean
- John Norman, Instructor
- George Hollwedel, Instructor
- Cadence Haskins, Student

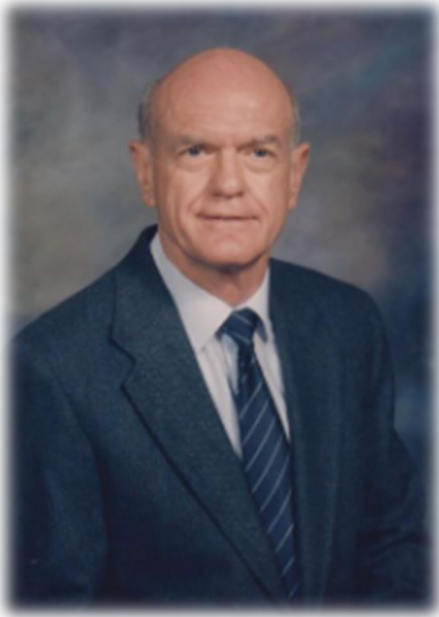
# Introductions

SCC / Technical Professional Division

Robotics Mechatronics Technology

- Brandon Livingston, Assistant Dean
- John Norman, Instructor
- George Hollwedel, Instructor
- Cadence Haskins, Student

# Meeting the Needs of Our Community 1974 - 2024



Program Founder  
Dean Croskrey



**expo'74**  
**50th Celebration**

The Fluid Power program was started in 1974 to filling the needs of our community.

# Meeting the Needs of Our Community 1974 - 2024

The program has received national recognition

- 1989 Secretary of Education Award for excellence in technical professional training
- 1996 First Place from NFPA design competition

# Meeting the Needs of Our Community 1974 - 2024

The program's name

- 1974: Fluid Power Technology
- 2000: Hydraulic Pneumatic Automation Technology
- 2024: Robotics Mechatronics Technology

# Meeting the Needs of Our Community 1974 - 2024

Being the new Dean, Ashley Purdin meet with the department to check-in on the state of the program

## Questions

1. How is the program doing?
2. What is needed to meet the needs of industry. if any?
3. What can she do support the program?

# Meeting the Needs of Our Community 1974 - 2024

How is the program doing?

Program health was okay but needed help with better enrollment

Dean Purdin has focused on enrollment division-wide making a difference for the program



# Meeting the Needs of Our Community 1974 - 2024

What is needed to meet the needs of industry now and in the future?

- Due to a demand from industry the advisory board had been asking for more controls and robotics to be taught

# Meeting the Needs of Our Community 1974 - 2024

What can she do support the program?

Dean Purdin worked with the program  
on

- Grants
- Curriculum changes
- Funding
- Equipment
- New Name:



Meet  
NORMAN-24

Robotics Mechatronics Technology

# Meeting the Needs of Our Community 1974 - 2024

## Grants Applied To...

- Strengthening Community Colleges Round 5 for \$5.75 million
- SBCTC Aerospace High Demand 1000 FTES Redistribution HPAT for \$48,000
- Congressional Allocation \$100,000

Meeting the  
Needs of Our  
Community  
1974 - 2024

Robotics Mechatronics Technology  
program continues to connect  
students and employers together

# Meeting the Needs of Our Community 1974 - 2024

Questions

and

Comments

**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: Todd Woodard  
Chair, CCS Board of Trustees  
November 12, 2024

# Washington State Community College District 17

Community Colleges of Spokane  
Board of Trustees Meeting  
November 12, 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 - 09/10/2024
- b. Capital Projects - Nichole Hanna
- c. Budget and Expenditures - Linda McDermott
- d. UTAP Contract - Linda McDermott
- e. Head Start - Bobbi Woodral
- f. Admin Procedures - Nichole Hanna, Jaclyn Jacot, Bonnie Glantz, Linda McDermott

**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 Todd Woodard  
Chair of Board of Trustees  
November 12, 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 September 10, 2024 meeting, as presented.

Prepared by: Breanne Riley  
Executive Assistant to the Chancellor  
November 12, 2024

**Minutes of the Board of Trustees Meeting**  
**Washington State Community College District 17**  
**Regular Meeting**  
**September 10, 2024 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, Kimberlee Messina, Jenni Martin, Linda McDermott, Nichole Hanna, Carolyn Casey, Beverly Daily, Grace Leaf, Lori Hunt, Fred Davis, Bobbi Woodral, Amy McCoy, Ward Kaplan, Alison Cooley, Lexii Locke, Piper McCarthy, Wendy Jones, Anne Mayer, Alayna Hardesty, Jacob Wizner, Kcasey Porter Carrie Culver, Breanne Riley (recording secretary).

**Excused:** Christina MitmaMomono, Katella DeBolt, Austin Dehlin, Abigail Affholter

**Guests:** John Drake, Kelsey Clegg

**SCC Celebrating Student Success**

Ms. Piper McCarthy introduced the presenters of the Workforce Transition team. Ms. Anne Mayer gave a review of the workforce grants that are offered in the program and the benefits of the program. Ms. Wendy Jones reviewed the Basic Need Support Efforts, which assists with supporting students experiencing homelessness, student emergency assistance grants, and the Metallica Scholars Initiative. Ms. Alayna Hardesty reviewed the impact on student experience and the goal of the program. Mr. Jacob Wizner reported that the program supported 1,396 general funding requests and 466 emergency requests for the academic year. Ms. Kcasey Porter was introduced as an SCC alum who now works in the district office as a budget analyst 3. Ms. Porter shared her story of why she decided to return to college and her experience with the Workforce Transition team. Trustee Franklin said she was incredibly inspired by the love and commitment Ms. Porter has for herself and thanked her. Trustee Franklin congratulated the team for the lives that they have impacted and then asked if there are gaps that need to be filled in bringing in community partners and if there was any way to thank and support the partners. Trustee Franklin asked if there were any funding requests that CCS was not able to fulfill. Trustee Wilson asked if CCS Foundation funds are used to support the programs. Trustee Woodard thanked Ms. Porter and asked if there was a way to engage the automotive program with the Transition team. Trustee Yoshihara thanked Ms. Porter for her determination and that he appreciated what she was doing for future students. Trustee Johnson

congratulated Ms. Porter and asked if the program could work with Commerce in the future. Trustee Wilson noted the holistic approach that was taken by CCS from the faculty and staff.

### **Call to Order**

The Board of Trustees of Washington State Community College District 17 held a regular meeting on Tuesday, September 10, 2024. Trustee Wilson called the meeting to order at 9:00am. 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 was no public comment.

### **Special Introductions and Tributes**

Dr. Kevin Brockbank introduced Ms. Kady Titus, who is a State Board member. Ms. Titus gave a brief personal and professional introduction to the Board. Dr. Brockbank noted that this was Trustee Wilson's last meeting as a Board member of CCS and thanked him for all that he has done for him and the College. Trustee Johnson shared that it was an honor to serve with Trustee Wilson on the Board of Trustees. Trustee Woodard noted that Trustee Wilson has left a phenomenal legacy for the Board of Trustees. Trustee Yoshihara thanked Trustee Wilson for his leadership, integrity, and stated that he will be missed. Trustee Franklin thanked Trustee Wilson for his mentorship for supporting women in healthcare and his dedication and that it has been a pleasure to serve with him. Trustee Wilson reflected on his experience with CCS and thanked the team for sharing 11 years with him.

### **CCS Rebranding Proposal**

**Ms. Carolyn Casey** introduced Mr. John Cooper and Ms. Kelsey Clegg from Drake Cooper. Mr. Cooper reviewed the process of the rebranding project from start to present. Mr. Cooper showed the Trustees examples of the old brand and what was and was not working. It has been decided that Community Colleges of Spokane will now be named Spokane Colleges. Brand identity was reviewed as well as the tone of voice for Spokane Colleges. Ms. Clegg reviewed the research of the local environment and how that was symbolic to the rebranding. Ms. Clegg then reviewed the process of the symbolism for the new logo – the new logo has the Ponderosa pine on the top and the Spokane Falls on the bottom to represent both campuses. Ms. Clegg then showed examples of possible signage and swag with the new logo and colors. Trustee Franklin asked if there was perspective from the neurodiverse community about the choice of

fonts as some of the fonts were not accessible for neurodiverse individuals. Mr. Cooper reviewed the logos and mascot for the athletics department. The athletic logo was shown to the Board and the script font was explained. Ms. Clegg then reviewed the mascot logo and the importance of a strong mascot. The athletic mascot was then revealed to the Board of Trustees. The color variants for the athletic logo were also shared. Ms. Clegg then showed examples of athletic swag for athletes, coaches, and fans. Color palette, graphic elements, and typography were then reviewed. Trustee Yoshihara asked about coloring for the athletic hats and he said that he thought it looked great. Trustee Wilson thanked Drake Cooper for their presentation and asked the executive committee to share their comments about the project. Trustee Woodard shared how the process by Drake Cooper was very thorough and the final product will help to deliver Spokane Colleges as being the best kept secret in Spokane. Trustee Johnson shared that he was very pleased by the product that was developed from the team. Trustee Wilson noted that the brand presents Spokane Colleges as a community of colleges that also distinguishes the separate colleges at the same time. Trustee Woodard moved to approve the rebranding recommendations from the Executive Branding Group as presented today. This included the new system of logos for our district and colleges, a new athletic logo, and a new image for our mascot, which was seconded by Trustee Johnson and approved unanimously by the Board.

### **Executive Session**

Executive session will convene for approximately 20minutes and is scheduled to end at 10:25am.

### **The meeting reconvened at 10:30am.**

### **CONSENT AGENDA**

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

- a. Minutes of the July 162024, Work Session and July 29, 2024 Special Meeting
- b. Capital Projects Status – Ms. Nichole Hanna
- c. Budget and Expenditures – Dr. Linda McDermott
- d. Head Start Updates – Ms. Bobbi Woodral
- e. Admin Procedures – Mr. Fred Davis & Ms. Amy McCoy

The motion to approve the consent agenda was so moved by Trustee Woodard, seconded by Trustee Franklin, and approved unanimously by the Board.

## **President's Report**

**Dr. Jenni Martin, President of SCC**, reviewed the theme for the upcoming academic year. Alignment of committee work has been a priority for the start of the year for SCC. Dr. Martin reviewed the active plan to achieve students having access to supporting educational goals. The innovation project work will begin in the Fall Quarter at SCC. SCC will also be looking at funding sources for further access to support the work that they are committed to. Dr. Martin introduced Mr. Patrick Tanner, VP of Student Services and Julie Parks, VP of Workforce Development to the Board of Trustees. Trustee Franklin asked about serving the underestimated communities of Spokane and how updates will be presented to the Board. She then asked if students that are working on the councils will receive a stipend, or any kind of support, as they are taking time out of their schedule to participate.

**Dr. Kimberlee Messina, President of SFCC**, reviewed the priorities of SFCC in the upcoming year. Dr. Messina shared that employee retention is one of the goals and then reviewed the efforts that SFCC is taking to achieve that goal. Dr. Messina reviewed the impact that students have had on the government portion as well as the strategic equity plan. Another goal is to increase enrollment through retention and outreach. Trustee Franklin asked about traditionally marginalized student enrollment rates. Trustee Woodard asked what SFCC hoped to accomplish with the Gonzaga grant.

## **Chancellor's Report**

**Dr. Kevin Brockbank, Chancellor** gave a brief report of the reorganization that has been completed at CCS. He introduced Mr. Fred Davis, who is the new Chief Human Resources Officer and Ms. Melanie Rose was introduced as the upcoming CIAEIO. Dr. Brockbank recognized that this was Ms. Casey's final Board meeting and that her knowledge and expertise will be missed. Dr. Brockbank reviewed the new duties of Ms. Grace Leaf and Ms. Nichole Hanna. Dr. Brockbank praised Dr. Linda McDermott and shared that his plan is to appoint her permanently as CFO. He then shared that this was Ms. Amy McCoy's last Board meeting and that Head Start and Athletics will now be directly under the office of the Chancellor. Dr. Brockbank then reviewed the new goals for the Chancellor's office.

## **Alert of Tenure Consideration**

**Mr. Fred Davis, CHRO**, reported that David Shotwell is in his 8<sup>th</sup> quarter of tenure review and will be considered for tenure appointment in November.

## **AHE Report**

**Ms. Beverly Daily**, shared that faculty is excited to start the Fall Quarter.

### **Faculty Report**

**Ms. Katie Satake**, shared that Mr. Jeffrey Bagwell was invited by Gonzaga to give a lecture to campus community as part of the Socratic Society. Ms. Amy Anderson published an article and the link to the article was included in Ms. Satake's written report.

### **WFSE/Classified Staff Report**

**Ward Kaplan**, noted that the bargaining for classified staff has not gotten the results that they have hoped for and classified staff will be holding a walk out today at 12:00pm to fight for better wages. Mr. Kaplan reviewed the turnover due to the low wages that are being offered for classified staff. He also recently attended the International Ask Me convention in Los Angeles where he spoke in favor of having a resolution to make community colleges free.

**Alison Cooley**, reported that classified staff at SFCC have been working all summer to get the campus ready for the Fall quarter. Dr. Blake spoke to classified staff for a professional development workshop and the staff appreciated the event.

### **Student Government Report**

**Lexii Locke, SFCC**, reported that it was very nice to see how much the incoming SFCC ASG team was able to network with other student leaders. Ms. Locke shared that there has been work with the deaf population at SFCC. Ms. Locke also noted that she is in the research stage for a potential grant that would offer resources that students can apply to for vision care coverage. Ms. Locke shared that the team is very dedicated to what they can do to improve student life at SFCC.

### **Board Report**

Trustee Wilson reviewed the 2024-2025 Board goals that have been established. Trustee Wilson then noted that the Chancellor goals have been established and will be shared at the upcoming Fall Convocation. The chancellor's contract has been reviewed and a 3-year contract has been established for Dr. Brockbank. The motion to adopt and approve the chancellor's contract was so moved by Trustee Woodard, seconded by Trustee Franklin, and approved unanimously by the Board. Trustee Wilson noted that the Board will need to find his replacement for the Head Start committee as he is retiring at the end of month. Trustee Todd Woodard will now be the Chair Elect of the Board of Trustees.

### **Adjournment**

Being no further business, the meeting adjourned at 11:18am.

**CONSENT AGENDA ITEMS: CAPITAL PROJECTS**

Submitted by: Clinton Brown  
Director of Capital Construction  
November 12, 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																							●	08/05/23	
18-063	SFCC Fine and Applied Arts Building, Phase 4		x		x		G	\$ 1,000,000	Project				●																				TBD	
22-229	SCC Apprenticeship Center	x			x		G	\$ 34,000,000	Project				●																				05/30/29±	
23-093	ESCO-CCS Elec. Xfmr Repl (Trane)-Phase 2	x			x	x	C	\$ 1,900,000	Project															●									05/31/25	
23-514	Lodge Renovation		x			x	G	\$ 12,135,000	Project					●																			09/30/26±	
23-568	SCC Campus Security Upgrades, Exterior Cameras	x			x		G	\$ 950,000	Project																								09/30/24	
24-595	SCC Campus Security Upgrades, Access Controls	x			x	x	G	\$ 2,400,000	Project															○	●								01/03/25	
24-920	SCC Campus Security Upgrades, Interior Cameras	x				x	G	\$ 1,400,000	Project												○			●									02/09/25	
23-580	SFCC Campus Security Upgrades	x			x	x	G	\$ 4,750,000	Project															○	●								04/05/25	
24-543	ESCO-CCS HVAC Repairs/Replacements (Millig)	x	x		x	x	C	\$ 3,555,000	Project																●								03/29/25	
PO6846	SFCC Stadium Roof Maintenance		x		x			\$ 350,000	Project															○									10/15/24	
PO7868	SCC Bldg 2 Elevator Repairs		x		x			\$ 326,000	Project																								08/06/24	
PO7998	CCS Campus Fiber Optics Infrastructure Upgrades				x	x		\$ 338,000	Project																									08/05/24
PO7800	SFCC Science Bldg Lab Exhaust VFD controls		x		x			\$ 76,000	Project																									03/04/24
PO7879	SCC Bldg 5, Johnson, HVAC Controls	x			x			\$ 144,000	Project																									11/30/24±
PO7998	SCC Bldg 9, Health Science, HVAC Controls	x			x			\$ 299,000	Project																									11/30/24±
24-916	Colville Center Fire Suppression System Repairs	x			x		G	\$ 125,000	Project					●																			TBD	



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			
24-917	CCS Cathodic Protection Repairs	x	x			x	G	\$ 235,000	Project						●																	TBD	
24-918	CCS Vehicle Charging Infrastructure	x	x			x	x	G	\$ 444,000	Project					○		●															05/31/25±	
24-919	SCC Campus Sewer Replacement	x				x		E	\$ 504,000	Project					●																	06/30/25±	
24-948	CCS CBA Compliance Consulting	x	x				x	B	\$ 138,000	Design							●															NA	
24-949	CCS Radon Mitigation Systems	x	x			x	x	B	\$ 200,000	Project					●																	06/30/25±	
24-992	CCS Utility Metering, Tier 2	x	x			x	x	B	\$ 500,000	Project																	○	●				02/10/25	
PO8406	SCC Bldg 15 Roof Repairs	x				x	x		\$ 411,000	Project																						09/30/24±	
PO8407	SCC Bldg 1 Roof Repairs	x				x	x		\$ 511,000	Project																	○						10/15/24
PO8408	SCC Bldg 20 Roof Repairs	x				x	x		\$ 200,000	Project																	○						10/07/24
PO8461	SCC Bldg 6 Roof Repairs	x				x	x		\$ 250,000	Project																	○						10/15/24
PO8462	SCC Bldg 8 Roof Repairs	x				x	x		\$ 120,000	Project																	○						10/15/24
PO8463	SCC Bldg 9 Roof Repairs	x				x	x		\$ 6,500	Project																	○						10/15/24
PO8464	SCC Bldg 18 Roof Repairs	x				x	x		\$ 375,000	Project																	○						10/15/24
PO8578	SFCC Bldg 17 Skylight Repairs		x			x	x		\$ 75,000	Project																	○	●					10/31/24±
25-087	SCC East Wing Renovation - Study	x				x		P	\$ 200,000	Study	●																						NA
25-099	SFCC Track Facilities Improvements - Study		x				x	D	\$ 27,000	Study					○		●																NA
25-112	ESCO-CCS Switchgear Replacement (Trane)	x	x			x	x	J	\$ 1,366,000	Project					○		●																12/31/26±

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		
25-143	SCC Campus ADA Improvements - Study	x				x		\$ 40,000	Study			●																			NA
25-209	CCS Campus Safety Study	x				x	C	\$ 200,000	Study			●																			NA
25-XXX	SCC Apprenticeship, Water Leak Repair	x			x			\$ 60,000	Project																			●			10/31/24±
<b>Subtotal</b>								<b>\$ 109,710,500</b>																							

NORTH SPOKANE CORRIDOR RELATED PROJECTS																																
23-051	SCC Campus Wayfinding, Monument Sign	x				x		\$ 1,000,000	Project			●																				TBD
24-172	SCC Fire Tower Replacement	x				x		\$ 880,000	Project																				○	●		11/30/24±
25-141	SCC Bldg 29 Haz Mat Storage Renovation	x			x	x		\$ 250,000	Project							○													●			05/31/25±
<b>Subtotal, NSC</b>								<b>\$ 2,130,000</b>																								
<b>Total</b>								<b>\$ 111,840,500</b>																								

- 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	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.
24-920	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
24-916	Colville Center Fire Suppression System Repairs	Project to make repairs to existing fire suppression system piping and replacment of pipe fittings.
24-917	CCS Cathodic Protection Repairs	Project to design and implement cathodic protection system for underground, steel natural gas piping on both main campuses.
24-918	CCS Vehicle Charging Infrastructure	Project to design and install electric vehicle charging stations on both campuses for use by fleet and staff. Part. funding from Dept of Comm grant.
24-919	SCC Campus Sewer Replacement	Project to restore aged sewer system piping on the SCC campus.
24-948	CCS CBA Compliance Consulting	Consultant support with Clean Buildings Performance Standards reporting for compliance with Clean Buildings legislation.
24-949	CCS Radon Migitation Systems	Design and installation of radon mitigation systems within 3 district buildings, SC16, SF15, and SF05.
24-992	CCS Utility Metering, Tier 2	Design and installation of gas and electrical utility sub-meters for Tier 2 buildings (20,000 to 50,000 gsf) associated with clean buildings legislation.
PO8406	SCC Bldg 15 Roof Repairs	Project to make repairs and apply maintenance coating to roof sections A, B, & C.
PO8407	SCC Bldg 1 Roof Repairs	Project to make repairs and apply maintenance coating to roof sections B, C, D, G, H, O, & Q.
PO8408	SCC Bldg 20 Roof Repairs	Project to make repairs and apply maintenance coating to the entire building roof.
PO8461	SCC Bldg 6 Roof Repairs	Project to make repairs and apply maintenance coating to roof sections B, F, H, I, J, & L.
PO8462	SCC Bldg 8 Roof Repairs	Project to make repairs and maintenance coating to roof sections A & H.
PO8463	SCC Bldg 9 Roof Repairs	Project to make repairs to roof drains.
PO8464	SCC Bldg 18 Roof Repairs	Project to make repairs and maintenance coating to roof sections B & G.
PO8578	SFCC Bldg 17 Skylight Repairs	Project to make repairs and replace portions of the skylight and clearstory of the SUB.
25-087	SCC East Wing Renovation - Study	Scope and budget alignment study for reloacting student services from Bldg 15 to the east wing of Main building.
25-099	SFCC Track Facilities Improvements - Study	Study to investigate potential improvements to the track and associated buildings and ground to create a regional outdoor athletics hub.



NUMBER	PROJECT NAME	PROJECT DESCRIPTION
25-112	ESCO-CCS Switchgear Replacement (Trane)	Project to replace aged main electrical switchgear infrastructure to several campus buildings across the district.
25-143	SCC Campus ADA Improvements - Study	Scope and budget study to assess feasibility of undertaking ADA improvements based on a recent survey performed by SBCTC. Findings and estimates will be used to request minor works funding for the 25-27 biennium.
25-209	CCS Campus Safety Study	Scope and budget study to assess campus lighting and access protection for both campuses. This study is in response to the Safe Work/Learning Environment Project Report by the security committee and will support a congressional funding request.
25-XXX	SCC Apprenticeship, Water Leak Repair	Emergency project to cap and repair broken water line underneath the Apprenticeship center. Suspected leak identified by analysis of utility billings over the last 6 months.
<b>NORTH SPOKANE CORRIDOR RELATED PROJECTS</b>		
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.
25-141	SCC Bldg 29 Haz Mat Storage Renovation	Project to renovate room in Bldg 29 to accommodate requirements for housing campus hazardous materials. Location move from Bldg 28 associated with Fire Tower replacement in parking lot P5. Bldg 28 will become new storage building for the fire science program.

**CONSENT AGENDA REPORT****Fiscal Year 2024-25 Financial Reports:**

State Allocation and Tuition Operating Budget Status Report and All-Funds Revenue and Expenditures as of September 30, 2024

**Summary:** 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 September 30, 2024. The reports reflect 2024-2025 fiscal year activity, including the 3rd State Allocation received from the State Board for Community and Technical Colleges.

Tuition revenue collections: Fiscal year tuition revenue of \$9,089,012 reflects a positive budget-to-actual variance of \$390,698. Tuition revenue is trending positively and reflects strong initial enrollment for the year.

Operating budget expenditures: Actual expenditures for the first three months of the year are \$24,362,251. Spending across all CCS operating units is reasonable and within budget for this point in the fiscal year.

All-Funds Summary Report of Revenues and Expenditures: Total revenue from all sources was \$77,183,415 offset by total expenditures of \$62,734,051. Net Activity (total revenue minus total expenditures from all sources) as of September 30, 2024, was \$14,449,364.

**Board Policy Reference:** 1.50.02 (4) Central Administration. The chief financial officer (CFO) shall make regular financial reports to the Board of Trustees. The CFO shall include in the reports key indicators of the financial status of the district and its operating units, such indicators to be recommended by the CFO, and followed over time. The CFO shall bring to the attention of the board all financial matters that in the professional judgment of the CFO may significantly impact the financial stability of the district or its operating units.

**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 2024.09 – 2024-11-05
2. Revenue & Expenditures 2024-07-01 through 2024-09-30 – 2024-11-04

Prepared by: Dr. Linda McDermott, CPA  
Chief Financial Officer  
November 12, 2024

# State Allocation and Tuition Operating Budget Report

for Fiscal Year 2024 - 2025

Tuition revenue and GL expenditures through September 30, 2024



## State Allocation #3

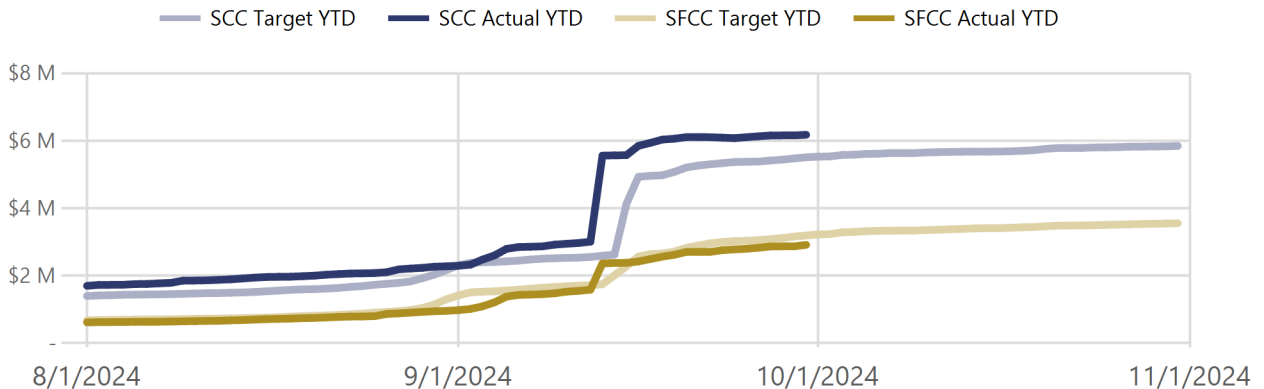
	SCC	SFCC	Central Admin	DMC	District Total
Total State Allocation	\$48,703,873	\$22,814,313	\$19,358,147	-	\$90,876,333
Tuition Revenue Estimate	\$6,282,830	\$4,681,531	\$4,037,112	\$9,177,470	\$24,178,943
Operating Support, One-time Distribution of FY24 Tuition Revenue over Budget, and Unspent DMC	\$1,910,144	\$7,008,278	\$6,629,944	\$56,599	\$15,604,965
<b>Total State Allocation &amp; Tuition Operating Budget</b>	<b>\$56,896,847</b>	<b>\$34,504,122</b>	<b>\$30,025,203</b>	<b>\$9,234,069</b>	<b>\$130,660,241</b>

## Allocation and Tuition Expenditures

	Budget	Year-to-Date Expenditures	Percent Expended to Budget	Percent of Total Expenditures
SCC	\$56,896,847	\$10,334,740	18%	42%
SFCC	\$34,504,122	\$5,606,161	16%	23%
Central Administration	\$30,025,203	\$6,453,825	21%	26%
<i>Administration (HR, CEO, CCO, CFO, CIAEAO)</i>		\$1,786,667		7.3%
<i>IT, Facilities, Security, Provost</i>		\$4,667,158		19%
District Managed Costs	\$9,234,069	\$1,967,525	21%	8.1%
<b>Total</b>	<b>\$130,660,241</b>	<b>\$24,362,251</b>	<b>19%</b>	

## Tuition Operating Fee Revenue

	Fiscal Year Budget	Actual Year-to-Date	Target Year-to-Date	Over/(Short) Target YTD	Percent Over/(Short)
SCC	\$14,822,244	\$6,176,799	\$5,509,280	\$667,519	4.5%
SFCC	\$9,356,699	\$2,912,213	\$3,189,034	(\$276,821)	-3.0%
<b>District Total</b>	<b>\$24,178,943</b>	<b>\$9,089,012</b>	<b>\$8,698,314</b>	<b>\$390,698</b>	<b>1.6%</b>





# Revenue & Expenditures

7/1/2024 through 9/30/2024

Revenue	July	August	September	Total
<b>Tuition and Student Fees</b>				
Tuition	\$8,098,132	\$2,193,829	\$209,446	\$10,501,406
Tuition AR	(\$5,914,076)	(\$1,148,753)	\$5,650,589	(\$1,412,240)
S&A Fee	\$364,393	\$367,868	\$59,579	\$791,840
Student Fees	\$4,871,364	\$995,829	(\$23,401)	\$5,843,792
<b>Grants &amp; Contracts</b>				
Head Start & ECEAP	\$4,213,974	\$1,892,703	\$1,586,966	\$7,693,643
Running Start	\$3,331,993	\$573,047		\$3,905,039
Perkins	\$35,706	\$33,414	\$60,764	\$129,884
WorkFirst	\$104,526	\$31,679	\$180,977	\$317,181
BFET	-		\$125,387	\$125,387
Corrections	\$178,577	(\$57,282)	\$380,478	\$501,774
Grant Indirect	\$242,475	\$296,960	\$200,853	\$740,287
Other Grants & Contracts	\$157,340	\$1,532,092	\$840,058	\$2,529,490
<b>Financial Aid</b>				
PELL	\$1,750,239		(\$1,171)	\$1,749,068
Work Study	\$9,318	\$20,482		\$29,800
Other Federal Financial Aid	\$90,000		(\$2,515)	\$87,485
Other State Financial Aid	\$415,283	\$142,125	\$509,334	\$1,066,743
Direct Loan	\$950,000	\$150,000	(\$2,131)	\$1,097,869
<b>Other Revenue</b>				
State Allocation	\$4,560,556	\$6,493,241	\$5,336,898	\$16,390,695
Capital Projects	(\$4,580,479)		\$1,986,871	(\$2,593,609)
Auxiliary	\$438,577	\$733,494	\$302,481	\$1,474,553
Other Revenue	\$2,883,072	(\$415,669)	\$35,194	\$2,502,597
Accounts Receivable	\$10,088,846	\$674,754	\$12,947,129	\$23,710,730
<b>Total Collected Revenue</b>	<b>\$32,289,815</b>	<b>\$14,509,813</b>	<b>\$30,383,787</b>	<b>\$77,183,415</b>





# Revenue & Expenditures

7/1/2024 through 9/30/2024

Expenditures to Date	July	August	September	Total
<b>Tuition and Student Fees</b>				
S&A Fee	\$7,039	\$62,271	\$121,196	\$190,505
Student Fees	\$431,024	\$336,865	\$384,368	\$1,152,257
Building & Innovation Fee	-	\$236,712	\$132,088	\$368,799
<b>Grants &amp; Contracts</b>				
Head Start & ECEAP	\$1,306,315	\$1,576,765	\$2,147,311	\$5,030,391
Running Start	\$3,905,039	\$4	\$4,338	\$3,909,381
Perkins	\$39,583	\$43,540	\$59,096	\$142,219
WorkFirst	\$104,774	\$72,600	\$388,527	\$565,901
BFET	\$124,484	\$53,445	\$248,830	\$426,759
Corrections	(\$45,190)	\$196,037	\$203,309	\$354,156
Other Grants & Contracts	\$32,407	\$163,647	\$161,139	\$357,193
<b>Financial Aid</b>				
PELL	\$1,907,113	(\$26)	\$6,425,875	\$8,332,961
Work Study	\$42,944	\$33,159	\$40,557	\$116,660
Other Federal Financial Aid	\$178,850	\$14,235	\$187,481	\$380,566
Other State Financial Aid	\$1,688,201	\$25,193	\$6,174,321	\$7,887,715
Direct Loan	\$1,324,386	\$32,712	\$3,528,633	\$4,885,731
<b>Other Expenditures</b>				
Salary & Benefits	\$8,596,283	\$8,728,398	\$6,218,222	\$23,542,903
Capital Projects	(\$85,844)	\$154,462	\$422,674	\$491,292
Rent & Utilities	\$298,019	\$404,781	\$404,398	\$1,107,197
Travel	\$33,182	\$14,053	\$16,529	\$63,764
Goods, Equipment, and Supplies	\$82,582	\$175,060	\$110,946	\$368,589
Auxiliary	\$59,130	\$235,743	\$147,377	\$442,250
Other Expenses / Services	\$778,283	\$837,537	\$1,001,042	\$2,616,861
<b>Total Expenditures</b>	<b>\$20,808,604</b>	<b>\$13,397,192</b>	<b>\$28,528,255</b>	<b>\$62,734,051</b>
<b>Net Activity</b>	<b>\$11,481,211</b>	<b>\$1,112,620</b>	<b>\$1,855,533</b>	<b>\$14,449,364</b>

**CONSENT AGENDA ITEM – PROCUREMENT CONTRACT**

**Summary:** Enclosed for the Board’s review and approval is the Universal Transit Access Pass Agreement between CCS and the Spokane Transit Authority (STA) for fiscal year 2024-2025. The agreement grants access to students and employees to STA public transportation services via a valid Universal Transit Access Pass (UTAP). CCS is billed monthly based on actual usage at \$1.29 per trip, up to a maximum fee of \$410,990 for the year. Funding for this contract is provided through the student voted bus pass fee and sales of employee bus passes.

The contract is provided to the Board for consent approval in accordance with CCS Delegation of Authority Procedure 1.40.01-A (4.1).

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

Attachment:  
Consent Universal Transit Access Pass 2024 2025.pdf

Prepared by: Dr. Linda McDermott, CPA  
Chief Financial Officer  
November 12, 2024

## UNIVERSAL TRANSIT ACCESS PASS AGREEMENT

This Universal Transit Access Pass Agreement (“Agreement”) is entered into by and between **Community Colleges of Spokane** (“Participant”) and the **Spokane Transit Authority** (“STA”), a Washington State municipal corporation; each individually referred to as “Party” and collectively referred to as “Parties”.

WHEREAS, the Parties share the desire to reduce single occupant vehicle (“SOV”) commute trips and improve the mobility of Participant members within the STA Public Transportation Benefit Area (“PTBA”); and

WHEREAS, STA is authorized to provide public transportation and generally promote alternatives to SOV commuting within the PTBA; and

WHEREAS, Participant desires to relieve vehicular traffic congestion and adverse impacts on traffic facilities caused by the high usage of vehicles, and to expand reliable transportation options and provide incentives and benefits to its members which promote non-SOV commuting within the PTBA.

NOW, THEREFORE, for and in consideration of the foregoing, and in consideration of the payments or other covenants and mutual agreements herein provided, the Parties agree as follows:

### 1. PURPOSE

The purpose of this Agreement is to establish the terms and conditions upon which STA shall provide public transportation services (“Services”) upon a Participant Member’s presentation of a valid Universal Transit Access Pass (“UTAP”) accepted by STA’s Connect Fare Collection System validator (“Connect”) or the Service operator, in accordance with the terms and conditions of this Agreement.

### 2. RESPONSIBILITIES

#### A. Participant Responsibilities

- 1) Members. For purposes of this Agreement, “Member(s)” shall be defined as any current Participant officer, director, employee, agent, representative or student who is issued a valid UTAP by Participant.
- 2) Distribution List. Participant will maintain on STA’s Connect Institutional Fare Collection Website, a record of its Members who have received a UTAP. The fare collection system should reflect the UTAP card number, the Member’s unique identifier (e.g. employee or student identification number), and the Member’s first and last name.

Upon STA's request, the Participant shall provide STA with a written certification that the Participant's UTAP distribution list is accurate, up to date, and compliant with the terms of this Agreement.

- 3) Abuse. Participant will be responsible for monitoring abuse of its Member UTAPs, and shall inactivate such Member's UTAP within twenty-four (24) hours of determination of such abuse.

From time to time, STA may request Participant to inactivate a Member UTAP when instances of improper use have been noted by STA. Participant shall inactivate such UTAPs within forty-eight (48) hours of STA's request.

- 4) Member Inactivation. Participant will inactivate a valid Member UTAP that needs to be cancelled due to a Member's ineligibility for STA's Universal Transit Access Pass program within forty-eight (48) hours of such determination. Participant shall notify STA of such inactivations weekly.
- 5) Activities. Participant will inform STA of upcoming Participant-based services and/or activities within the PTBA that may affect the level of Services delivered by STA. Written notice will be provided at least thirty (30) days in advance of said service or activity.
- 6) Adherence to Rules of Conduct. Participant will share with its Members, and Members' guardians if such Members are less than 18 years of age, STA's Rules of Conduct to ensure Members understand the expectations relative to use of the Services to ensure Services remain orderly, safe, secure, comfortable and convenient. STA will enforce its Rules of Conduct with Members in the same manner as any other STA patron, up to and including exclusion of a Member from STA facilities and/or Services. STA's Rules of Conduct may be found at <https://www.spokanetransit.com/about-sta/rules-of-conduct/>.

#### B. STA Responsibilities

- 1) UTAP. STA shall provide the Participant a unique STA-approved UTAP for each Participant Member.
- 2) Fare. All Members who possess a valid UTAP will be allowed to utilize the Services without paying a fare, upon validation from Connect or the Service operator delivering the Service.
- 3) Information and Distribution. STA will supply and maintain information racks containing schedules of Services throughout the PTBA and the Spokane PTBA-based facilities of Participant. The cost for any additional information distribution requested by Participant not currently provided by STA will be shared equally by the Parties.
- 4) Service Not Guaranteed. Services are provided to the public as determined by the STA Board from time-to-time in the normal course of operations. A UTAP does not guarantee a ride. Services are subject to weather, mechanical interruptions, full vehicles, passenger conduct and other causes determined in the sole discretion of STA.
- 5) Reporting. STA will provide a monthly report to Participant identifying the number of rides provided to and routes used by Participant Members.

3. TERM

This Agreement shall commence on July 1, 2024 (“Commencement Date”) and shall continue until terminated in accordance with Section 11.

4. RATES

- A. Trip Fee. In accordance with the STA Tariff Policy, the “Trip Fee” for the UTAP program is based on each “unlinked trip” taken by Members. For purposes of establishing this fee, unlinked trips are defined as the number of times Members board STA vehicles. Members will be counted each time they board vehicles no matter how many vehicles they use to travel from their origin to their destination.

The Trip Fee for the given Contract Year is listed in the Fee Schedule, attached hereto and incorporated herein as Exhibit A.

- B. NTE Fee. Total ridership charges to Participant for its participation in the UTAP program shall stay within an annual Not-To-Exceed Fee (“NTE Fee”) for each Contract Year of this Agreement. “Contract Year” shall be defined as the one-year period specified in the Fee Schedule, attached hereto and incorporated herein as Exhibit A (the “Fee Schedule”). The NTE Fee is based on STA’s projection of annual ridership and represents the maximum total price for the specified Contract Year. Actual monthly ridership may result in the cost of this Agreement to be lower than the NTE Fee.

The NTE Fee for the given Contract Year is listed in the Fee Schedule.

- C. Rate Adjustment. The Trip Fee and NTE Fee are reviewed annually and are subject to revision for each Contract Year. Not less than sixty (60) calendar days prior to the expiration of the then Current Contract Year, STA shall provide Participant with a revised Fee Schedule identifying the Trip Fee and NTE Fee for the upcoming Contract Year. By executing this Agreement, the Parties mutually agree such revised Fee Schedule shall take effect upon commencement of the specified Contract Year therein without further amendment to this Agreement.

5. INVOICING AND PAYMENT

- A. Monthly Invoices. STA shall invoice Participant by the fifteenth (15<sup>th</sup>) day of each month for the preceding month’s Member trips, as established by STA’s record of actual usage of the UTAP issued by Participant.
- B. Payment. Payment in full shall be remitted to STA within thirty (30) days of the date of STA’s invoice.
- C. Late Payment Penalty. Any late payment shall be subject to penalty accruing at the maximum rate allowable by state law for each month, or portion thereof, the payment remains due.

6. NOTICES

All notices, requests, claims, demands and related communications shall be in writing and shall be signed by a person duly authorized to provide such notice. Notices permitted or requested to be given hereunder shall be deemed sufficient if given (1) in person; (2) by regular mail, postage prepaid; (3) by

registered or certified mail, postage prepaid, return receipt requested; or (4) by email, addressed to the Parties' representatives set forth below, or as may be revised by like notice from time to time.

All notices shall be deemed to have been duly received (1) when delivered in person; (2) three (3) business days after the date of mailing by regular mail, postage prepaid; (3) upon receipt after dispatch by registered or certified mail, postage prepaid; or (4) upon confirmation of a read receipt when transmitted by email.

Participant	Spokane Transit Authority
Kcasey Porter Community Colleges of Spokane P.O. Box 6000 Spokane, WA 99217-6000 E: <a href="mailto:kcasey.porter@ccs.spokane.edu">kcasey.porter@ccs.spokane.edu</a>	Spokane Transit Authority Attn: Contracts 1230 W Boone Ave Spokane, WA 99201 E: <a href="mailto:contracts@spokanetransit.com">contracts@spokanetransit.com</a>

7. COMMUNICATIONS

Any administrative or operational communications required by the Parties shall be directed to the Parties' representatives set forth below:

Participant	Spokane Transit Authority
Linda McDermott Chief Financial Officer Community Colleges of Spokane P.O. Box 6000 Spokane, WA 99217-6000 E: <a href="mailto:linda.McDermott@ccs.spokane.edu">linda.McDermott@ccs.spokane.edu</a> P: 509-434- 5075	Dainon Setzer Business Development Manager Spokane Transit Authority 1230 W Boone Ave Spokane, WA 99201 E: <a href="mailto:dsetzer@spokanetransit.com">dsetzer@spokanetransit.com</a> P: (509) 343-1674

Communications to be given hereunder shall be deemed sufficient if given (1) in person; (2) by mail, postage prepaid; or (3) by facsimile or email, addressed to Parties' representatives set forth above, or as may be revised by written notice in accordance with Section 6 of this Agreement.

8. DATA SECURITY

Each party agrees to use the Confidential Data received from the other party only as expressly permitted in this Agreement and in furtherance of the objectives expressed herein. The term "Confidential Data," includes, but is not limited to, personally identifiable student information such as a student name, email address, or date of birth. To the extent permitted by law, neither party will disclose to any third party the other party's Confidential Data, in whole or in part, without the prior written consent of the party, or as provided for in this Agreement and in compliance with all applicable state and federal laws. Notwithstanding the foregoing, either party may disclose the Confidential Data or portions thereof to their respective attorneys or accountants when seeking legal or financial advice. STA specifically warrants and represents that it will not in any manner disclose, disseminate, copy, sell, resell, sublicense, transmit, assign, or otherwise make available any of Participant's Confidential Data to any third party without the prior written permission of Participant, and further warrants and represents that it will take all reasonable steps necessary to ensure that its authorized agents, employees, contractors

or subcontractors having access to the Confidential Data shall not copy, disclose or transmit any of the Confidential Data, or any portion thereof, in any form, to a third party.

STA warrants and represents that it will implement industry-standard physical, electronic, and managerial safeguards to prevent unauthorized access to and disclosure of Participant's Confidential Data, including but not limited to, the security of the physical environment in which the Confidential Data is stored, and the security of any transmission of the Confidential Data. STA further warrants and represents that such safeguards will in no event be less than the level of security STA uses to protect its own Confidential Data. STA shall require its contractors and subcontractors authorized to access Participant's Confidential Data pursuant to this Agreement to take similar industry-standard precautions in safeguarding the Confidential Data.

STA agrees to comply with all applicable statutes and regulations governing nondisclosure of the Confidential Data, including, but not limited to, the requirements of FERPA (20 U.S.C. 1232g and implementing regulations).

#### 9. HOLD HARMLESS

Each Party to this Agreement shall be responsible for its own acts and/or omissions and those of its officers, directors, employees, representatives and agents in the performance of this Agreement. No Party to this Agreement shall be responsible for the acts and omissions of those entities or individuals not a Party to this Agreement.

#### 10. INDEPENDENT CAPACITY

- A. Employees. The officers, directors, employees, representatives or agents of each Party to this Agreement will continue to be officers, directors, employees, representatives or agents of that Party and will not be considered for any purpose to be officers, directors, employees, representatives or agents of the other Party.
- B. No Partnership and No Third-Party Beneficiaries. It is agreed by the Parties that this Agreement does not create a partnership or joint venture relationship between the Parties and does not benefit or create any rights in a third party.

#### 11. TERMINATION

- A. Default. Any Party may terminate this Agreement for default in the event a Party fails to perform a material obligation under this Agreement. Termination shall be effected by serving a notice of termination, in accordance with Section 6 of this Agreement, on the other Party setting forth the manner in which the Party is in default and the effective date of termination, which shall not be less than fifteen (15) calendar days after the date of notice. The termination shall not take effect if the default has been cured within seven (7) calendar days after the date of the notice of termination.
- B. Convenience. A Party may terminate this Agreement for convenience with three (3) months written notice. Termination shall be effected by serving a notice of termination, in accordance with Section 6, on the other Party setting forth the notice of termination and the effective date of termination.
- C. Obligations. If this Agreement is terminated, Participant shall be liable for the cost of all unlinked trips taken by its Members up to, and including, the date of termination. Final invoicing and payment shall be in accordance with Section 5 of this Agreement. Participant shall have no further obligation to pay for Member trips taken following the date of termination.

## 12. FORCE MAJEURE

In the event that any Party's obligations under this Agreement are substantially delayed, prevented or rendered impractical by fire, flood, riot, earthquake, civil commotion, war, strike, lockout, labor disturbances, exposition, sabotage, accident or other casualty, weather event, pandemic, act of God, any law ordinance, rule or regulation which becomes effective after the date of this Agreement, measures of governmental authority including but not limited to any temporary law ordinance, health directive, rule, regulation, travel or movement restriction, or limitation on the size of gatherings implemented by the local health department, board or officer in the jurisdiction where the event is to be held, the Washington State Department of Health, the Governor of the State of Washington, the Washington State Military Department, the United States Department of Health & Human Services, the United States Centers for Disease Control and Prevention, or any other Local, State or Federal Public Health Agency which adversely affects the ability of either Party to perform its obligations under this Agreement, pandemics, viral or communicable disease outbreak, quarantine or any other cause beyond the reasonable control of any Party, then the Parties shall be released from performance under this Agreement. The Parties hereby waive any claim for damages or compensation for such delay or failure to perform, other than obligations incurred up to the date of such force majeure.

## 13. REMEDY

The sole remedy for any Party to this Agreement is termination, in accordance with Section 11 of this Agreement. No other remedy in damages or equity is intended by this Agreement.

## 14. COMPLIANCE WITH LAWS

Each Party to this Agreement shall comply with all applicable federal, state and local laws and regulations.

## 15. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed according to the laws of the State of Washington. Nothing in this Agreement shall be construed as altering or diminishing the rights or responsibilities of the Parties as granted or imposed by state law. Any and all disputes concerning this Agreement must be resolved in the Superior Court of Spokane County, Washington. The Parties agree to exclusive personal jurisdiction, subject matter jurisdiction and the venue of this court.

## 16. SUCCESSORS AND ASSIGNS

This Agreement shall be binding on the Parties hereto and their successors and assigns. The Parties however agree that they will not assign or delegate the duties to be performed under this Agreement without prior written approval from the other Party.

## 17. ENTIRE AGREEMENT

This Agreement and its attachments constitute the entire Agreement between the Parties and supersede all prior negotiations, representations and agreements between the Parties relating to the subject matter hereof.

## 18. MODIFICATION

This Agreement may be amended or modified only by written instrument signed by the Parties hereto.



## 19. SEVERABILITY

Should any provision of this Agreement be deemed invalid or inconsistent with any federal, state or local law or regulation, or contrary to public policy, the remaining provisions shall continue in full force and effect. The Parties agree to immediately attempt to renegotiate such provision that is invalidated or superseded by such laws or regulations.

## 20. NONDISCRIMINATION

No individual shall be excluded from participation in, denied the benefit of, subjected to discrimination under, or denied employment in the administration of or in connection with this Agreement because of age, sex (including sexual orientation and gender identity), race, color, religion, creed, marital status, familial status, national origin, honorably discharged veteran or military status, the presence of any sensory, mental or physical disability, or use of a service animal by a person with disabilities.

## 21. ANTI-KICKBACK

No officer or employee of STA and/or Participant, having the power or duty to perform an official act or action related to this Agreement, shall have or acquire any interest in the Agreement, or have solicited, accepted or granted a present or future gift, favor, service or other thing of value from or to any person involved in this Agreement.

## 22. TRADEMARKS AND LOGOS

Both Parties are prohibited from using, and agree not to use, directly or indirectly, any name, trademark or logo of the other Party without first obtaining prior written consent from the other Party.

## 23. PUBLIC RECORDS ACT

The Parties understand and acknowledge that STA is a municipal corporation of the State of Washington and Participant is public entity of the State of Washington and both are subject to the "Public Records Act", RCW 42.56, *et seq.*

The Parties understand and agree that the records it obtains or produces under this Agreement may be public records under the Public Records Act, or its successor act. The Parties shall cooperate in a timely manner in responding to a public records request ("PRR") related to this Agreement or the Services provided under this Agreement. Such cooperation shall include searching all records regarding the Agreement and producing all records that are potentially responsive to a PRR. The Parties shall mark and segregate all materials in its possession that may be protected by the Public Records Act to protect against inadvertent disclosure of such documents and to facilitate each Party's application of allowable Public Records Act exemptions. The Parties shall not charge for the time spent gathering and producing records pursuant to a PRR.

## 24. AUDIT/RECORDS

The Parties shall maintain for a minimum of six (6) years following final payment all records related to its performance of this Agreement, unless otherwise required by law. The Parties shall provide access to authorized representatives of the Washington State Auditor's office at reasonable times and in a reasonable manner to inspect and copy any such record. In the event of conflict between this provision and related auditing provisions required under federal law applicable to this Agreement, federal law shall prevail.

Records and other documents, in any medium, furnished by one Party to this Agreement to the other Party, will remain the property of the furnishing Party, unless otherwise agreed. The receiving Party will not disclose or make available any confidential information to any third parties without first giving notice to the furnishing Party and giving it a reasonable opportunity to respond. Each Party will utilize reasonable security procedures and protections to assure that records and documents provided by the other Party are not erroneously disclosed to third parties.

25. COUNTERPARTS

This Agreement may be executed in one or more counterparts, each of which shall constitute an original Agreement, but all of which together shall constitute one and the same instrument.

26. ELECTRONIC SIGNATURES


A signed copy of this Agreement or any other ancillary agreement transmitted by facsimile, email or other means of electronic transmission shall be deemed to have the same legal effect as delivery of any original executed copy of this Agreement or such other ancillary agreement for all purposes.


27. SIGNATURES

The Parties affirm that the individuals signing this Agreement have been granted the authority to do so and by their signature affirm that the Parties will comply with the terms and conditions of this Agreement.

**Community Colleges of Spokane**

**Spokane Transit Authority**


  
By: Linda McDermott  
Title: Chief Financial Officer

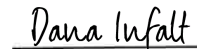
  
By: E. Susan Meyer  
Title: Chief Executive Officer

Date: 10/9/2024

Date: Oct 16, 2024

Attest:

  
By: Dr. Kevin Brockbank  
Title: Chancellor

  
By: Dana Infalt  
Title: Clerk of the Authority

Date: 10/10/24

Date: Oct 16, 2024

EXHIBIT A  
FEE SCHEDULE

Contract Year:	July 1, 2024, to June 30, 2025
Trip Fee:	\$1.29
NTE Fee:	\$410,990.00

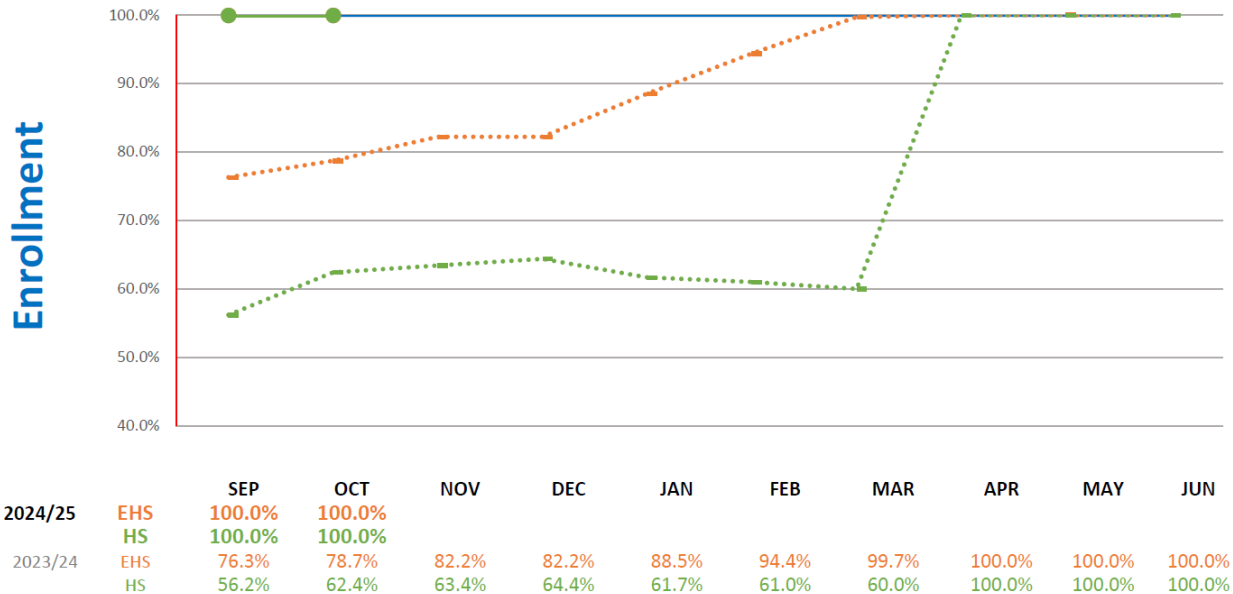
**CONSENT AGENDA ITEMS: HEAD START UPDATES**

Submitted by: Bobbi Woodral  
District Director Head Start/EHS/ECEAP  
November 12, 2024

# STATUS REPORT HEAD START/ECEAP/EHS OCTOBER/NOVEMBER 2024

## ENROLLMENT

During the months of September and October, Head Start and Early Head Start successfully maintained full enrollment, with 100% of available slots being occupied.



## RESERVED ENROLLMENT SLOTS FOR UNHOUSED

In alignment with the Office of Head Start Performance Standards and our commitment to serving vulnerable populations, we will be initiating the use of reserved enrollment slots for children experiencing homelessness and those in foster care. Based on our recent community assessment, we will reserve up to three percent of our funded enrollment slots specifically for these families, ensuring they receive priority access to Head Start services.

The program will actively seek to fill these reserved slots as vacancies occur, with a goal of meeting community needs while adhering to compliance standards. We will monitor and report on the effectiveness of this initiative, tracking our outreach efforts and evaluating the policy based on community feedback and enrollment trends.

This approach reinforces our dedication to supporting some of the most vulnerable children and families in our community.

## ALIGNMENT WITH OFFICE OF HEAD START NATIONAL PRIORITIES

This school year, our program will emphasize the alignment of our efforts with the five national priority areas established by the Office of Head Start (OHS). These priorities are critical to ensuring we provide the highest level of support and services to children, families, and staff:

1. **Child Health and Safety:** We are committed to creating and maintaining safe environments for all children. This includes thinking proactively to identify and reduce risks or hazards that may expose children to harm. Our program will focus on ensuring that our classrooms and facilities are safe, secure, and free from hazards to promote children's well-being.

2. **Partnerships with State Systems:** Strengthening our connections with state systems and national programs is a key objective. By coordinating services with state and local agencies, we aim to expand access to resources that improve outcomes for children and families, particularly those experiencing vulnerabilities such as homelessness or foster care. Our goal is to ensure that services are seamless and supportive, creating better integration across systems.
3. **Reaching Children and Families:** Our efforts will center on reaching the most vulnerable children and families within our community. We will enhance outreach to those in greatest need, including families experiencing homelessness, ensuring they have access to Head Start services. This priority will also drive our enrollment strategies, ensuring equitable access to resources that can positively impact their lives.
4. **Investing in the Workforce:** We recognize that the quality of our program is deeply connected to the well-being and skill level of our staff. This year, we will focus on providing competitive pay, benefits, and increased access to wellness support for our workforce. Additionally, we will continue to invest in professional development to ensure that our team is equipped to meet the diverse needs of the children and families we serve.
5. **Quality Environments:** High-quality learning environments are essential to children's growth and development. Our program will continue to focus on creating enriching environments where children feel supported, engaged, and empowered to reach their full potential. This includes ensuring that our internal systems and operations are aligned to support an atmosphere conducive to learning and thriving.

These efforts are underpinned by a strong commitment to equity, ensuring that every child and family, regardless of background or circumstance, has the opportunity to succeed. We are dedicated to creating a culture that promotes inclusion and actively works to advance equitable outcomes throughout our program.

By aligning with these OHS priorities, we will strengthen our program's ability to serve our community effectively and ensure that we continue to make a positive impact on the lives of the children and families we support.

## **OHS CLASS® REVIEW NOTIFICATION**

The upcoming CLASS® video review of our Head Start program, will begin on Monday, November 25, 2024, and continue through Friday, January 31, 2025. This review, conducted by the Office of Head Start (OHS) represents an essential part of our continuous improvement efforts.

This year, OHS is implementing video-recorded classroom observations as part of its monitoring process. As part of this approach:

- A random sample of classrooms will be selected to participate in the video review. This includes 19 out of our 23 preschool classrooms.
- Each selected classroom will record a 60-minute video observation, from which two 20-minute segments will be selected and scored using the CLASS® Pre-K (2008) tool.
- The goal of these reviews is to evaluate the quality of educator-child interactions, which are vital to children's developmental outcomes.

Our program has received initial training to manage the recording process effectively. In addition, we will receive ongoing support to facilitate the recording and submission process. We will also be invited to

provide feedback on the video monitoring experience to OHS, contributing to the development and refinement of this review method.

To ensure fair and consistent evaluations, it is essential that the observations follow the OHS Video Observation Protocol, which reflects best practices in assessing classroom environments.

We are committed to ensuring that this review process accurately reflects the high-quality care and educational experiences provided by our program. With the support provided by OHS, we are confident that these observations will highlight the strengths of our dedicated teaching staff and their positive impact on the children we serve.

### **MINI-GRANT AWARD FOR EARLY HEAD START**

The Spokane County Community Services Department's Developmental Disabilities Division has awarded our CCS Early Head Start program \$20,915 to purchase two Spot Vision Screeners and one Otoacoustic Emissions (OAE) device. Vision and hearing screenings are required for every child within 45 days of enrollment, in accordance with Office of Head Start performance standards. Early identification and intervention are crucial to providing timely and effective services for children in need of individualized medical or developmental support. These tools will create greater resources to meet this requirement, enhancing our program's ability to detect and address vision and hearing needs.

This award, submitted by our Early Head Start Education and Disabilities Specialist on September 13, 2024, was officially granted on October 16, 2024. We are grateful for this support, which strengthens our commitment to comprehensive early care and developmental support for the children we serve.

### **SPOKANE HEAD START LEADERSHIP INVITED TO PRESENT AT REGION X CONFERENCE**

We are pleased to share that our Spokane Head Start leadership team has been invited to present at the Region X Conference, titled Reimagine Community Partnerships. This conference will provide an excellent platform for us to showcase the value of strategic collaborations in strengthening our program's impact on the community.

One program director and I will present on our longstanding partnership with Catholic Charities of Eastern Washington (CCEW), highlighting how this collaboration was cultivated, how we foster ongoing cooperation, and our shared vision for the families we serve. We will also share key details about two specific partnerships: our work with Gonzaga Family Haven to support transitional housing for families experiencing homelessness, and our collaboration with Rising Strong in providing opioid treatment support through Sisters Haven.

These partnerships exemplify our commitment to addressing complex challenges and ensuring that families receive the comprehensive services they need. We are honored to represent Spokane Head Start at this conference and to share how community partnerships are integral to our success.

### **CHILD OUTCOMES**

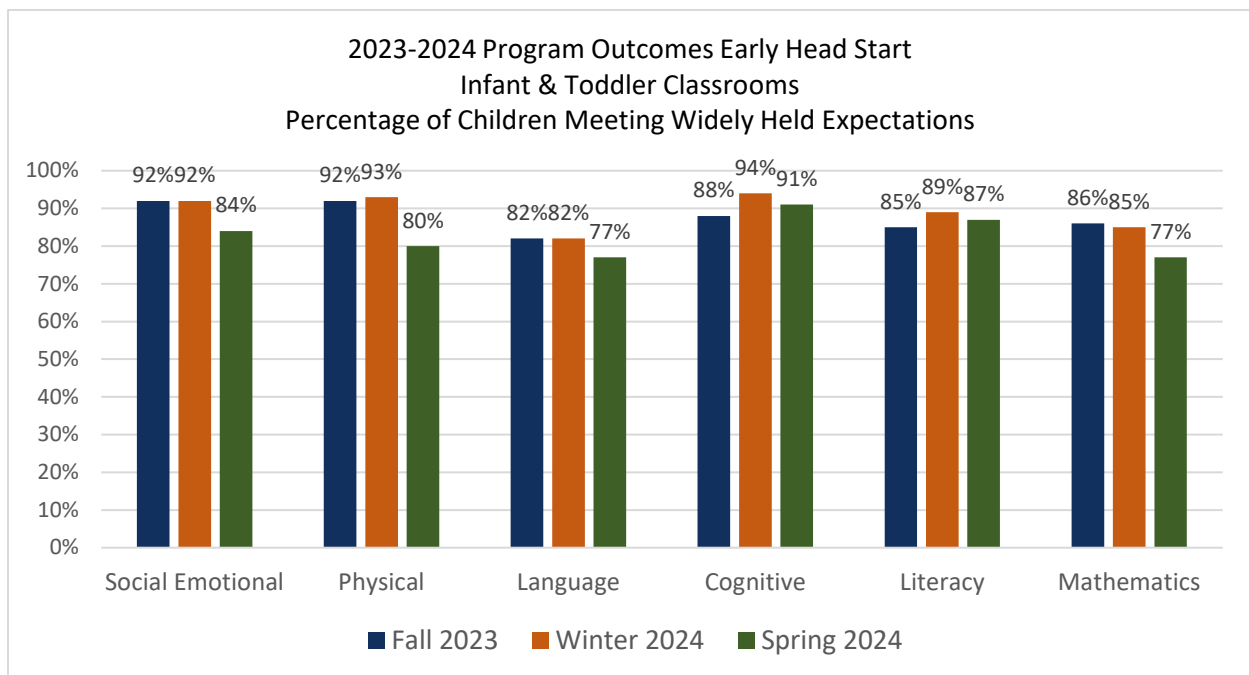
The Head Start Performance Standards require continuous evaluation of student development and learning. The assessment tool, Teaching Strategies Gold, is employed quarterly to evaluate and summarize children's development. This assessment method involves utilizing individualized observation data gathered throughout these quarterly periods. This data allows for comparisons to be made over time, not just for individual children, but also across classrooms, sites, and the entire program.

Program staff actively use this data to shape instruction, customize learning experiences for each child, and foster collaboration with families. This approach strengthens the connection between school and home learning, ensuring a comprehensive and cohesive educational experience for the children involved.

The following graphs represent 2023-2024, Fall, Winter, and Spring outcomes for children across different age groups— birth to 3-years-old, preschool 3-5 years-old, and preschool children entering Kindergarten in Fall 2023. The data reveals insights into the developmental progress of children in social-emotional, physical, language, cognitive, literacy, and mathematics domains.

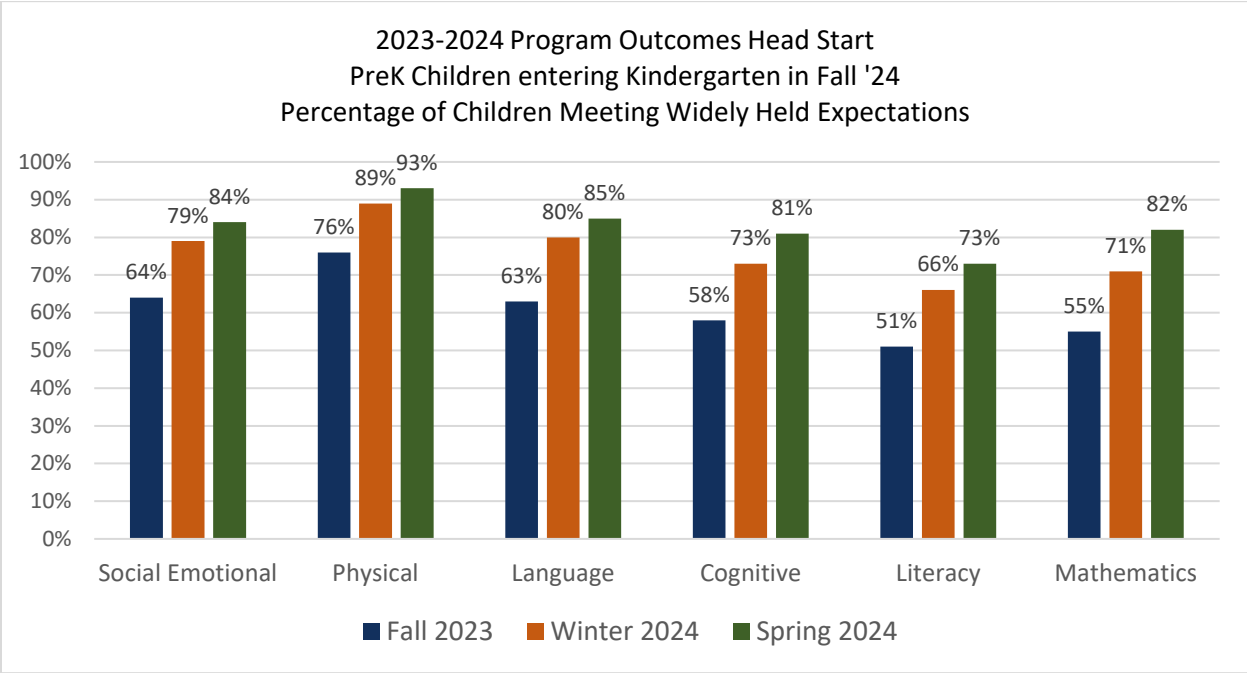
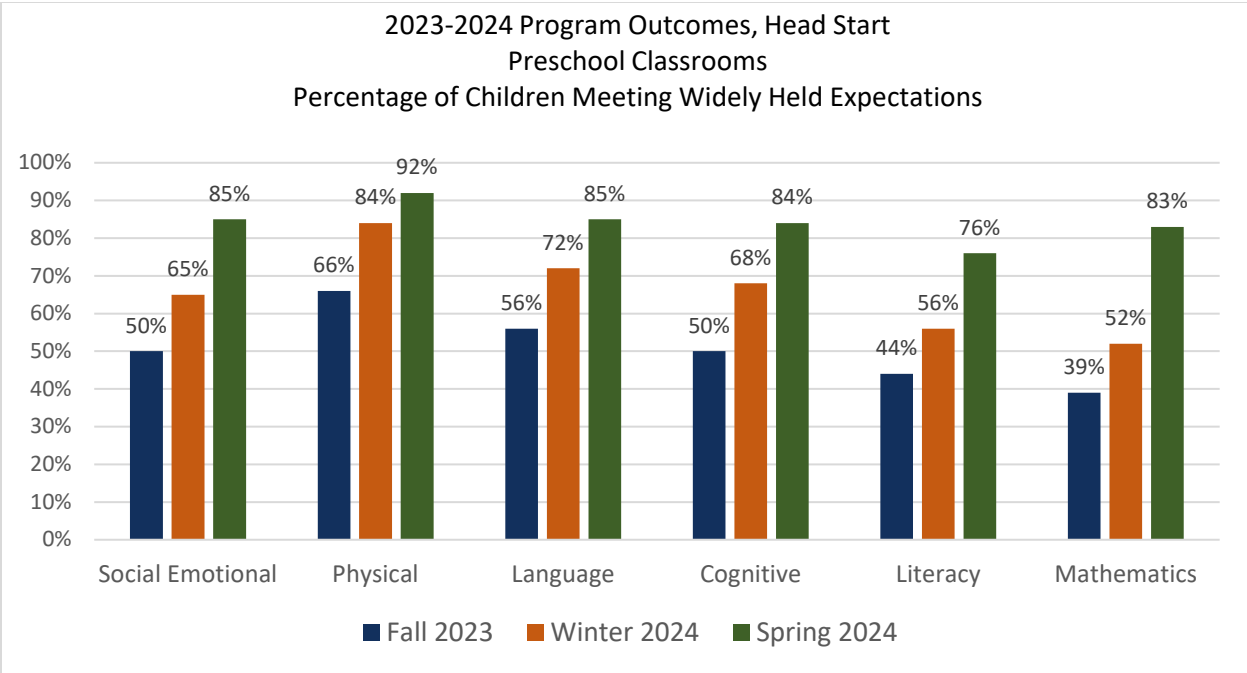
The term "widely held expectations" refers to the range of knowledge, skills, and abilities that children of a certain age or grade level typically demonstrate over a given period. Based on current early childhood education research, these expectations help evaluate whether children’s development aligns with age- or grade-appropriate benchmarks.

The first graph, representing children from birth to 3 years, shows consistently high outcomes across all developmental areas over each period. Slight declines are attributed to newly enrolled children and transitions in children’s age-related expectations as they grow.



The following graphs represent all preschool age children aged three to five and preschool children entering kindergarten in fall of 2024. Both groups show significant increases across all developmental areas in meeting widely held expectations. Throughout the past program year emphasis was placed on building foundational social emotional skills to support school readiness. Conscious Discipline curriculum was utilized to enhance skills of staff and strategies were used program wide to support social emotional learning and well-being of children and families, it should be noted we believe significant improvements in Social Emotional outcomes can be linked to continued implementation of the Conscious Discipline strategies, structures, and tools. Additionally, a focus on implementation of the Creative Curriculum to Fidelity has supported effective teaching methods and learning opportunities tailored to enhance children’s problem solving and critical thinking skills. All of which are imperative in ensuring school readiness.





The outcomes analysis for the Community Colleges of Head Start/Early Head Start program from Fall 2023 to Spring 2024 highlights developmental growth across various age groups. While some areas show the need for continued support and targeted instruction, the data overall reflects the program’s success in promoting social-emotional, physical, language, cognitive, literacy, and mathematics skills among participating children. Through ongoing monitoring, tailored interventions, individualized instruction, parent education, and staff professional development, the program will further strengthen its impact, preparing children for successful educational journeys in Head Start and beyond.

**Prepared by:** Bobbi Woodral, District Director

**HEAD START/EARLY HEAD START FY 24-25  
BUDGET REPORT NOVEMBER 2024**

September 30, 2024

HEAD START 4SA6/HS25 - Grant Period 9/01/2024 Thru 8/31/2025							EARLY HEAD START 4SC6/EHS25 - Grant Period 9/01/2024 Thru 8/31/2025					
	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
<b>FEDERAL FUNDING</b>												
Personnel	4,309,122	0	419,281	3,889,841	10%	8%	4,680,898	0	467,359	4,213,539	10%	8%
Fringe Benefits	2,056,360	0	182,922	1,873,438	9%	8%	2,061,956	0	219,923	1,842,033	11%	8%
Travel	0	0	0	0	0%	8%	0	0	0	0	0%	8%
Equipment	0	0	0	0	0%	8%	0	0	0	0	0%	8%
Supplies	179,845	0	4,890	174,955	3%	8%	148,368	0	5,869	142,499	4%	8%
Contractual	0	0	0	0	0%	8%	0	0	0	0	0%	8%
Facilities/Construction	0	0	0	0	0%	8%	0	0	0	0	0%	8%
Other	662,601	0	67,581	595,020	10%	8%	508,358	0	67,837	440,521	13%	8%
Indirect	612,305	0	50,369	561,936	8%	8%	643,703	0	53,642	590,061	8%	8%
Unobligated/To Be Reassigned	0	0	0	0	0%	8%	0	0	0	0	0%	8%
<b>FEDERAL FUNDING TOTAL</b>	<b>\$7,820,233</b>	<b>\$0</b>	<b>\$725,043</b>	<b>7,095,190</b>	<b>9%</b>	<b>8%</b>	<b>\$8,043,283</b>	<b>\$0</b>	<b>\$814,630</b>	<b>7,228,653</b>	<b>10%</b>	<b>8%</b>
<b>OTHER FUNDING</b>												
SCC/SFCC Student Gov't Funds	61,839	0	0	61,839	0%	8%	79,161	0	0	79,161	0%	8%
Child Care Fees	1,350,953	0	6,736	1,344,217	0%	8%	1,866,526	0	22,645	1,843,881	1%	8%
<b>OTHER FUNDING TOTAL</b>	<b>\$1,412,792</b>	<b>\$0</b>	<b>\$6,736</b>	<b>\$1,406,056</b>	<b>0%</b>	<b>8%</b>	<b>\$1,945,687</b>	<b>\$0</b>	<b>\$22,645</b>	<b>1,923,042</b>	<b>1%</b>	<b>8%</b>
<b>TOTAL FUNDING</b>	<b>\$9,233,025</b>	<b>\$0</b>	<b>\$731,778</b>	<b>8,501,247</b>	<b>8%</b>	<b>8%</b>	<b>\$9,988,970</b>	<b>\$0</b>	<b>\$837,276</b>	<b>9,151,694</b>	<b>8%</b>	<b>8%</b>
<b>Training &amp; Tech Assistance Funds</b>	<b>\$76,563</b>		<b>\$6,389</b>	<b>70,174</b>	<b>8%</b>	<b>8%</b>	<b>\$145,055</b>		<b>\$7,803</b>	<b>137,252</b>	<b>5%</b>	<b>8%</b>
<b>Non-Federal Share Match HS/EHS</b>	<b>\$4,017,033</b>		<b>\$219,060</b>	<b>3,797,973</b>	<b>5%</b>	<b>8%</b>	<b>**Head Start and Early Head Start Non-Federal Share is Combined**</b>					

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

September 30, 2024

Initials

Policy Council Treasurer \_\_\_\_\_

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.

CCS HS/EHS Board Liason \_\_\_\_\_

## USDA CACFP Meal Service Report - September 2024

Number of Reimbursable Meals		Actual HS/EHS Reimbursement		
6,281	Breakfast	\$14,885.97	Total Attendance	5,986
0	AM Snacks	\$0.00	Average Number of school days	21.00
7,425	Lunch	\$32,892.75	Average daily attendance	285.07
6,183	PM Snacks	\$7,481.43		
0	Supper	\$0.00		
0	Evening Snacks	\$0.00		
19,889	<b>Total</b>	<b>\$55,260.150</b>	<b>Cash-In-Lieu</b>	<b>Total</b>
			\$2,227.50	<b>\$57,487.65</b>
		<b>Monthly Food Operating costs</b>	<b>\$64,526.82</b>	
		<b>September Farm to School Grant reimbursement</b>	<b>\$582.66</b>	

**CONSENT AGENDA ITEMS: ADMIN PROCEDURE**

Submitted by: Nichole Hanna, Chief General Services Officer  
Jaclyn Jacot, SCC Interim Vice President of Instruction  
Bonnie Glantz, SFCC Vice President of Learning  
Linda McDermott, Chief Financial Officer  
November 12, 2024

# CCS Administrative Procedure

## 2.30.05-AD Wildfire Smoke Response Plan

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Implementing Board Policy [2.30.05](#)

Contact: Environmental Health & Safety, (509) 533-8686 & (509) 533-8850

### 1.0 Wildfire Smoke Response Plan

Community Colleges of Spokane (CCS) is committed to the health and safety of its employees, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, programmatic standards, and with any special safety concerns identified at the unit level. The purpose of this plan is to provide guidance on state regulations regarding Wildfire Smoke and to meet the Washington Administrative Codes (WAC) [296-820-805](#) through [296-820-860](#).

### 2.0 Scope

This plan establishes guidelines to protect the health and safety of individuals during periods of wildfire smoke exposure. The plan applies to all CCS employees, faculty, and staff who work outdoors where it is reasonably anticipated that personnel may be exposed to wildfire smoke, with the exception of the following:

- 2.1 They are in enclosed buildings or structures in which the department ensures that windows, doors, bays, and other exterior openings are kept closed, except when it is necessary to briefly open doors to enter and exit.
- 2.2 They are in enclosed vehicles in which the air is filtered by a properly maintained cabin air filter and the department ensures that windows, doors, and other openings are kept closed except when it is necessary to briefly open doors to enter or exit.

### 3.0 Definitions

- 3.1 Air Quality Index (AQI): A unitless index used by the U.S. Environmental Protection Agency (EPA) to communicate air quality for several pollutants, including PM<sub>2.5</sub>. References to the AQI used throughout this plan means the “NowCast AQI for PM<sub>2.5</sub>.”
- 3.2 Current PM<sub>2.5</sub>: The concentration of PM<sub>2.5</sub> for the most current hour available, calculated using an hourly average of PM<sub>2.5</sub> data.  
  
Note: The NowCast AQI as provided by the Washington State Department of Ecology, local clean air agency, or U.S. EPA is also acceptable to approximate current PM<sub>2.5</sub>.
- 3.3 High-efficiency particulate air (HEPA) filter: A filter capable of trapping and retaining at least 99.97 percent of all monodispersed particles of 0.3 micrometers mean aerodynamic diameter or larger.
- 3.4 NowCast: The method used by the EPA and the Washington State Department of Ecology to approximate the air quality for the most current hour available by using a calculation that involves multiple hours of past data. The NowCast uses longer averages during periods of stable air quality and shorter averages when air quality is changing rapidly, such as during a wildfire. The NowCast is generally updated every hour.
- 3.5 PM<sub>2.5</sub>: Solid particles and liquid droplets suspended in air, known as particulate matter, with an aerodynamic diameter of 2.5 micrometers or smaller. Measured in micrograms per cubic meter (µg/m<sup>3</sup>).
- 3.6 Wildfire smoke: PM<sub>2.5</sub> which includes emissions from planned and unplanned fires in wildlands, wildland urban interface, agricultural operations, or adjacent developed areas. Wildfire smoke contains a complex mixture of gases and particulates. Fine

particulates such as PM<sub>2.5</sub> are the primary pollutant of public and occupational health concern in wildfire smoke.

#### 4.0 Health Effects and Adverse Symptoms of Wildfire Smoke

- 4.1 Although there are many hazardous chemicals in wildfire smoke, the main harmful pollutant for people who are not close to the fire is "particulate matter", the tiny particles suspended in the air.

These tiny particles can reach the deepest parts of the lungs and can be absorbed into the body. EPA has determined that particulate matter may cause or worsen cardiovascular disease, respiratory disease, cancer, and can harm the nervous system.

Exposure to particulate matter in wildfire smoke can cause a wide range of symptoms including (but not limited to) coughing, trouble breathing normally, stinging eyes, scratchy throat, runny nose, irritated sinuses, wheezing and shortness of breath, chest pain, headaches, asthma attack, nausea or vomiting, tiredness, fast heartbeat, and more.

- 4.2 Sensitive groups are people who are more at risk of experiencing the adverse health effects of wildfire smoke. These sensitive groups can include:
- Outdoor workers.
  - Smokers.
  - Workers under 18 or over 65 years old.
  - People with respiratory infections, like colds. Conditions can include pneumonia, acute bronchitis, bronchiolitis, colds, flus, or those recovering from COVID-19.
  - People with certain medical conditions like lung diseases, heart or circulatory problems, diabetes, pregnancy, and other conditions.
- For more details about sensitive groups, please refer to [WAC 296-820-850 \(1\)\(f\)](#).

#### 5.0 Reporting Wildfire Smoke Exposure Incidents

- 5.1 Wildfire smoke is a serious work-related hazard for exposed outdoor employees. If you are exposed to wildfire smoke and being experiencing the symptoms, notify your supervisor immediately and complete the [online Accident Report form](#).
- 5.2 According to [WAC 296-820-850 \(2\)](#), CCS departments will not retaliate against their employees for:
- Reporting symptoms,
  - Seeking medical attention,
  - Following medical advice they have been given,
  - Or for filing a workers' compensation claim.

#### 6.0 Methods of determining PM<sub>2.5</sub> or AQI levels

- 6.1 CCS departments must determine the current PM<sub>2.5</sub> or equivalent AQI level for worksites covered by WAC 296-820-805 through 296-820-860 periodically as needed. Supervisors will be responsible for frequently checking and communicating the findings to their employees. The departments may use any of the following methods to determine these levels:
- 6.1.1 Check PM<sub>2.5</sub> forecasts and the current PM<sub>2.5</sub> from any of the following:
- [Washington State Department of Ecology website](#);
  - [Air Quality WA mobile app](#);
  - [Washington smoke information website](#);
  - [U.S. EPA Fire and Smoke Map](#);

- [U.S. EPA AirNow website](#);
- [U.S. EPA AirNow mobile app](#);
- [U.S. Forest Service AirFire website](#); or
- [Local clean air agency website](#).

6.2 The following table indicates the NowCast AQI values that may be used from the Washington State Department of Ecology, local clean air agency, or EPA to comply with this section:

CURRENT PM <sub>2.5</sub>	NOWCAST AIR QUALITY INDEX FOR PM <sub>2.5</sub> (AQI)
20.5 µg/m <sup>3</sup>	69
35.5 µg/m <sup>3</sup>	101
250.5 µg/m <sup>3</sup>	301
500.4 µg/m <sup>3</sup>	500
555 µg/m <sup>3</sup>	Beyond the AQI

- Notes:
- The current PM<sub>2.5</sub> is updated hourly.
  - Employers are not responsible for tracking employee exposures outside of working hours.

**7.0 Exposure Controls**

- 7.1 Where the current PM<sub>2.5</sub> is 20.5 µg/m<sup>3</sup> (AQI 69) or more, the CCS departments are encouraged to implement exposure controls.
- 7.2 Where the current PM<sub>2.5</sub> is 35.5 µg/m<sup>3</sup> (AQI 101) or more, the CCS departments must implement effective exposure controls outlined below whenever feasible.
- 7.3 Such controls include, but are not limited to:
- Providing enclosed buildings, structures, or vehicles where the air is adequately filtered.
  - Providing portable HEPA filters in enclosed areas. Contact Facilities (509-533-8630) for other alternatives.
  - Relocating work to a location with a lower ambient air concentration of PM<sub>2.5</sub>.
  - Changing work schedules to a time with a lower ambient air concentration of PM<sub>2.5</sub>.
  - Avoiding or reducing work that creates additional exposures to dust, fumes, or smoke.
  - Reducing work intensity.
  - Providing additional rest periods.

7.4 The below table summarizes the key requirements:

CURRENT PM <sub>2.5</sub>	AQI	REQUIREMENTS AT CURRENT PM <sub>2.5</sub> LEVEL
0.0-20.4 µg/m <sup>3</sup>	0-68	<ul style="list-style-type: none"> <li>• Prepare a written wildfire smoke response plan.</li> <li>• Provide wildfire smoke training to employees.</li> <li>• Watch the PM<sub>2.5</sub> conditions and forecasts.</li> <li>• Prepare a two-way communication system.</li> <li>• Make provisions for prompt medical attention and permit such medical attention without retaliation.</li> </ul>
20.5-35.4 µg/m <sup>3</sup>	69-100	All of the above and: <ul style="list-style-type: none"> <li>• Notify employees of PM<sub>2.5</sub> conditions.</li> <li>• Ensure only trained employees work outdoors.</li> <li>• Consider implementing exposure controls.</li> <li>• Consider providing voluntary use respirators.</li> </ul>

35.5-250.4 µg/m <sup>3</sup>	101-300	All of the above and:  <ul style="list-style-type: none"> <li>• Implement exposure controls.</li> <li>• Make N95 respirators available for voluntary use.</li> </ul>
250.5-500.3 µg/m <sup>3</sup>	301-499	All of the above and:  <ul style="list-style-type: none"> <li>• Ensure workers experiencing symptoms requiring immediate medical attention be moved to a location that ensures sufficient clean air.</li> <li>• Directly distribute N95 respirators to employees for voluntary use.</li> </ul>
500.4-554.9 µg/m <sup>3</sup>	500-beyond the AQI	All of the above and:  <ul style="list-style-type: none"> <li>• Implement a complete required use respiratory protection program, including fit-testing, medical evaluations, requiring employees to be clean-shaven, and requiring the use of particulate respirators.</li> </ul>
555 µg/m <sup>3</sup>	Beyond the AQI	All of the above and:  <ul style="list-style-type: none"> <li>• Require respirators with an assigned protection factor (APF) of 25 or more. N95 Respirators are not sufficient at this level of smoke.</li> </ul>

**8.0 Respirator usage**

The CCS departments should provide respirators for their personnel and, depending on the level of wildfire smoke pollution (see the table in section 7 of this plan), either encourage or require them to wear a respirator if outdoor work must continue during a wildfire smoke event. When wearing a respirator, the following items must be considered.

- 8.1 It is important to wear a respirator when there is a risk of exposure to elevated levels of wildfire smoke to limit, reduce, or eliminate potential symptoms.
- 8.2 Employees who are required to wear respirators, including N95 masks, must do the following:
  - 8.2.1 Receive initial Respiratory Protection training and annually thereafter.
  - 8.2.2 Complete a respirator medical evaluation before they begin using their respirator.
  - 8.2.3 Complete an initial fit testing for their respirators and annually thereafter.
- 8.3 Using a respirator that does not fit correctly may pose potential problems:
  - 8.3.1 Improper seal around the face, causing PM<sub>2.5</sub> to be inhaled through the mouth and nose.
  - 8.3.2 Too tight of a fit, causing pain to the users head/face.
- 8.4 Using a respirator without proper medical evaluation may pose potential problems:
  - 8.4.1 No consideration for pre-existing health conditions that might affect the user while wearing a respirator or checks to make sure the respirator won't cause any harm to the user.
- 8.5 To properly put on a respirator, make sure you are doing the following:
  - 8.5.1 Tighten properly selected cartridges to the facemask.
  - 8.5.2 Fasten straps over your head and tighten them until the facemask is kept firmly touching your face.
  - 8.5.3 Perform "seal check" by first placing hands on the cartridges, restricting the airflow in, and breathing in, double checking the respirator makes a tight seal. Then cover the exhale, restricting airflow out, also checking for a tight seal.



- 8.6 Employees are required to clean and maintain their own respirator:
- 8.6.1 Respirators are to be cleaned and disinfected frequently to prevent harm to the employee.
  - 8.6.2 Monitor respirators for damage; replace if needed.
  - 8.6.3 Store in a secure environment that protects from damage, extreme temperatures, sunlight, excessive moisture, dust, contamination, and damaging chemicals.

For more information on Respirator Usage, please refer to CCS Administrative Procedure [2.30.05-K Respiratory Protection Program](#)

## **9.0 Training**

The CCS departments with outdoor employees must provide initial and annual training on wildfire smoke safety to their staff. This requirement can be fulfilled by completing the online [HSI Wildfire Smoke Safety](#) training, which covers the risks associated with wildfire smoke exposure, signs and symptoms of smoke-related illness, and strategies to reduce exposure. If your employees do not have access to the HSI training system or you are looking for other training options, please contact the EH&S office at (509) 533-8686 or (509) 533-8850.

## **10.0 Resources**

- 10.1 [CCS Wildfire Smoke](#)
- 10.2 [CCS Administrative Procedure 2.30.05-K Respiratory Protection Program WAC 296-820, Wildfire Smoke](#)
- 10.3 [WA L&I Wildfire Smoke Training and Resources](#)
- 10.4 [Spokane Regional Clean Air Agency: Preparing for wildfire smoke](#)
- 10.5 [WA State Department of Ecology: Wildfire Smoke Information](#)
- 10.6 [CDC: Wildfires and Your Safety](#)
- 10.7 [EPA: Wildland Fires and Smoke](#)

## CCS Administrative Procedure

### 4.10.01-B Graduation

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#### Implementing Board Policy [4.10.01](#)

Contact: ~~District Academic Services Officer, 434-5060~~

~~IEL Vice President of Learning, 279-6022~~

~~SCC Vice President of Learning Student Services, 533-70757015~~

~~SFCC Vice President of Learning Student Affairs, 533-35383514~~

#### 1.0 Purpose

Students must ~~petition-apply~~ for graduation ~~to-and~~ have their credits evaluated for the requirements of their respective degrees.

~~Students must apply or otherwise indicate to the college(s) they wish to have their academic record evaluated and to have an academic credential verified. This procedure outlines many of the requirements to do so and the conditions pertinent to commencement ceremonies.~~

#### 2.0 Limitations and Requirements

2.1 The awarding of degrees/certificates recognizes that a student has successfully completed the required coursework ~~or-and~~ other requirements ~~in-for~~ a given program of study.

~~2.2 — Degrees/certificates will not be awarded if the student has not fulfilled all financial obligations to the college.~~

#### 3.0 Graduation Requirements

Students ~~who plan to receive~~ seeking a ~~four-year degree~~, two-year degree or a one-year certificate must file a Graduation Application ~~with the graduation evaluator~~.

3.1 Students should apply for a degree when they have completed 50 percent (50%) of the degree requirements.

~~3.2 — The Graduation Application provides the student with the opportunity to review and check his or her degree or certificate requirements and allows the student an opportunity to plan or change his/her course schedule to ensure completion of all requirements.~~

~~3.3 — It ensures that all degrees/certificates earned will be correctly posted to the student's transcript.~~

#### ~~4.0 — Honor Roll~~

~~4.1 — Students eligible for the President's Honor Roll or the Vice President's Honor Roll must meet the following minimum criteria:~~

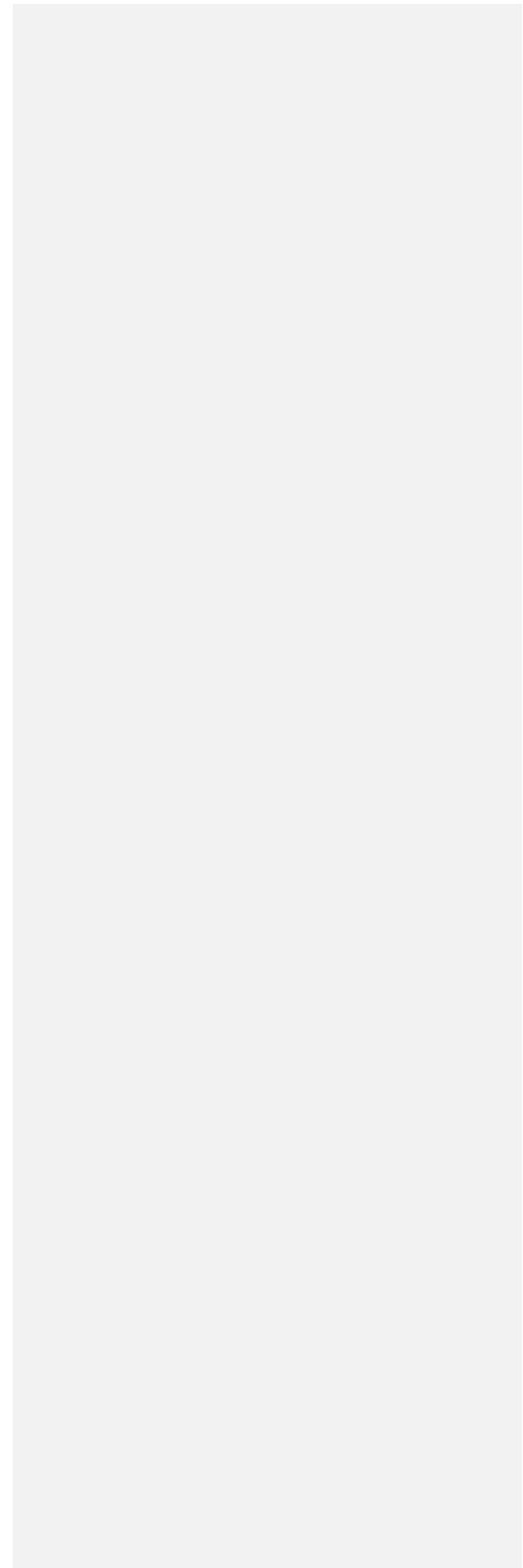
~~4.1.1 — Be a full-time student who has earned 12 or more quarter-decimal grade credits as computed by the end of the quarter-grading cycle.~~

~~4.1.2 — Achieve a 3.50 or above for the President's Honor Roll.~~

~~4.1.3 — Achieve a 3.0 — 3.49 for the Vice President's Honor Roll.~~

~~4.2 — Pass credits are not computed in the quarterly or cumulative grade point average; therefore, do not count as completed credits toward the honor roll.~~

~~4.3 — The honor-roll program that automatically enters the honor-roll status on the transcript will run only once, after the quarterly grading cycle. **Exception:** If the instructor has made an error in grading and the student should or should not be on the honor roll, staff will manually enter the appropriate honor roll status onto the transcript.~~



#### 5.04.0 Honor Cords

Students who achieve the following grade point averages (GPA) will be designated as graduating with honors, and will be awarded by wearing honor cords to wear at commencement when they participate in graduation.

5.14.1 SCC: A cumulative GPA of 3.5 and above in completion of career and technical degrees/certificates and a college-level GPA of 3.5 and above in completion of an associate of arts degree. Only courses taken at SCC are calculated into the cumulative GPA. Only courses taken at the student's respective granting institution are calculated into the cumulative GPA.

5.24.2 SFCC/IEL: A cumulative GPA of 3.5 and above in completion of degree and one-year certificate requirements.

#### 6.05.0 Graduation Ceremonies

6.15.1 Graduation ceremonies are held in June. Students completing their degree requirements at other times during the year are encouraged to return to participate in these activities.

5.2 Students who finish their degree requirements during the subsequent summer quarter may participate in the June commencement ceremony.

6.25.3 Participation in the commencement ceremony does not guarantee completion of a degree and/or certificate.

#### 7.06.0 Related Information

CCS Administrative Procedure [4.10.01-A, Degrees and Certificates](#)

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# CCS Administrative Procedure

## 4.10.01-B Graduation

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### Implementing Board Policy [4.10.01](#)

Contact: SCC Vice President of Student Services, 533-7015  
SFCC Vice President of Student Affairs, 533-3514

#### 1.0 Purpose

Students must apply for graduation and have their credits evaluated for the requirements of their respective degrees.

Students must apply or otherwise indicate to the college(s) they wish to have their academic record evaluated and to have an academic credential verified. This procedure outlines many of the requirements to do so and the conditions pertinent to commencement ceremonies.

#### 2.0 Limitations and Requirements

2.1 The awarding of degrees/certificates recognizes that a student has successfully completed the required coursework and other requirements for a given program of study.

#### 3.0 Graduation Requirements

Students seeking a four-year degree, two-year degree or a one-year certificate must file a Graduation Application.

3.1 Students should apply for a degree when they have completed 50 percent (50%) of the degree requirements.

#### 4.0 Honor Cords

Students who achieve the following grade point averages (GPA) will be designated as graduating with honors and will be awarded honor cords to wear at commencement.

4.1 A cumulative GPA of 3.5 and above in completion of career and technical degrees/certificates and a college-level GPA of 3.5 and above in completion of an associate of arts degree. Only courses taken at the student's respective granting institution are calculated into the cumulative GPA.

#### 5.0 Graduation Ceremonies

5.1 Graduation ceremonies are held in June. Students completing their degree requirements at other times during the year are encouraged to participate in these activities.

5.2 Students who finish their degree requirements during the subsequent summer quarter may participate in the June ceremony.

5.3 Participation in the commencement ceremony does not guarantee completion of a degree and/or certificate.

#### 6.0 Related Information

CCS Administrative Procedure [4.10.01-A, Degrees and Certificates](#)

## CCS Administrative Procedure

### 4.40.01-A Grades

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#### Implementing Board Policy [4.40.01](#)

Contact: ~~Provost, 434-5060~~

SCC Vice President of Instruction, 533-7075

SFCC Vice President of Learning, 533-3538

#### 1.0 Purpose

The Community Colleges of Spokane (CCS) grading system provides a permanent record of grade evaluations that reflect, in various ways, successful course and program completion. Students enrolled in degree and certificate programs are expected to demonstrate satisfactory academic progress as outlined in [Administrative Procedure 4.40.02-A](#) – Academic Standards.

#### 2.0 Limitations and Requirements

2.1 The colleges operate on a quarter system.

2.2 The quarter hour of credit is the unit of instruction.

#### 3.0 Grade Legend

Grades at CCS are reported in numerical fractions to the nearest tenth. The numerical grades are based on the letter grade system used prior to the 1986-87 academic year, and general equivalents are as follows:

Numeric Grade	Letter Grade Equivalent
3.8-4.0	A (superior achievement)
3.5-3.7	A-
3.2-3.4	B+
2.9-3.1	B (above average achievement)
2.6-2.8	B-
2.3-2.5	C+
2.0-2.2	C (average achievement)
1.6-1.9	C-
1.3-1.5	D+
1.0-1.2	D (minimum achievement)
Less than 1.0	F (failure)

Symbol	Definition
I	Incomplete
N	Audit
P	Pass
F	Fail
W	Official Withdrawal
Z	Special Withdrawal
*	Missing Grade

#### 4.0 Grade Symbols

Grade symbols are assigned under the following conditions.

- 4.1 **Incomplete (I)** — 0.0 grade points; no credit. Incomplete grades "I" may be issued only to those students whose work to date is passing but not completed at the end of the quarter. All "I" grades issued by an instructor should be accompanied by an "Incomplete Contract." All incompletes must be made up prior to the official end of the next quarter with the following exceptions:
- 4.1.1 "I" grades earned spring quarter must be made up prior to the official end of fall quarter.
- 4.1.2 "I" grades issued to students in the career and technical [division-degree programs](#) of the college are to be made up according to a special schedule developed by the department chair and the [chief-academic officer/Vice President of Instruction/Learning](#).
- 4.1.3 An incomplete that is not made up will default to the decimal grade listed on the Incomplete Contract.

- 4.2 **Audit (N)** — Special registration. 0.0 grade points; no credit.
- 4.3 **Pass (P)** — 0.0 grade points; credit not calculated in GPA. A passing grade may be issued in certain pre-designated courses or experience-related evaluations for credit rather than the regular grading system. Courses designated with a pass/fail option must be approved by the College Curriculum Committee prior to the beginning of a course.
- 4.4 **Fail (F)** — 0.0 grade points; credit calculated in GPA. Courses designated with a pass/fail option must be approved by the College Curriculum Committee prior to the beginning of a course.
- 4.5 **Official Withdrawal (W)** — 0.0 grade points; no credit. All official withdrawals “W” prior to the seventh week of the quarter are the sole responsibility and prerogative of the student and must be initiated and completed by the student. Withdrawal can be requested by completing CCS form [40-133](#).
- 4.5.1 The official withdrawal date for summer quarter will be prorated accordingly.
- 4.5.2 To prevent a “W” grade showing on the student transcript, the student must drop the class or withdraw completely by the tenth day of the normal quarter, eighth day for summer quarter. Short courses will be prorated accordingly.
- 4.5.3 Exceptions to the refund policy will be considered only if, in the judgment of the college, an extreme hardship has been caused by illness, hospitalization, or military transfer. Students seeking an exception to the refund policy should contact the Registrar’s office to inquire about the prerequisites and required forms.
- SCC Registrar’s Office: 509-533-7047  
SFCC Registrar’s Office: 509-533-3674
- 4.6 **Special Withdrawal (Z)** — 0.0 grade points; no credit. All withdrawals of this type must be designated by the instructor on the regular grade sheet at the end of the quarter.
- 4.6.1 After consultation with the student prior to the end of the quarter, the faculty member may agree to grant a special withdrawal on the last day of the quarter. The decision to grant the special withdrawal is to be based on what is best for the student in light of his or her educational objectives.
- 4.6.2 If a student enrolls for a class and stops attending, a special withdrawal may be granted only by the instructor on the last day of the quarter.
- 4.6.3 Students meeting attendance requirements of the instructor but doing failing work may be given a special withdrawal by the instructor. This must be changed by the instructor to a regular academic grade reflecting proper achievement level if requested by the student prior to the official end of the next quarter.
- 4.6.4 The faculty member is under no obligation to agree to grant a special “Z” withdrawal.
- 4.6.5 Only faculty may change a “Z” grade to a decimal grade by delivering a signed grade change form to the [transcript-Transcript area-Office](#) at SCC and the Admissions/Registration Office at SFCC.
- 4.7 **Missing Grade (\*)** — No grade received from faculty.

## 5.0 Academic Standards Requirements for “W” and “Z” Withdrawals

The following schedule applies to any combination of two or more “W” or “Z” symbols and will have a bearing upon academic standard requirements:

- 5.1 First quarter—two or more—academic warning.
- 5.2 Second quarter—two or more—academic probation.
- 5.3 Third quarter—two or more—approval required prior to registration.

**6.0 Grade Point Average (GPA)**

Grade point averages are calculated by dividing grade points earned by the credit hours attempted. The following is an example of a grade-point average computation:

Credit Hours		Grade Points		
Attempted		Grade	=	Earned
5	x	3.0	=	15.0
3	x	4.0	=	12.0
4	x	2.0	=	8.0
5	x	1.0	=	5.0
1	x	0.0	=	0.0
18				40.0

*Dividing 40.0 by 18 computes to a grade-point average of 2.22.*

**7.0 Grade Report**

- 7.1 Grade/transcript information will be released to students seven days after the end of each quarter via the college's ~~student management system internet website~~. ~~Students may also access the information via a campus/center, computer or kiosk.~~
- 7.2 ~~Grades/transcripts may be withheld if the student has a financial obligation to the college, which may include loans, library fines or delinquent fees~~

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**8.0 Class Final Clerical Errors**

- 8.1 The college will correct any clerical errors affecting a student's grade and notify the student.

**9.0 Student Final Class Grade ~~Appeal~~Change**

As outlined in Administrative Procedure 3.40.01-D Student Concerns, student grade ~~appeals~~ ~~change~~ are not covered under the Student Concerns Procedure. ~~The student grade appeal/change process allows students to request review of grades that are believed to be inaccurate due to an unresolved clerical error or in the event of extraordinary circumstances as defined below in Section 10.0. Students are encouraged to appeal request grade changes as soon as possible.~~ ~~The student grade change process allows students to request review of grades that are believed to be inaccurate due to an unresolved clerical error or in the event of extraordinary circumstances as defined below in section 10.0. Students are encouraged to request grade changes as soon as possible.~~ The process must be initiated no later than the final instructional day of the following quarter, excluding summer quarter. Students who wish to ~~appeal~~ ~~change~~ a final class grade should follow the steps below.

- 9.1 Step 1: the student communicates with their instructor and describes their grading error. There is no need for further action if the error is resolved at Step 1.
- 9.2 Step 2: the student appeals to the appropriate division dean utilizing the Grade Change Request form. There is no need for further action if the error is resolved at Step 2.
- 9.3 Step 3: if the issue is not resolved, the student may appeal to the Chief Academic Officer. The Chief Academic Officer is the Vice President of Instruction at SCC and the Vice President of Learning at SFCC. The Chief Academic Officer's response will be the college's final response.



### 10.0 Grade Change Under Extraordinary Circumstances

Under extraordinary circumstances, or in the absence of an instructor, the chief academic officer can allow an appeal after the tenth instructional day of the following quarter and will make a good faith effort to arrive at an appropriate grade.

### 11.0 Grade Forgiveness

- 11.1 Students may request grade forgiveness once during their enrollment.
- 11.2 To be eligible for grade forgiveness, **a** student must meet all of the following conditions
  - 11.2.1 ~~Students who are currently~~ Currently enrolled at SCC or SFCC.
  - ~~11.2.2 Return after an absence of at least 3 years.~~
  - ~~11.2.3~~ 11.2.2 Subsequently maintain a quarterly 2.0 or better GPA in each quarter of enrollment.
  - ~~11.2.4~~ 11.2.3 Earn at least 24 decimal grade credits since returning. Enroll and earn a minimum of 24 graded credits after the term(s) requested for grade forgiveness.
  - ~~11.2.5 Not withdraw from more than five (5) credits in any quarter since returning.~~
- 11.3 Approved petitions for grade forgiveness can only be for a ~~complete whole quarter or quarters~~. Individual course grades within a quarter cannot be forgiven.
- 11.4 Forgiven grades remain on the student's transcript but will not be calculated in the student's cumulative grade point average. Approved grade forgiveness does not affect the student's satisfactory academic progress for financial aid purposes. Please see Section 12.0 below.

### 12.0 Satisfactory Academic Progress

- 12.1 To be eligible for federal, state, and institutional financial aid, students must maintain Satisfactory Academic Progress.
- 12.2 Satisfactory Academic Progress will be evaluated each year at the time of the initial financial aid award and each quarter the student is enrolled.
- 12.3 Satisfactory Academic Progress will be evaluated for the most recent quarters attended at SCC, SFCC, or both and applies to all periods of enrollment whether the student previously received financial aid.

### 13. Contacts

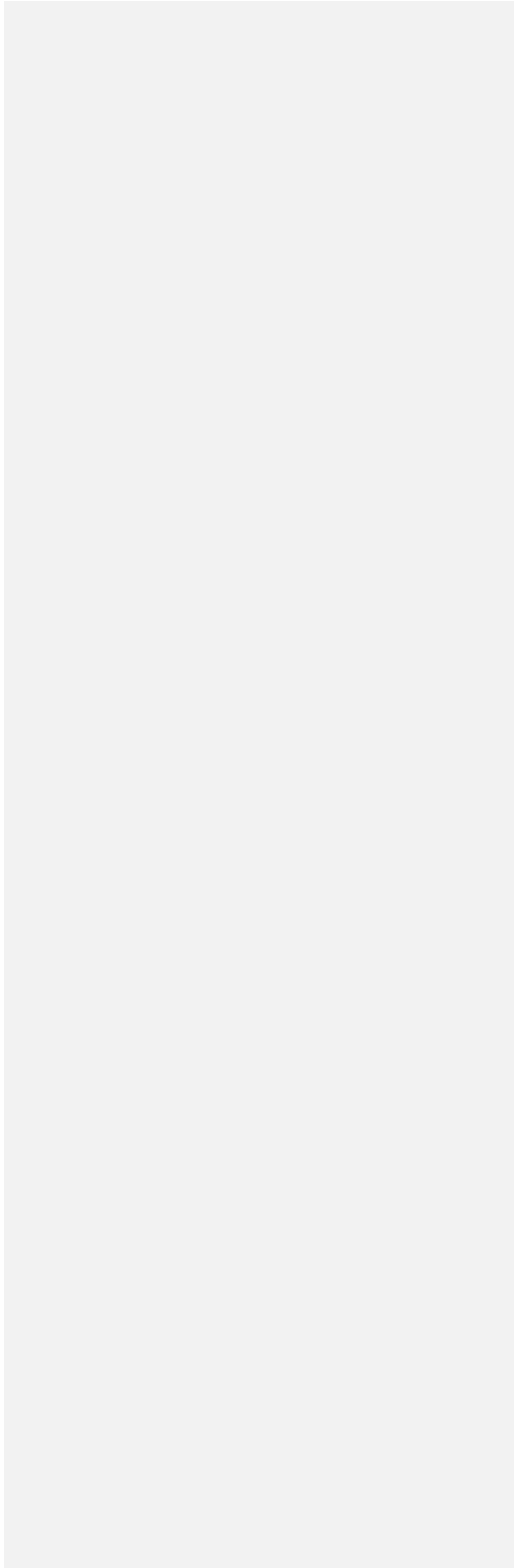
Vice President of Instruction, SCC	509-533-7075
Vice President of Learning, SFCC	509-533-3538
Vice President of Student Services, SCC	509-533-7015
Vice President of Student <del>Services</del> <u>Affairs</u> , SFCC	509-533-3514

### 14.0 Related Information

- 14.1 Student Grade Change Request Form ([CCS 40-338](#))
  - 14.2 Grade Forgiveness Petition Form ([CCS 40-225](#))
  - 14.3 Instructor Initiated Grade Change Form ([Online Form](#))
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**Originated:** June 2009; revised January 2012, revised July 2018, revised February 2021  
**Cabinet approval:** June 22, 2009; January 9, 2012; September 2018

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# CCS Administrative Procedure

## 4.40.01-A Grades

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### Implementing Board Policy [4.40.01](#)

Contact: SCC Vice President of Instruction, 533-7075  
SFCC Vice President of Learning, 533-3538

#### 1.0 Purpose

The Community Colleges of Spokane (CCS) grading system provides a permanent record of grade evaluations that reflect, in various ways, successful course and program completion. Students enrolled in degree and certificate programs are expected to demonstrate satisfactory academic progress as outlined in [Administrative Procedure 4.40.02-A](#) – Academic Standards.

#### 2.0 Limitations and Requirements

- 2.1 The colleges operate on a quarter system.
- 2.2 The quarter hour of credit is the unit of instruction.

#### 3.0 Grade Legend

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Less than 1.0	F (failure)

Symbol	Definition
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#### 4.0 Grade Symbols

Grade symbols are assigned under the following conditions.

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  - 4.1.2 “I” grades issued to students in the career and technical degree programs of the college are to be made up according to a special schedule developed by the department chair and the Vice President of Instruction/Learning.
  - 4.1.3 An incomplete that is not made up will default to the decimal grade listed on the Incomplete Contract.
- 4.2 **Audit (N)** — Special registration. 0.0 grade points; no credit.

- 4.3 **Pass (P)** — 0.0 grade points; credit not calculated in GPA. A passing grade may be issued in certain pre-designated courses or experience-related evaluations for credit rather than the regular grading system. Courses designated with a pass/fail option must be approved by the College Curriculum Committee prior to the beginning of a course.
- 4.4 **Fail (F)** — 0.0 grade points; credit calculated in GPA. Courses designated with a pass/fail option must be approved by the College Curriculum Committee prior to the beginning of a course.
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- 4.5.1 The official withdrawal date for summer quarter will be prorated accordingly.
- 4.5.2 To prevent a “W” grade showing on the student transcript, the student must drop the class or withdraw completely by the tenth day of the normal quarter, eighth day for summer quarter. Short courses will be prorated accordingly.
- 4.5.3 Exceptions to the refund policy will be considered only if, in the judgment of the college, an extreme hardship has been caused by illness, hospitalization, or military transfer. Students seeking an exception to the refund policy should contact the Registrar’s office to inquire about the prerequisites and required forms.
- SCC Registrar’s Office: 509-533-7047  
SFCC Registrar’s Office: 509-533-3674
- 4.6 **Special Withdrawal (Z)** — 0.0 grade points; no credit. All withdrawals of this type must be designated by the instructor on the regular grade sheet at the end of the quarter.
- 4.6.1 After consultation with the student prior to the end of the quarter, the faculty member may agree to grant a special withdrawal on the last day of the quarter. The decision to grant the special withdrawal is to be based on what is best for the student in light of his or her educational objectives.
- 4.6.2 If a student enrolls for a class and stops attending, a special withdrawal may be granted only by the instructor on the last day of the quarter.
- 4.6.3 Students meeting attendance requirements of the instructor but doing failing work may be given a special withdrawal by the instructor. This must be changed by the instructor to a regular academic grade reflecting proper achievement level if requested by the student prior to the official end of the next quarter.
- 4.6.4 The faculty member is under no obligation to agree to grant a special “Z” withdrawal.
- 4.6.5 Only faculty may change a “Z” grade to a decimal grade by delivering a signed grade change form to the Transcript Office at SCC and the Admissions/Registration Office at SFCC.
- 4.7 **Missing Grade (\*)** — No grade received from faculty.

## 5.0 Academic Standards Requirements for “W” and “Z” Withdrawals

The following schedule applies to any combination of two or more “W” or “Z” symbols and will have a bearing upon academic standard requirements:

- 5.1 First quarter—two or more—academic warning.
- 5.2 Second quarter—two or more—academic probation.
- 5.3 Third quarter—two or more—approval required prior to registration.

## 6.0 Grade Point Average (GPA)

Grade point averages are calculated by dividing grade points earned by the credit hours attempted. The following is an example of a grade-point average computation:

Credit Hours		Grade Points		
Attempted		Grade	=	Earned
5	x	3.0	=	15.0
3	x	4.0	=	12.0
4	x	2.0	=	8.0
5	x	1.0	=	5.0
1	x	0.0	=	0.0
<hr/>				
18				40.0
<i>Dividing 40.0 by 18 computes to a grade-point average of 2.22.</i>				

## 7.0 Grade Report

- 7.1 Grade/transcript information will be released to students seven days after the end of each quarter via the college's student management system.

## 8.0 Class Final Clerical Errors

- 8.1 The college will correct any clerical errors affecting a student's grade and notify the student.

## 9.0 Student Final Class Grade Change

As outlined in Administrative Procedure 3.40.01-D Student Concerns, student grade change are not covered under the Student Concerns Procedure. The student grade change process allows students to request review of grades that are believed to be inaccurate due to an unresolved clerical error or in the event of extraordinary circumstances as defined below in section 10.0. Students are encouraged to request grade changes as soon as possible. The process must be initiated no later than the final instructional day of the following quarter, excluding summer quarter. Students who wish to change a final class grade should follow the steps below.

- 9.1 Step 1: the student communicates with their instructor and describes their grading error. There is no need for further action if the error is resolved at Step 1.
- 9.2 Step 2: the student appeals to the appropriate division dean utilizing the Grade Change Request form. There is no need for further action if the error is resolved at Step 2.
- 9.3 Step 3: if the issue is not resolved, the student may appeal to the Chief Academic Officer. The Chief Academic Officer is the Vice President of Instruction at SCC and the Vice President of Learning at SFCC. The Chief Academic Officer's response will be the college's final response.

## 10.0 Grade Change Under Extraordinary Circumstances

Under extraordinary circumstances, or in the absence of an instructor, the chief academic officer can allow an appeal after the tenth instructional day of the following quarter and will make a good faith effort to arrive at an appropriate grade.

## 11.0 Grade Forgiveness

- 11.1 Students may request grade forgiveness once during their enrollment.
- 11.2 To be eligible for grade forgiveness, a student must meet all of the following conditions:

- 11.2.1 Currently enrolled at SCC or SFCC.
- 11.2.2 Subsequently maintain a quarterly 2.0 or better GPA in each quarter of enrollment.
- 11.2.3 Enroll and earn a minimum of 24 graded credits after the term(s) requested for grade forgiveness.
- 11.3 Approved petitions for grade forgiveness can only be for a whole quarter. Individual course grades within a quarter cannot be forgiven.
- 11.4 Forgiven grades remain on the student's transcript but will not be calculated in the student's cumulative grade point average. Approved grade forgiveness does not affect the student's satisfactory academic progress for financial aid purposes. Please see Section 12.0 below.

## 12.0 Satisfactory Academic Progress

- 12.1 To be eligible for federal, state, and institutional financial aid, students must maintain Satisfactory Academic Progress.
- 12.2 Satisfactory Academic Progress will be evaluated each year at the time of the initial financial aid award and each quarter the student is enrolled.
- 12.3 Satisfactory Academic Progress will be evaluated for the most recent quarters attended at SCC, SFCC, or both and applies to all periods of enrollment whether the student previously received financial aid.

## 13. Contacts

Vice President of Instruction, SCC	509-533-7075
Vice President of Learning, SFCC	509-533-3538
Vice President of Student Services, SCC	509-533-7015
Vice President of Student Affairs, SFCC	509-533-3514

## 14.0 Related Information

- 14.1 Student Grade Change Request Form ([CCS 40-338](#))
- 14.2 Grade Forgiveness Petition Form ([CCS 40-225](#))
- 14.3 Instructor Initiated Grade Change Form ([Online Form](#))

## CCS Administrative Procedure

### 4.40.02-A Academic Standards

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#### Implementing Board Policy [4.40.02](#)

Contact: ~~District Academic Services Officer, 434-5060~~  
SCC Vice President of Student Services, 533-7015  
SFCC Vice President of Student ~~Services~~Affairs, 533-3514

#### 1.0 Purpose

Community Colleges of Spokane's Academic Standards Policy is intended to support a successful learning experience and affirm the educational expectations for students for all students. ~~Students are encouraged to consult with instructors, counselors or faculty advisors, and student services support staff as appropriate for assistance in achieving their academic goals and objectives.~~

#### 2.0 Limitations and Requirements

- 2.1 Students enrolled in degree or certificate programs are expected to demonstrate satisfactory academic progress as defined by the following general ~~policy~~ requirements:
- 2.1.1 Minimum Grade Point Average. Students must achieve and maintain the required grade point average. Specific programs may require a higher minimum grade point average. Students whose cumulative grade point average falls below a 2.0 or below a minimum standard of their specific academic program may be notified of progressive action, which may include not being permitted to enroll in courses for a specific period of time or be required to complete specific educational requirements before being permitted to re-enroll.
- ~~2.1.2 Degree/Certificate Completion. Students must complete the degree or certificate within the maximum credit limit.~~
- 2.2 All students are held to the same level of academic excellence. Students with special circumstances may petition for special consideration.

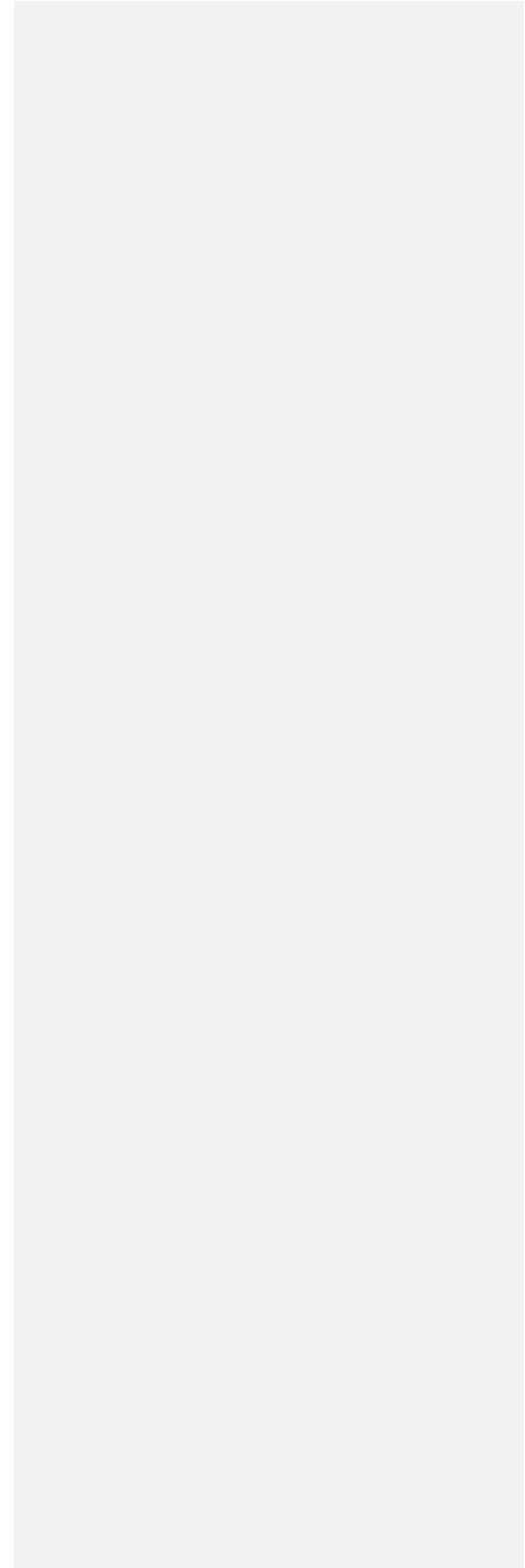
#### ~~3.0~~ Minimum Grade Point Average

- ~~3.1 All enrolled students must maintain a cumulative grade point average of 2.0 or better.~~
- ~~3.2 Students whose cumulative grade point average falls below a 2.0 are notified of progressive action, to include warning, probation and suspension.~~

#### 4.03.0 Credits Earned/Credits Attempted

- ~~4.13.1~~ 4.23.1 Repeat Course Rule – Students cannot be reported for a course in which they have already earned credit except when such a repeat is necessary to satisfy a requirement for improving academic or skill progress (grades). In no circumstances will a student be reported more than three times for the same course – this is defined as two repeats in addition to the original enrollment (SBCTC Policy – Chapter 5, Appendix B).
- ~~4.23.2~~ 4.23.2 If a student repeats a course, all grades will appear on the transcript, but only the highest grade earned is used for computing the grade-point average. Repeating a course may affect financial aid funding and there are varying limits on the number of repeat courses allowed. Aid recipients may be allowed to repeat classes in which they received a 1.9 or less, one time with financial aid coverage. Students on financial aid are subjected to additional requirements ~~in order~~ to continue to receive aid.
- ~~4.3~~ 4.3 The Veterans Administration will not pay for repeating a course in which the student has already received a passing grade.

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**5.04.0 Special Circumstances**

5.14.1 Students enrolled in special programs are required to follow requirements specified by their funding agency.

5.24.2 ~~Students receiving federal and/or state financial aid must follow the Financial Aid Satisfactory Progress policies. Students receiving federal and/or state financial aid must meet the requirements of satisfactory academic progress or risk of losing eligibility for aid.~~

**6.0 Class Attendance**

Students are expected to attend all classes and laboratories. ~~If absent due to illness or other unavoidable reasons, the student should contact instructors. Students are expected to make arrangements for completing missed assignments.~~ follow the absence expectations outlined in the class syllabus.

**7.0 Honor Roll**

7.1 Students eligible for the President's Honor Roll or the Vice President's Honor Roll must meet the following minimum criteria:

7.1.1 Be a full-time student who has earned 12 or more quarter decimal grade credits as computed by the end of the quarter grading cycle.

7.1.2 Achieve a 3.50 or above for the President's Honor Roll.

7.1.3 Achieve a 3.0-3.49 for the Vice President's Honor Roll.

7.2 Past credits are not computed in the quarterly or cumulative grade point average; therefore, do not count as completed credits toward the honor roll.

7.3 The honor roll program that automatically enters the honor roll status on the transcript will run only once, after the quarterly grading cycle. **Exception:** If the instructor has made an error in grading and the student should or should not be on the honor roll, staff will manually enter the appropriate honor roll status onto the transcript.

**7.0 Related Information**

7.1 [SCC Financial Aid Satisfactory Progress College Standard](#)

7.2 [SFCC Financial Aid Satisfactory Progress College Standard](#)

**Commented [HL1]:** Link needs to be fixed to <https://shared.spokane.edu/ccsglobal/media/Global/FormsA-Z/ccs-43-152.pdf>

**Commented [HL2]:** Link needs to be updated to <https://shared.spokane.edu/ccsglobal/media/Global/FormsA-Z/ccs-43-152.pdf>

## CCS Administrative Procedure

### 4.40.02-A Academic Standards

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#### Implementing Board Policy [4.40.02](#)

Contact: SCC Vice President of Student Services, 533-7015  
SFCC Vice President of Student Affairs, 533-3514

#### 1.0 Purpose

Community Colleges of Spokane's Academic Standards Policy is intended to support a successful learning experience and affirm the educational expectations for students.

#### 2.0 Limitations and Requirements

2.1 Students enrolled in degree or certificate programs are expected to demonstrate satisfactory academic progress as defined by the following general requirements:

2.1.1 Minimum Grade Point Average. Students must achieve and maintain the required grade point average. Specific programs may require a higher minimum grade point average. Students whose cumulative grade point average falls below a 2.0 or below a minimum standard of their specific academic program may be notified of progressive action, which may include not being permitted to enroll in courses for a specific period of time or be required to complete specific educational requirements before being permitted to re-enroll.

2.2 All students are held to the same level of academic excellence. Students with special circumstances may petition for special consideration.

#### 3.0 Credits Earned/Credits Attempted

3.1 Repeat Course Rule – Students cannot be reported for a course in which they have already earned credit except when such a repeat is necessary to satisfy a requirement for improving academic or skill progress (grades). In no circumstances will a student be reported more than three times for the same course – this is defined as two repeats in addition to the original enrollment ([SBCTC Policy – Chapter 5, section 5.30.25](#)).

3.2 If a student repeats a course, all grades will appear on the transcript, but only the highest grade earned is used for computing the grade-point average. Repeating a course may affect financial aid funding and there are varying limits on the number of repeat courses allowed. Aid recipients may be allowed to repeat classes in which they received a 1.9 or less, one time with financial aid coverage. Students on financial aid are subjected to additional requirements to continue to receive aid.

The Veterans Administration will not pay for repeating a course in which the student has already received a passing grade.

#### 4.0 Special Circumstances

4.1 Students enrolled in special programs are required to follow requirements specified by their funding agency.

4.2 Students receiving federal and/or state financial aid must meet the requirements of satisfactory academic progress or risk of losing eligibility for aid.

#### 5.0 Class Attendance

Students are expected to attend all classes and laboratories. Students are expected to follow the absence expectations outlined in the class syllabus.

## 6.0 Honor Roll

- 6.1 Students eligible for the President's Honor Roll or the Vice President's Honor Roll must meet the following minimum criteria:
- 6.1.1 Be a full-time student who has earned 12 or more quarter decimal grade credits as computed by the end of the quarter grading cycle.
  - 6.1.2 Achieve a 3.50 or above for the President's Honor Roll.
  - 6.1.3 Achieve a 3.0-3.49 for the Vice President's Honor Roll.
- 6.2 Past credits are not computed in the quarterly or cumulative grade point average; therefore, do not count as completed credits toward the honor roll.
- 6.3 The honor roll program that automatically enters the honor roll status on the transcript will run only once, after the quarterly grading cycle. ***Exception:*** If the instructor has made an error in grading and the student should or should not be on the honor roll, staff will manually enter the appropriate honor roll status onto the transcript.

## 7.0 Related Information

- 7.1 [SCC Financial Aid Satisfactory Progress College Standard](#)
- 7.2 [SFCC Financial Aid Satisfactory Progress College Standard](#)

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**Originated:** October 2010, Revised April 2014; April 2024  
**Cabinet approval:** November 8, 2010; April 28, 2014



## GRADE FORGIVENESS PROCEDURE

To encourage students who were not successful when they first enrolled in college and who later return and perform successfully, Community Colleges of Spokane (CCS) developed a Grade Forgiveness Procedure. CCS offers a one-time opportunity for students to petition ~~to implement the for~~ Grade Forgiveness ~~Procedure~~ for a particular quarter or quarters if they meet all of the following conditions:

- ~~Return after an absence of at least 3 years.~~
- Subsequently ~~maintain~~ Maintain a quarterly 2.0 or better GPA in each quarter of enrollment after returning.
- ~~Enroll and earn a minimum of 24 graded credits after the term(s) requested for grade forgiveness. Earn at least 24 decimal grade credits since returning.~~
- ~~Do not withdraw from more than 5 credits in any quarter since returning.~~

~~If the petition is accepted and approved only~~ Only complete whole quarters are forgiven. It is not an option to forgive individual courses within a quarter. All classes to which this procedure within a quarter to which the Grade Forgiveness Procedure has been applied are designated on the student's transcript by an asterisk symbol (\*) in the grade qualifier field and. ~~The asterisk in the grade qualifier field is~~ are further defined on the back of the official CCS transcript.

The forgiven grades remain on the student's transcript but will not be calculated in the CCS cumulative grade point average (GPA). ~~and are not included in any of the cumulative totals on the student's CCS grading output.~~ Courses with forgiven grades cannot be used towards any degree or certificate requirement or as a course pre-requisite at CCS.

Grade forgiveness may not be exercised to remove a grade awarded in a case of academic misconduct. Forgiven grades may not be reinstated later. Grade forgiveness does not supersede departmental requirements. Classes for which grades are forgiven are counted in the maximum number of times a student may enroll in a class.

If a student transfers to another college, the receiving institution will receive a CCS transcript containing all courses taken. The receiving institution may or may not honor the forgiveness of grades. Each institution interprets transcripts, accepts credits and calculates the GPA according to its own policies.

### Considerations

~~Financial aid students~~ Students receiving financial aid for any quarter will still be subject to federal regulations that require all attempted credits be counted toward completion of an initial degree. Students are advised to contact the Financial Aid Office for information on how this policy may affect their financial aid.

~~G.I. Bill students~~ Students and others receiving Veterans Administration educational benefits are advised that the forgiveness of any grade must be reported to the VA and may result in the retroactive reduction of benefits for the quarter for which the forgiven grade was originally assigned. Students are advised to contact CCS's their college Veterans Affairs Office for further information on how this policy may affect their benefits.

~~CCS Department chairs approved 2/10~~  
CCS Cabinet approved 3/10

## Grade Forgiveness Petition Form

Name: \_\_\_\_\_ EMPLID#: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

A student must meet the following criteria to petition and qualify for grade forgiveness:

- ~~Currently enrolled at Spokane Community College or Spokane Falls Community College.~~
- ~~Have a minimum absence of a three-year period prior to re-enrolling.~~
- Enroll and earn a minimum of 24 decimal-graded credits, after the ~~three-year~~ period of absence.
- Earn a minimum 2.0 GPA for each quarter since returning.
- ~~Do not withdraw from more than five (5) credits per quarter since returning.~~

The grade forgiveness option may not be exercised to remove a grade awarded in a case of academic misconduct or a grade used towards a previously awarded degree or certificate.

~~The Grade Forgiveness Procedure applies to complete quarters, not individual classes. Quarter options are limited to one individual quarter or all quarters preceding a specified date.~~

Request forgiveness of a specific quarter:

Fall  Winter  Spring  Summer Year: \_\_\_\_\_

Or, all quarters preceding this date: Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

[\[insert acknowledgement statement here\]](#)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

After completing, sign and date this ~~Grade Forgiveness~~ Petition and submit it to: SCC, Vice President of Student Services (Bldg. 1, Room 228 [or vpss@scc.spokane.edu](mailto:vpss@scc.spokane.edu)); SFCC, Vice President of Student Affairs (Bldg. 30, Room 223).

Students will receive written notification describing of the outcome of their petition, i.e., approved or denied.

<b>FOR OFFICE USE ONLY</b>	
Signature of Reviewer	Date
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	
Comments	
_____	
_____	
_____	

# **GRADE FORGIVENESS PROCEDURE**

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To encourage students who were not successful when they first enrolled in college and who later return and perform successfully, Community Colleges of Spokane (CCS) developed a Grade Forgiveness Procedure. CCS offers a one-time opportunity for students to petition for Grade Forgiveness for a particular quarter or quarters if they meet all of the following conditions:

- Maintain a quarterly 2.0 or better GPA in each quarter of enrollment after returning.
- Enroll and earn a minimum of 24 graded credits after the term(s) requested for grade forgiveness.

Only whole quarters are forgiven. It is not an option to forgive individual courses within a quarter. All classes to which this procedure has been applied are designated on the student's transcript by an asterisk symbol (\*) in the grade qualifier field and are further defined on the back of the official CCS transcript.

The forgiven grades remain on the student's transcript but will not be calculated in the CCS cumulative grade point average (GPA). Courses with forgiven grades cannot be used towards any degree or certificate requirement or as a course pre-requisite at CCS.

Grade forgiveness may not be exercised to remove a grade awarded in a case of academic misconduct. Forgiven grades may not be reinstated later. Grade forgiveness does not supersede departmental requirements. Classes for which grades are forgiven are counted in the maximum number of times a student may enroll in a class.

If a student transfers to another college, the receiving institution will receive a CCS transcript containing all courses taken. The receiving institution may or may not honor the forgiveness of grades. Each institution interprets transcripts, accepts credits and calculates the GPA according to its own policies.

Students receiving financial aid for any quarter will still be subject to regulations that require all attempted credits be counted toward completion of an initial degree. Students are advised to contact the Financial Aid Office for information on how this policy may affect their aid.

Students receiving Veterans Administration educational benefits are advised that the forgiveness of any grade must be reported to the VA and may result in the retroactive reduction of benefits for the quarter for which the forgiven grade was originally assigned. Students are advised to contact their college Veterans Affairs Office for further information on how this policy may affect their benefits.

# Grade Forgiveness Petition Form

Name: \_\_\_\_\_ EMPLID#: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

A student must meet the following criteria to petition and qualify for grade forgiveness:

Enroll and earn a minimum of 24 graded credits, after the period of absence.

Earn a minimum 2.0 GPA for each quarter since returning.

The grade forgiveness option may not be exercised to remove a grade awarded in a case of academic misconduct or a grade used towards a previously awarded degree or certificate.

Request forgiveness of a specific quarter:

Fall  Winter  Spring  Summer

Year: \_\_\_\_\_

Or, all quarters preceding this date: Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

[insert acknowledgement statement here]

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

After completing, sign and date this Petition and submit it to: SCC, Vice President of Student Services (Bldg. 1, Room 228 or [vpss@scc.spokane.edu](mailto:vpss@scc.spokane.edu)); SFCC, Vice President of Student Affairs (Bldg. 30, Room 223).

Students will receive written notification of the outcome of their petition, i.e., approved or denied.

## FOR OFFICE USE ONLY

\_\_\_\_\_  
Signature of Reviewer

\_\_\_\_\_  
Date

Approved  Denied

Comments  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ACTION:** Revisions to Administrative Procedures, 5.20.04 A-C, Reserves

**BACKGROUND:** The revised Board Policy on Reserves (5.20.04) was approved on July 16, 2024. The policy and related administrative procedures reflect the board's direction to maintain reserve funds. Consistent with CCS practice, staff distributed the administrative procedures for comment to internal constituents. No feedback was received after the comment period. The summary of the procedures is below.

5-20-04-A Reserve Definitions & Stabilization Fund – This procedure establishes common definitions for CCS financial terms and reserves. Specifically, it defines the purpose of the Stabilization Fund and sets the initial fund target range at six months of operating expenses, which amounts to approximately \$60 million in 2024. The recommended target balance will be reviewed and determined by the Board annually as part of their budget adoption process.

5-20-04-B Designated Reserves – This procedure is renumbered from 5-20-04-A to 5-20-04-B and includes various updates to existing definitions and requirements. Specifically, designated reserves will be combined into a Designated Reserve account at each unit in the fund type designated by the Office of Financial Management. Additionally, individual reserve accounts are not required for each designated expenditure category (paragraph 3.1).

5-20-04-C Operating Reserves - This procedure is renumbered from 5-20-04-B to 5-20-04-C and includes updates to the calculation of the operating reserve target (paragraph 3.0). The operating reserve target level is set at 5.0% of the unit's beginning base operating carryforward budget for the fiscal year.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the administrative procedures as presented.

Attachments: New Admin Procedure 2024 5-20-04A Reserve Definitions & Stabilization Fund  
5-20-04A Designated Reserves  
5-20-04B Operating Reserves

Prepared by: Dr. Linda McDermott, CPA  
Chief Financial Officer  
November 12, 2024

Submitted by: Dr. Linda McDermott, Chief Financial Officer  
November 12, 2024

## CCS Administrative Procedure

### 5.20.04-A Reserve Definitions and Stabilization Fund

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Implementing Board Policy [5.20.04](#)  
Contact: Chief Financial Officer, 434-5275

#### 1.0 Definitions

- 1.1 Unit – Spokane Community College (SCC), Spokane Falls Community College (SFCC), District, including Administrative Services, Facilities, Instructional and Campus Support Services.
- 1.2 Executive Administration—the respective unit executive with delegated budget authority for that unit. For district (CCS-wide) designations, the respective executive is the chancellor as advised by the executive cabinet (college presidents and chancellor direct-report administrative officers).
- 1.3 Fund Balance (Net Position) – An accounting term that describes the difference between assets and liabilities.
  - 1.3.1 Components of fund balance for designated reserves:
    - 1.3.1.1 Restricted fund balance—externally enforceable limitations on use such as limitations imposed by creditors, grantors, contributors, or laws and regulations or other governments. Limitations imposed by law through constitutional provisions or enabling legislation.
    - 1.3.1.2 Committed fund balance—self-imposed limitations for a specific purpose determined by executive administration. Requires action by executive administration to remove or change the constraints placed on these resources. Action to constrain resources occurs prior to year-end; however, the amount can be determined in a subsequent period.
    - 1.3.1.3 Assigned fund balance—amounts that are intended to be used for a specific purpose, as determined by executive administration with delegated budget authority.
- 1.4 Operating budget – Spending plan for a fiscal year (July 1 – June 30) funded by state allocations, tuition operating fees and operating support.
- 1.5 Reserves – A budget and policy term that describes resources available outside of the budget for use if the resources appropriated inside of the budget are insufficient. There is an overlap between “fund balance” and “reserves,” but the most important difference is that fund balance covers a broader range of resources, including restricted balances. Reserves denote liquid assets that can be used for planned enhancements, new opportunities, or the unforeseen. Reserves are primarily funded through budgeted and surplus operating funds. Funds allocated to a reserve designation shall be used for the designated purpose.
- 1.6 Unit Operating Reserves – ([5.20.04-C](#)). Unencumbered (unrestricted funds) for significant and unexpected fiscal emergencies, decreases in operating revenue, and to ensure stability of ongoing operations. Operating units include Spokane Community College (SCC), Spokane Falls Community College (SFCC), and Central/District Administrative Units (CAU). The target for operating reserves at each unit is 5% of the unit’s annual beginning base carryforward operating budget.
- 1.7 Designated Reserves – ([5.20.04-B](#)) – Unencumbered (unrestricted) funds to address one-time costs related to unexpected emergencies or other non-recurring expenditures such as capital projects, debt service, asset maintenance, insurance, contingencies, catastrophic events, or strategic planning initiatives. Funded by unrestricted surplus funds as determined by Administration.

- 1.8 Departmental Reserves – Unencumbered carryforward balances approved to be retained at the department level for a specific purpose, approved by the unit administration.
- 1.9 Auxiliary Reserves – An auxiliary enterprise is an entity or unit that exists predominantly to furnish goods and services to students, faculty, or staff and that charges a fee directly related to the cost of goods or services. Units are responsible for ensuring the programmatic and fiscal soundness of their auxiliary operations and maintaining adequate services. Budget and spending plans should be in place to ensure adequate reserves are maintained. Examples of auxiliary operating units are parking, printing, stores, etc.
- 1.10 Stabilization Fund – A fund established from available unencumbered net assets and designated to provide budgetary stabilization for operations due to unforeseen and / or uncontrollable circumstances to ensure responsible long-term financial stability.

## **2.0 Stabilization Fund Purpose and Use**

- 2.1 A separate reserve fund with a sufficient balance to cover immediate costs for expenses in the event of state funding allocation changes, unanticipated one-time disruption in funding, etc.
- 2.2 The Stabilization Fund target balance is six months of operating expenses (approximately \$60 million for 2024).
- 2.3 The Stabilization Fund will be held centrally and funded from unencumbered cash balances. The CFO will deposit and make transfers into the fund. Other one-time receipts may be deposited into the fund on a case-by-case basis with the approval of the Chancellor and CFO.
- 2.4 Appropriate expenditures from the fund
  - 2.4.1 Expenditures related to the one-time disruption in funding due to economic uncertainty, unanticipated enrollment declines, adverse market conditions, cyclical recession, catastrophic interruption of service, or other unanticipated volatility in the operating environment.
  - 2.4.2 Funds shall not be used to cover operating shortfalls that could have been anticipated and managed.
  - 2.4.3 Any request to draw funds from on the Stabilization fund shall be made in writing to the Chancellor or designee (e.g., CFO). The Chancellor shall approve any use or transfer of funds from the Stabilization fund.
  - 2.4.4 The Stabilization Fund will not replace insurance coverage. CCS will continue to maintain coverage in accordance with the risk management and insurance programs managed by the Department of Enterprise Services (DES). However, CCS should maintain sufficient funds in designated reserves necessary to pay insurance claims within the applicable deductibles.
- 2.5 The reserve balance shall be reviewed annually as part of budget planning and replenished to the target level prior to operating budget allocations to the operating units.
- 2.6 Income generated from the Stabilization Fund Balance
  - 2.6.1 The income derived from the stabilization fund reserve will be transferred annually to a Strategic Investment Pool and become a sustainable funding source to support district-wide initiatives, key priorities, and mission-related programs.
  - 2.6.2 The average annual target investment return is 5.0%.

- 2.7 Strategic Investment Pool – A sustainable funding source established to support district-wide initiatives, key priorities, and mission-related programs.
  - 2.7.1 Expenditures will explicitly support the CCS mission/vision/values, CCS strategic plan, annual budget planning priorities, and annual board priorities.
  - 2.7.2 Allocations will be determined annually during operating budget planning.

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**Originated:** May 2024

**Cabinet approval:** August 2024

# CCS Administrative Procedure

## 5.20.04-~~AB~~ Designated Reserves

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Implementing Board Policy [5.20.04](#)  
Contact: Chief Financial Officer, 434-5275

### 1.0 Purpose

To establish procedures by which each budget unit and the district can designate ~~unencumbered (unrestricted) funds to address one-time costs related to unexpected emergencies or other non-recurring expenditures~~ reserves to fund and support organizational priorities such as capital projects, debt service, asset maintenance, ~~insurance, restricted~~ contingencies, catastrophic events, and strategic planning initiatives.

### 2.0 Definitions

- 2.1 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), District, including Administrative Services, Facilities, Instructional Support Services and Campus Support Services.
- 2.2 Executive Administration—the respective unit executive with delegated budget authority for that unit. For district (CCS-wide) designations, the respective executive is the chancellor as advised by the executive cabinet (college presidents and chancellor direct-report administrative officers).
- 2.3 Components of fund balance for designated reserves:
  - 2.3.1 Restricted fund balance—externally enforceable limitations on use such as:
    - 2.3.1.1 Limitations imposed by creditors, grantors, contributors, or laws and regulations or other governments.
    - 2.3.1.2 Limitations imposed by law through constitutional provisions or enabling legislation.
  - 2.3.2 Committed fund balance—self-imposed limitations for a specific purpose determined by executive administration. Requires action by executive administration to remove or change the constraints placed on these resources. Action to constrain resources occurs prior to year-end; however, the amount can be determined in a subsequent period.
  - 2.3.3 Assigned fund balance—amounts that are intended to be used for a specific purpose, as determined by executive administration with delegated budget authority.

### 3.0 Limitations and Requirements

~~3.1~~ Designated reserves will be combined into a Designated Reserve account at each unit in the fund type designated by the Office of Financial Management (OFM). Individual reserve accounts are not required for each designated expenditure category; however, OFM may require separation by fund type.

~~3.13.2~~ Designated reserve accounts will be s-are funded by unrestricted surplus funds as determined by the respective executive administration.

~~3.23.3~~ The respective executive administration directs specific fund sources for designated reserve.

### 4.0 Expenditures from Designated Reserve Accounts ~~Purpose and Goals~~

#### 4.1 Capital Projects

- 4.1.1 Capital project ~~costs designated reserves are a designated reserve used to fund for~~ a unit's capital improvement program including, but not limited to unforeseen capital projects that are necessary to meet regulatory requirements,

- system reliability, equipment, future operation space needs and/or related expenditures.
- 4.1.2 ~~Reserve funds~~ ~~The dedicated reserve~~ can be used to fund campus infrastructure needs related to pay for capital projects not funded through state capital operations, immediate capital projects, or saved over several years to pay for future projects.
- 4.1.3 The designated reserves for capital projects -goal should be set to fund 100 percent of the capital project cost within five years.
- 4.2 Debt Service
- 4.3
- 4.3.1 Debt service designated reserves are a restricted reserve governed by legal requirements associated with that debt and provides an emergency funding source should the unit be unable to meet the required debt service obligation.
- 4.3.2 The designated reserve goal should be maintained at a level sufficient to fund the maximum annual debt service payments.
- 4.3-24.3.3 A separate debt service reserve account will be maintained when legally required by the funding source.
- 4.4 Asset and Infrastructure Maintenance
- 4.4.1 Asset and infrastructure maintenance ~~costs to designated reserves~~ ensure CCS assets and infrastructure are maintained to prevent loss of use and to minimize the cost of repair or replacement to essential assets needed for service delivery. An additional purpose is to ensure CCS assets and infrastructure continue to provide a safe and healthy work and learning environment to faculty, staff, students and the public.
- 4.4.2 The ~~target set-aside designated reserve goal~~ can ~~alternately~~ be determined using an assessment of costs by the director of facilities provided to the executive cabinet on an annual basis, or 10 percent of CCS' net fixed assets balance at June 30.
- 4.5 ~~Restricted~~ Contingencies or other Catastrophic Events
- 4.5.1 ~~Restricted contingency designated r~~Reserves to protect against financial losses due to unforeseen expenses such as financial losses due to estimation, natural disasters or catastrophic events. Examples of expenditures from contingency designated reserves are unemployment, insurance, rent, utility, and tuition estimates.
- 4.5.2 The designated reserve goal(s) are based on the specific type of expense or loss recovery. Historical and future trends can be used as a basis for determining the designated reserve.
- 4.6 Strategic Planning and Other Organizational Initiatives
- 4.6.1 Strategic planning and other organizational designated reserves provide funds to meet the initiatives outlined in the CCS or unit-specific strategic plan, or other unit defined initiatives that further the mission of CCS.
- 4.6.2 The designated reserve goal(s) are to further the strategic plan's stated goals and objectives, or otherwise further accomplishment of the CCS and/or unit mission.

## 5.0 Use of Designated Reserves

- 5.1 Designated reserves shall be used only for one-time operating expenditures, including funding the planning/start-up cost of that initiative. ~~The designated reserves are one-time revenues and not appropriate nor intended for ongoing expenses.~~
- 5.2 Authority for use of designated reserve is delegated to the respective executive administration.

## 6.0 Reporting and Monitoring

- 6.1 ~~A list of a report of designated reserve balances as of June 30<sup>th</sup> shall be prepared provided annually by the accounting and budget office and included in the CCS annual financial statements. to the district director of fiscal services each June 30, for financial reporting purposes.~~
- ~~6.2 — The list shall include the purpose of the designated reserve, project description, project costs, source of funding, project timeline, funding goal, budget authority, and authorization of designated reserve for financial statement classification.~~
- ~~6.36.2~~ Unit budget managers are responsible for monitoring the designated reserve accounts to ensure the designated reserves are appropriately funded and maintained in accordance with this procedure.
- ~~6.46.3~~ Designated reserves ~~will are to~~ be segregated into a separate ~~accounts if required by OFM accounting standards budget~~ and will be presented in the annual financial statements in its component of fund balance.
- ~~6.56.4~~ Designated reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

## 7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, Fund Balance Reporting and Government Fund Type Definitions
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), Standard Two – Resources and Capacity

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**Originated:** May 2011  
**Revisions:** December 2013  
**Cabinet approval:** May 23, 2011

## CCS Administrative Procedure

### 5.20.04-B Designated Reserves

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Implementing Board Policy [5.20.04](#)  
Contact: Chief Financial Officer, 434-5275

#### 1.0 Purpose

To establish procedures by which each budget unit and the district can designate unencumbered (unrestricted) funds to address one-time costs related to unexpected emergencies or other non-recurring expenditures such as capital projects, debt service, asset maintenance, insurance, contingencies, catastrophic events, and strategic planning initiatives.

#### 2.0 Definitions

- 2.1 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), District, including Administrative Services, Facilities, Instructional Support Services and Campus Support Services.
- 2.2 Executive Administration—the respective unit executive with delegated budget authority for that unit. For district (CCS-wide) designations, the respective executive is the chancellor as advised by the executive cabinet (college presidents and chancellor direct-report administrative officers).
- 2.3 Components of fund balance for designated reserves:
  - 2.3.1 Restricted fund balance—externally enforceable limitations on use such as:
    - 2.3.1.1 Limitations imposed by creditors, grantors, contributors, or laws and regulations or other governments.
    - 2.3.1.2 Limitations imposed by law through constitutional provisions or enabling legislation.
  - 2.3.2 Committed fund balance—self-imposed limitations for a specific purpose determined by executive administration. Requires action by executive administration to remove or change the constraints placed on these resources. Action to constrain resources occurs prior to year-end; however, the amount can be determined in a subsequent period.
  - 2.3.3 Assigned fund balance—amounts that are intended to be used for a specific purpose, as determined by executive administration with delegated budget authority.

#### 3.0 Limitations and Requirements

- 3.1 Designated reserves will be combined into a Designated Reserve account at each unit in the fund type designated by the Office of Financial Management (OFM). Individual reserve accounts are not required for each designated expenditure category; however, OFM may require separation by fund type.
- 3.2 Designated reserve accounts will be funded by unrestricted surplus funds as determined by the respective executive administration.
- 3.3 The respective executive administration directs specific fund sources for designated reserve.

#### 4.0 Expenditures from Designated Reserve Accounts

- 4.1 Capital Projects



- 4.1.1 Capital project costs for a unit's capital improvement program including, but not limited to unforeseen capital projects that are necessary to meet regulatory requirements, system reliability, equipment, future operation space needs and/or related expenditures.
  - 4.1.2 Reserve funds can be used to fund campus infrastructure needs related to capital projects not funded through state capital operations, immediate capital projects, or saved over several years to pay for future projects.
  - 4.1.3 The designated reserves for capital projects should be set to fund 100 percent of the capital project cost within five years.
- 4.2 Debt Service
- 4.2.1 Debt service designated reserves are a restricted reserve governed by legal requirements associated with that debt and provides an emergency funding source should the unit be unable to meet the required debt service obligation.
  - 4.2.2 The designated reserve goal should be maintained at a level sufficient to fund the maximum annual debt service payments.
  - 4.2.3 A separate debt service reserve account will be maintained when legally required by the funding source.
- 4.3 Asset and Infrastructure Maintenance
- 4.3.1 Asset and infrastructure maintenance costs to ensure CCS assets and infrastructure are maintained to prevent loss of use and to minimize the cost of repair or replacement to essential assets needed for service delivery. An additional purpose is to ensure CCS assets and infrastructure continue to provide a safe and healthy work and learning environment to faculty, staff, students and the public.
  - 4.3.2 The target set-aside can be determined using an assessment of costs by the director of facilities provided to the executive cabinet on an annual basis, or 10 percent of CCS' net fixed asset balance at June 30.
- 4.4 Contingencies or other Catastrophic Events
- 4.4.1 Reserves to protect against financial losses due to unforeseen expenses such as financial losses due to estimation, natural disasters or catastrophic events. Examples of expenditures from contingency designated reserves are unemployment, insurance, rent, utility, and tuition estimates.
  - 4.4.2 The designated reserve goal(s) are based on the specific type of expense or loss recovery. Historical and future trends can be used as a basis for determining the designated reserve.
- 4.5 Strategic Planning and Other Organizational Initiatives
- 4.5.1 Strategic planning and other organizational designated reserves provide funds to meet the initiatives outlined in the CCS or unit-specific strategic plan, or other unit defined initiatives that further the mission of CCS.
  - 4.5.2 The designated reserve goal(s) are to further the strategic plan's stated goals and objectives, or otherwise further accomplishment of the CCS and/or unit mission.

## 5.0 Use of Designated Reserves

- 5.1 Designated reserves shall be used only for one-time operating expenditures, including funding the planning/start-up cost of that initiative. The designated reserves are one-time revenues and not appropriate nor intended for ongoing expenses.

- 5.2 Authority for use of designated reserve is delegated to the respective executive administration.

**6.0 Reporting and Monitoring**

- 6.1 A report of designated reserve balances as of June 30<sup>th</sup> shall be prepared annually by the accounting and budget office and included in the CCS annual financial statements. .
- 6.2 Unit budget managers are responsible for monitoring the designated reserve accounts to ensure the designated reserves are appropriately funded and maintained in accordance with this procedure.
- 6.3 Designated reserves will be segregated into separate accounts if required by OFM accounting standards and will be presented in the annual financial statements in its component of fund balance.
- 6.4 Designated reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

**7.0 Related Information**

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, Fund Balance Reporting and Government Fund Type Definitions
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), Standard Two – Resources and Capacity

## CCS Administrative Procedure

### 5.20.04-~~BC~~ Operating Reserves

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#### Implementing Board Policy [5.20.04](#)

Contact: Chief Financial Officer, 434-5275

#### 1.0 Purpose

In implementation of Board Policy 5.20.04, this administrative procedure enables each unit to establish an internal source of unencumbered (unrestricted) funds for significant and unexpected fiscal emergencies, decreases in operating revenue, and to ensure stability of ongoing operations.

#### 2.0 Definitions

- 2.1 Operating reserve— Chancellor determined percentage of the unit's annual beginning base carryforward operating budget. The established target is 5.0%
- 2.2 Operating budget—spending plan for a fiscal year funded by state allocation, tuition operating fees and operating support.
- 2.3 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), ~~Institute for Extended Learning (IEL)~~, District, including Administrative Services, Facilities, Instructional Support Services, and Campus Support Services.
- 2.4 Executive Administration — the respective unit executive with delegated budget authority for that unit. For ~~CCS (district-wide)~~ the respective executive is the chancellor as advised by the executive cabinet (~~chancellor, college presidents, IEL chief executive officer~~, and chancellor direct report administrative officers).

#### 3.0 Calculation of Operating Reserves

- 3.1 Operating reserve ~~target is 5.0% shall equal the percentage established for that fiscal year by the chancellor and for~~ of the beginning base operating carryforward budget for the fiscal year.
- 3.2 The beginning base operating carryforward budget is the final ending carryforward budget from the previous fiscal year adjusted for:
  - 3.2.1 Budget reductions
  - 3.2.2 Estimated tuition increases or decreases
  - 3.2.3 ~~Earmarked and special allocations~~
  - 3.2.4 ~~Additional operating budget resources~~

#### 4.0 Funding of Operating Reserves

- 4.1 Operating reserves are funded by unrestricted surplus funds determined by the respective unit's executive administration.
- 4.2 Specific sources for operating reserves are determined at the discretion of the responsible executive administration.
- 4.3 In the event operating reserves are used, the funds are to be replenished to the target chancellor-established level as a budgetary priority for the next fiscal year.

## 5.0 Use of Operating Reserves

- 5.1 Operating reserves shall be used only for one-time operating expenditures and at the discretion of the responsible unit's executive administration. Conditions under which operating reserves may be used include, but are not limited to:
  - 5.1.1 Unrestricted surplus funds are unavailable
  - 5.1.2 Decrease in state appropriation levels
  - 5.1.3 Tuition revenue falling below estimation.
  - 5.1.4 Unexpected unfunded mandates for significant one-time expenditures.
  - 5.1.5 Emergency conditions requiring the implementation of the Continuity of Operations Planning (COOP).
- 5.2 Expenditures from operating reserves exceeding .5 percent or greater require prior authorization of the chancellor.

## 6.0 Reporting and Monitoring

- 6.1 Unit budget managers are responsible for monitoring the operating reserve accounts to ensure the reserves are maintained in accordance with this procedure.
- 6.2 Operating reserves are to be segregated into a separate account and will be presented in the annual financial statements as part of the assigned fund balance.
- 6.3 Operating reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

## 7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, *Fund Balance Reporting and Government Fund Type Definitions*
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), *Standard Two – Resources and Capacity*

# CCS Administrative Procedure

## 5.20.04-C Operating Reserves

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### Implementing Board Policy [5.20.04](#)

Contact: Chief Financial Officer, 434-5275

#### 1.0 Purpose

In implementation of Board Policy 5.20.04, this administrative procedure enables each unit to establish an internal source of unencumbered (unrestricted) funds for significant and unexpected fiscal emergencies, decreases in operating revenue, and to ensure stability of ongoing operations.

#### 2.0 Definitions

- 2.1 Operating reserve— Chancellor determined percentage of the unit's annual beginning base carryforward operating budget. The established target is 5.0%
- 2.2 Operating budget—spending plan for a fiscal year funded by state allocation, tuition operating fees and operating support.
- 2.3 Unit—Spokane Community College (SCC), Spokane Falls Community College (SFCC), , District, including Administrative Services, Facilities, Instructional Support Services, and Campus Support Services.
- 2.4 Executive Administration — the respective unit executive with delegated budget authority for that unit. For district the respective executive is the chancellor as advised by the executive cabinet (college presidents, , and chancellor direct report administrative officers).

#### 3.0 Calculation of Operating Reserves

- 3.1 Operating reserve target is 5.0% of the beginning base operating carryforward budget for the fiscal year.
- 3.2 The beginning base operating carryforward budget is the final ending carryforward budget from the previous fiscal year adjusted for:
  - 3.2.1 Budget reductions
  - 3.2.2 Estimated tuition increases or decrease

#### 4.0 Funding of Operating Reserves

- 4.1 Operating reserves are funded by unrestricted surplus funds determined by the respective unit's executive administration.
- 4.2 Specific sources for operating reserves are determined at the discretion of the responsible executive administration.
- 4.3 In the event operating reserves are used, the funds are to be replenished to the target level as a budgetary priority for the next fiscal year.

#### 5.0 Use of Operating Reserves

- 5.1 Operating reserves shall be used only for one-time operating expenditures and at the discretion of the responsible unit's executive administration. Conditions under which operating reserves may be used include, but are not limited to:
  - 5.1.1 Unrestricted surplus funds are unavailable

- 5.1.2 Decrease in state appropriation levels
  - 5.1.3 Tuition revenue falling below estimation.
  - 5.1.4 Unexpected unfunded mandates for significant one-time expenditures.
  - 5.1.5 Emergency conditions requiring the implementation of the Continuity of Operations Planning (COOP).
- 5.2 Expenditures from operating reserves exceeding .5 percent or greater require prior authorization of the chancellor.

## 6.0 Reporting and Monitoring

- 6.1 Unit budget managers are responsible for monitoring the operating reserve accounts to ensure the reserves are maintained in accordance with this procedure.
- 6.2 Operating reserves are to be segregated into a separate account and will be presented in the annual financial statements as part of the assigned fund balance.
- 6.3 Operating reserve balances, including the uses and/or replenishment of funds, if any, will be included in the chief financial officer's annual financial report to the board.

## 7.0 Related Information

- 7.1 [Governmental Accounting Standard Board](#) (GASB) Statement No. 54, *Fund Balance Reporting and Government Fund Type Definitions*
- 7.2 [Northwest Commission on Colleges and Universities](#), Standards for Accreditation (revised 2010), *Standard Two – Resources and Capacity*



# Community Colleges of Spokane

**November 12, 2024**

## **ACTION TAB: 3 TENURE CONSIDERATION**

The Board of Trustees, as appointing authority, is ultimately responsible for granting or denying tenure for a probationary faculty member after having reviewed and given reasonable consideration to the information provided through and during the tenure process.

By the end of a probationer's eighth quarter of employment, or when otherwise recommended prior to the eighth quarter, (summers excluded), the board may:

- a. grant tenure.
- b. deny tenure.
- c. extend the probationary period for one, two, or three quarters, excluding summer quarter (where recommended by the applicable tenure review committee); or
- d. take no action, thereby granting de facto tenure.

The following probationary faculty members are appropriately before the Board of Trustees and awaits action as outlined above.

### RECOMMENDATION

Take the appropriate action to implement the Board of Trustees' tenure decision for the following probationary faculty members, presented here by.

#### GRANT TENURE

NAME	DEPARTMENT	COLLEGE
David Shotwell	Paralegal	SCC

#### DENY TENURE

NAME	DEPARTMENT	COLLEGE

Prepared by: Samantha Shelton  
 Executive Assistant to Chief Human Resource Officer  
 11.12.24

Presented by: Fred Davis  
 Chief Human Resource Officer

**ACTION: 120 DAY EXTENSION OF WASHINGTON ADMINISTRATIVE CODE (WAC) AMENDMENTS EMERGENCY RULEMAKING ORDER**

**BACKGROUND**

The changes to Title IX, released on April 19, 2024, required institutions of higher education to adopt student disciplinary procedures addressing sex discrimination, including sex-based harassment. The deadline for implementing this new rule was August 1, 2024. This rule required an update to the Standards of Conduct for Students WACs (Student Code of Conduct) to ensure prohibited conduct and procedures adequately protect the interests of the college community and the constitutional and procedural rights of individual students.

On July 29, 2024, the Board of Trustees, in response to the US Department of Education releasing its Final Rule under Title IX, approved an Emergency Rulemaking Order that made changes to the below listed WACs beginning August 1, 2024.

The Emergency Rulemaking Order is only valid for 120 days, which ends on December 2, 2024. CCS has begun the Permanent Rulemaking process, with a hearing and vote scheduled for the December 17, 2024, Board of Trustees meeting. Should the Board vote to approve the rules at that time, the permanent rules will become effective thirty days after the order is filed. Therefore, it is necessary to extend the Emergency Rulemaking Order to cover the intervening time.

CCS proposes to again adopt the emergency rules, extending the effective period for another 120 days beyond December 2, 2024 on the following Washington Administrative Code sections:

- 132Q-10-600 (Sex discrimination - Supplemental student conduct code and procedures - Order of precedence),
- 132Q-10-601 (Sex discrimination - Prohibited conduct and definitions),
- 132Q-10-602 (Sex discrimination - Jurisdiction),
- 132Q-10-603 (Sex discrimination - Dismissal and initiation of discipline),
- 132Q-10-604 (Sex discrimination - Prehearing procedure),
- 132Q-10-606 (Sex Discrimination - Presentation of Evidence),
- 132Q-10-607 (Sex discrimination - Initial order), and
- 132Q-10-608 (Sex discrimination - Appeals).

**Chapter 132Q-10 Standards of Conduct for Students**

Changes incorporate language from the United States Department of Education's Title IX Final Rule. The proposed changes are consistent with CCS Board Policy 3.30.01 on Non-discrimination/Anti-harassment Educational Programs.

Approved emergency rules are attached for board review. CCS has filed the CR-101 and CR-102 Proposed Rule Making forms with the Office of the Code Reviser. Should the Board approve the permanent rules after the public hearing on December 17, 2024, the final rules will become effective thirty days after the Board of Trustees' action.



## **RECOMMENDATION**

It is recommended that the Board of Trustees of Washington State Community College District 17 approve a 120 day extension to the emergency rulemaking order for the following Washington Administrative Code sections in accordance with the Title IX Final Rule: 132Q-10-600 (Sex discrimination - Supplemental student conduct code and procedures - Order of precedence), 132Q-10-601 (Sex discrimination - Prohibited conduct and definitions), 132Q-10-602 (Sex discrimination - Jurisdiction), 132Q-10-603 (Sex discrimination - Dismissal and initiation of discipline), 132Q-10-604 (Sex discrimination - Prehearing procedure), 132Q-10-606 (Sex Discrimination - Presentation of Evidence), 132Q-10-607 (Sex discrimination - Initial order), and 132Q-10-608 (Sex discrimination - Appeals).

Prepared by: Patrick McEachern  
Vice President of Student Affairs

Presented by: Patrick McEachern  
Vice President of Student Affairs

November 12, 2024

**REPORT: CHANCELLOR'S REPORT**

Presented by: Dr. Kevin Brockbank  
Chancellor, CCS  
November 12, 2024



## Business Office

### CFO

Our division successfully transitioned into the new academic year, ensuring a smooth start for both students and staff. The team was very busy at the start of fall quarter, and now our focus is on supporting districtwide priorities and planning for fiscal year 2025-26.

In response to the evolving financial landscape at the state level, we are reviewing our budget allocations and beginning discussions in preparation for the new biennial budget. Last month, we were notified by the State Board for Community and Technical Colleges (SBCTC) of a financial error by the Office of Financial Management (OFM). This information was shared with all CCS employees to explain the impact on the current year budget (FY25). Specifically, the \$28 million allocation error has an estimated impact to CCS of \$2.6 million this year. However, \$28 million is only a portion of the error. An additional \$19.7 million has been identified by OFM, for a total error of \$47.8 million. The combined impact on CCS is \$4.5 million (\$2.6 million + 1.9 million). CCS's initial plan is to use reserves to address the current year reduction of \$2.6 million. However, as we begin fiscal year 2025-26 budget planning, we must consider the full \$4.5 million as a permanent budget reduction.

In addition to the information from OFM, we have received **early** information regarding the 2025-2027 budget outlook for Washington State. The governor and the legislature use this economic information to prepare their biennial budget proposals. Simply put, revenue projections are not keeping pace with spending estimates. A recent report suggests a \$5.1 billion shortfall, primarily driven by new state spending. This is a very early report; however, it underscores the need for careful and intentional budget planning. The next state revenue forecast is scheduled for November 20, 2024, and OFM is working with the Governor's office to release the proposed 2025-27 biennial budget in December.

Based on the State's initial revenue projections and budget challenges, CCS is working on principles and guidelines for FY 2025-26 budget development. The guidelines and process will include a thorough assessment of the current budget including the availability of local resources. We will set clear objectives that define the goals of our process, and we will engage stakeholders throughout the process. The initial draft guidelines for consideration include:

- Avoid across the board reductions to the extent possible and implement strategic reductions to protect key priority areas.
- Evaluate the use of reserves to ensure one-time revenue is not used to address permanent budget reductions.
- Ensure local revenue assumptions are thoroughly reviewed and factored into the estimated budget gap.
- Identify long-term solutions to address the estimated impacts.
- Thoroughly evaluate spending and identify areas to reduce spending.
- Clearly communicate scope and impact of proposed reductions.

These guidelines reflect the initial conversations that will be discussed and further defined in the coming weeks. The Cabinet and the budget office will actively monitor the legislative processes, beginning with the release of the Governor's proposed 2025-27 biennium state operating and capital budgets and a budget update to the Trustees in December.

### Budget office

The budget team has been working on budget reporting to units and updating Budget Reports for the



current fiscal year. The District Managed Costs Committee (DMCC) has met in preparation for fiscal year 2025-26 budget development. The budget update presentation in December sets the stage for new year planning. The annual budget planning cycle below illustrates key actions and milestones that are included in the annual planning process.

Fiscal Year July 1 – June 30		
Date	Stakeholder(s)	Action(s)
July – Aug (Summer)	Fiscal staff	Close fiscal year and review operating results; implement new year budget
Sep – Dec (Fall)	Board, Cabinet Fiscal staff Advisory Committees	Develop planning assumptions, including tuition and fee rate setting, and budget priorities. Presentation: Budget/financial "lookback" to prior FY, update financial dashboards, engage stakeholder groups (e.g., BPAC, DMCC). Review planning schedule for the upcoming fiscal year's budget development process.
Jan – Mar (Winter)	Fiscal staff, Cabinet, College governance committees, College staff	Review prior year audit results. Monitor legislative process, receive budget proposals, evaluate proposals, develop fund balance estimates and reserve requirements. Colleges review and update strategic plans. Cabinet reviews and discusses unit strategic plans Preliminary allocation materials distributed Review tuition and fees proposals and planning schedule
Apr – May (Spring)	Various	Finalize budget allocations Budget preparation, review with constituents, obtain feedback, prepare budget recommendations for Cabinet approval and Board Review
June	Board, Chancellor, Fiscal staff	Budget presentation and adoption; publish budget information, upload budgets into <a href="#">ctcLink</a> , and update internal dashboards.

The Grants and Contracts team is providing fiscal support for several new grants this year, including the WA Student Achievement Council grant for emergency contraceptives, educational design lab and the Northwest Engineering and Vehicle Technology Exchange (NEVTEX) grant that focuses on training and certification for electric vehicle technicians. The grants team works closely with both colleges on the accounting and fiscal compliance for all grant and contract awards.

**Internal Control and Compliance**

Staff are responsible for and regularly advise on inquiries about the state ethics laws and use of public resources. Additionally, the director filed the Public Disclosure Report for 3<sup>rd</sup> quarter 2024 and finalized the College Bookstore request for information (RFI). The RFI process has resulted in numerous questions from potential vendors. Vendor responses are due on November 8, 2024. In support of the annual audit process and our internal control framework, staff have initiated surprise cash counts for the new fiscal year.

**Contracts Office**

Staff assisted with the following contracts and agreements.

- Clinical Affiliation agreements for SCC and SFCC students in clinical practicums:
  - Reliant Pro Rehab, LLC of Plano, Texas for the SFCC Physical Therapy Assistance Program.
- Contracts / Agreements finalized.
  - Completion of the DES audit of the number of CCS interns from the 2023-24 academic year.



- The drafting of a CCE instructional services contract with the City of Colville and Stevens County for Flagger certification training.
- SCC Nursing Program contract with Assessment Technologies Institute (ATI) for Nursing student resources.
- Office of Financial Management (OFM) approval of SCC's request to find a new Spokane Valley facility for adult education services.

### **Payroll and Benefits**

- Staffing costs for September and October included \$16.3M in gross earnings and \$4.5M in employer-paid taxes and benefits. Our current payroll consists of 345 full-time faculty, 370 adjunct faculty, 605 full-time and 219 hourly classified employees, 210 administrative/exempt employees, and 210 work-study students.
- Staffing changes – During the month, the department processed forty (40) employee separations, including eight retirements. The remaining separations were due to resignations, temporary hires, and dismissals.
- The benefits department supported the onboarding process for 59 new benefit-eligible employees. Additionally, 23 adjunct faculty members became eligible for benefits, effective October 1.
- The Public Employee Benefits Board (PEBB) open enrollment period for CCS benefit-eligible employees began October 28 and continues through November 25, 2024. The benefits department co-hosted the annual employee and retiree Benefits Fair with the Health Care Authority on October 29<sup>th</sup> at SCC. This event provides employees and retirees the opportunity to review benefit changes for the new plan year and to make benefit changes during the open enrollment period.
- Unclaimed property - From July 1, 2022, to June 30, 2023, fifty-two (52) payroll checks were uncashed or unclaimed by employees. Following up with the employees, the payroll department issued 22 replacement checks. To comply with state law (RCW 63.30), the remaining 30 uncashed checks were transferred to the WA State Department of Revenue (DOR) as unclaimed property. Employees will now need to file a claim with the DOR directly to receive those funds.

### **Financial Accounting and Reporting**

We successfully completed our Annual Comprehensive Financial Report (ACFR) audit with the State Auditor's Office (SAO), finishing on schedule in late October. The audit's field testing included requests from the Treasury, Student Finance, Accounts Payable, Fixed Assets, Grants, Payroll, and HR departments. Tiffany Henderson managed the coordination of this audit, facilitating requests from the SAO to the CCS team. She met with the SAO weekly, or as needed, to answer questions and provide support.

Tiffany is now shifting her focus from the ACFR audit to the Annual Financial Statement audit, collaborating with the CPA firm Davis Farr. She is currently gathering all requested documentation in preparation for the Fiscal Year 2023-24 Audited Financial Statements. Davis Farr will begin their field testing in January and is scheduled to complete the audit by mid- February.



### **Accounting Update**

The Office of Financial Management (OFM) recently issued a new directive (24A-05). This directive includes a change to the State's capitalization threshold, increasing it from \$5,000 to \$10,000 for assets acquired on or after October 1, 2024. Additionally, new travel [per diem rates](#), effective October 1, 2024, have been established. These new rates are updated in ctcLink for travel commencing on or after October 1, 2024.

### **Student Finance**

With the start of a new academic year and the initial months of fall quarter, the Student Finance department assisted with the disbursement of over 19 million dollars of financial aid awards to students. During this time, the department also completed two successful internal recruitments to better serve students and staff. Ken DelMese was promoted to a Fiscal Analyst 2 position and now oversees the Third-Party Contract billing. Ken previously held the role of Travel Coordinator in the Accounts Payable department. We're appreciative of all the work Ken has done to assist the staff at CCS and look forward to Ken's continued commitment to providing customer service and support for our students in his new role. Secondly, Arika Stickle was recently promoted to the role of Fiscal Analyst 4 / Student Finance Assistant Manager, following an internal recruitment process. Arika Stickle started her career with CCS as the Cashier Supervisor, and then promoted to a Fiscal Analyst 2 position in the district business office where she audited student accounts. In her role as the Student Finance Assistant manager, she will oversee the cashier's offices while also providing a high level of support to the Student Finance department and the colleges.غ

### **Accounts Payable**

With Ken DelMese transitioning to the Student Finance department, the Accounts Payable department has successfully completed the recruitment process to fill his vacancy. We are pleased to announce the addition of Stephanie Krauel as our new Travel Coordinator. Stephanie is an SCC graduate who furthered her education at WSU Pullman, studying Hospitality Management. Stephanie is currently employed at Spokane Public Schools and brings valuable experience from her work in the hospitality industry in Seattle and New York, where she coordinated travel for key stakeholders and hotel guests. Stephanie will join us on November 18.

### **Purchasing**

The Purchasing department successfully negotiated a new snack vending contract with Empire Vending. Eighteen snack machines have been installed at various campus locations; additional machines may be added depending on building interest and ability to sustain sales. Transition to a new vendor has been positive so far.

Additionally, we have a new food service contractor in the Student Center at SFCC. Café@thefalls, by "Have Beans will Travel," offers great coffee and a variety of new menu items.

### **Public Records**

The Public Records desk reviewed nearly 45,000 emails this last year.



- Great job to the CCS staff, as emails across the campuses are consistently professional.
- As a reminder, there are no expectations of privacy with emails and nearly all information and attachments are subject to release. If you write it an email, or if you attach it to an email, it will most likely be released to the requestor of public information.

Prepared by: Dr. Linda McDermott  
Chief Financial Officer  
November 12, 2024



## Institutional Advancement Division Updates

### Rebrand Update

Four weeks after the Board of Trustees voted to approve the rebrand, it was revealed to Spokane Colleges employees at the Chancellor's Town Hall meeting on October 10 with a video developed by the Marketing and Communications team. The video generated much enthusiasm and the campuses are excited for the brand launch in January 2025. A weekly brand e-newsletter has been created to help with internal communication and the team is busy accepting orders for rebranded materials, updating a wide variety of materials and preparing to implement a long list of marketing and communication activities to support the launch. The rebrand's strategic communications and marketing plan focuses on four key audiences: 1) employees, 2) community leaders and partners, 3) alumni and donors, and 4) students. Rebrand roll-out planning is underway using a four-phased approach with anticipated completion by the end of the 2025/2026 academic year.

### Marketing Update

In addition to all the January brand launch planning and preparation, the marketing team has had a busy Fall with 250+ regular marketing requests since July 1. These include flyers, brochures, postcards, forms, vehicle graphics, advertising, quarterly student activity calendars for both SCC and SFCC, as well as Music, Drama and Art Gallery promotional materials for SFCC.

The team received the final file assets and new Brand Style Guide on October 25. The team is reviewing, re-naming and organizing everything for distribution. There are 31 folders with 463 files. The graphic designers are creating templates for business cards, name tags, letterhead, etc. In addition, they are creating marketing pieces to communicate the new brand with important stakeholder audiences including community leaders, high school counselors, students returning for winter quarter, alumni and the general public. There is a lengthy list of items to update by January. All marketing and outreach materials for Winter Quarter will reflect the new brand elements.

We have shared the new brand elements and usage standards with the Bookstore team, the Athletics apparel provider, NBS Promos and ALSC architects (Lodge interior design). Marketing is updating general campaigns with the new brand for Running Start which begins in mid-January, transfer student campaign which begins in February, and Career and Technical Education campaign which begins in March.

#### Current Marketing campaigns -

- Marketing is running campaigns this Fall recruiting students for Adult Basic Education Career Services, ACT2 classes, and the Tech Ed recruiting event on 11/13.
- Halftime sponsor with SWX for every high school football and basketball games on SWX. Targeting families who watch high school sports and are considering where their child will be continuing their education after high school.
- Working with Chantel Black, Director of Admissions and Registration at SCC, to target over 7,000 students who have applied but never enrolled in order to get them registered for Winter Quarter. By geofencing student addresses, marketing is delivering digital ads with reminders of next steps designed to complement the CRM emails also being delivered to the same group of





potential students. We will track the results and adjust the campaign as needed to successfully recruit this group in the future.

- Creating monthly ads for both SCC and SFCC shown on the NextGrad displays at the following six high schools in Spokane, WA:
  - East Valley High school
  - Mt. Spokane High School
  - Mead High School
  - Shadle Park High School
  - Rogers High School
  - Lewis and Clark High School
- Completed a smaller campaign using Google drip ads and geofencing industrial parks to recruit potential students who might be interested in Electronics, Machining, or Robotics fields. This campaign generated a high level of engagement with a click through rate of 47.46% and 47 phone inquiries.
- Completed targeting multiple local Amazon locations generating 156 clicks resulting in several new students through the Amazon Career Choice program.
- Ran a small campaign to raise awareness of the SCC Bachelor of Applied Science - Respiratory Care degree – “Breathe life into your career as a Respiratory Therapist” which generated 10,426 qualified clicks delivered to the landing page and 248 phone calls from Google ads.

### CRM Update

SCC and SFCC continue to make great use of the CRM’s Recruitment suite tools! Both colleges are working to build out further email and text communications, some of which are being transitioned to the CRM from other tools, and some that are new to the colleges’ communication plans.

Additionally, great work has been happening in the effort to move paper applications for competitive/selective entry programs at both colleges into online processes through the CRM. At SFCC, the Occupational Therapy Assistant (OTA) and Physical Therapist Assistant (PTA) applications were fully online for their Fall 2024 cycle, and we are building upon last year’s success to make enhancements for their Fall 2025 cycle. At SCC, the first online application feeding into the CRM is Practical Nursing, which is launching for their Winter 2025 cohort shortly as of this writing. Kudos are due across the district to CRM users, as well as CRM Managers and leads, for the consistent and increasing use of the CRM to manage recruitment activities!

Throughout the summer, we planned and organized the work to make CRM data available on Institutional Research (IR) accessible servers. Courtesy of Institutional Technology (IT), the data is now landing on those servers, which wraps the project. Triage and improvements will take place as they’re identified.

We have been working to scope out the CRM’s Retention suite tools and look forward to beginning implementation soon with the highest priority tools. This work is happening with full awareness and in

tandem of the state's student success software tool that is being procured and will be implemented. The first capabilities we plan to bring online are more data integrations between the CRM and ctcLink to allow for further email and text campaigns, and an early alerts tool. We look forward to starting implementation sessions with our CRM vendor in the coming weeks.

### **Foundation Update**

The CCS Foundation met the challenge given to us by Numerica to raise \$10,000 for our Adult Education Center food pantry, which is run by the Foundation. We met the challenge and pivoted quickly to also raise money via our new crowd-funding platform for basic infrastructure needs at the Apprenticeship Center.

We also ran our annual Leadership Campaign, which resulted in 100% of all Foundation Board and CCS Cabinet members making a gift in support of our students. The Foundation staff had reached 100% participation back in July. Overall, 75% of our CCS leadership – CCS Trustees, Foundation Board, CCS Cabinet and CCS administrators – have made a gift to the Foundation so far this year.

From the Leadership Campaign, we quickly pivoted to our annual CCS Employee Campaign, which ran from Oct 7-11.

On October 24 the Foundation celebrated with and thanked our major donors at the 2<sup>nd</sup> annual President's Reception, hosted by Foundation Board President, Kathy Pearson. We again held the event at Orlando's and showcased student Nico Becker.

### **Communications Update**

The National Council for Marketing and Public Relations (NCMPR) (Community Colleges) hosted its Annual District 7 conference in Spokane. District 7 includes Alaska, Idaho, Montana, Oregon and Washington.

CCS played a prominent role in hosting, marketing, and leading the three-day conference. Employees Jeff Bunch and Emily Trivison were conference co-coordinators and Emily also served as Medallion Award co-coordinator.

CCS also had representation at the podium with presenters Dr. Lori Hunt and District CRM team leads Erin Mitchell and Karly Ramsey.

- Dr. Hunt's topic was: "Unveiling the Power of 'Why': Storytelling as a Path to Purpose and Connection"
- Erin & Karly's topic was: "CRMocracy: Campaigning Your Governance for Organized Recruitment Efforts"

The CCS Marketing and Communications team was recognized with six awards of excellent in the Medallion awards, including Gold for best short video!



**VIDEO SHORTS**

- **Gold** Community Colleges of Spokane (Serenity Haines)

**DIGITAL ADVERTISEMENT**

- **Bronze** Community Colleges of Spokane (Tri-County campaign)

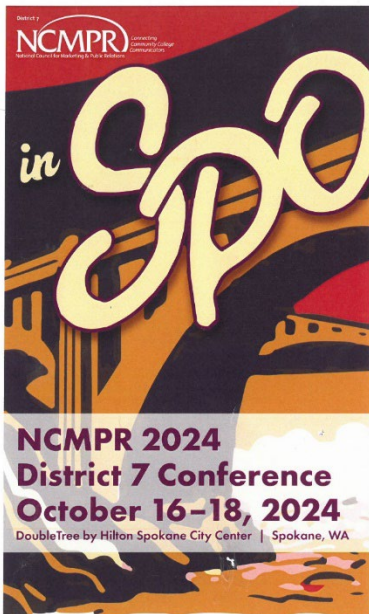
**WILD CARD**

- **Bronze** Community Colleges of Spokane (CRM branding)

**EXCELLENCE IN WRITING (Short-Form Long-Form)**

- **Silver** Community Colleges of Spokane
- **Bronze** Community Colleges of Spokane
- **Bronze** Community Colleges of Spokane

CCS also commissioned SFCC alum Chris Bovey to create the district artwork:



Prepared by: Melanie Rose  
Chief Institutional Advancement & External Affairs Officer  
November 12, 2024

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**Office of the Chief of Staff & Strategy****Chief of Staff & Strategy Updates**

- Work is ongoing to close out the 2021-2025 strategic plan while also preparing for the next one. The Request for Proposals (RFP) to select a vendor for strategic plan facilitation opened on Monday, November 4, and will close on November 22, 2024.
- Spokane Colleges is partnering with Whitworth University to create transfer pathways. Whitworth University has agreed to offer Spokane Colleges transfer students who have completed an AA degree with a GPA of 3.4 or higher a minimum academic scholarship of \$25,000 per year.
- The Director of Tribal Relations search continues with the first round of interviews completed. Final interviews will commence in mid-November with an anticipated start date in December.
- The implementation of the new Spokane Colleges catalog through CourseLeaf has begun, transitioning from the previous Kentico software. The CAT project is expected to be completed in time for catalog publishing in summer 2025. Once this work is finished, we will begin implementing the CourseLeaf Curriculum Management Software (CIM) to enhance course and program management across the district.
- Spokane Colleges' participation in the Limitless Postsecondary Enrollment Learning Network is entering the second year of a four-year, \$100,000 grant in partnership with Mary Walker School District. This partnership focuses on improving postsecondary transitions through community outreach, data collection, and college and career exploration. First-year accomplishments included gathering data on postsecondary perceptions from students, staff, and the community, organizing campus visits to SCC and SFCC, and conducting outreach and engagement activities at Mary Walker High School. In the second year, we plan to establish a data-sharing agreement, develop course articulations for dual credit, and continue offering opportunities for students and families to engage in college and career exploration. Core team members include Dr. Lori Hunt, Guillermo Espinosa (SCC), Cynthia Vigil (SFCC), Superintendent Todd Spears & Counselor Joe Garza from Mary Walker School District.

**District Institutional Research**

- The Economic Impact Survey that is being compiled by Lightcast is in the final stages of completion and we expect to have a final report ready to distribute for the December board meeting.
- The IR team is updating our Data Sharing Agreement with Spokane Public Schools (SPS) to enable our campus Career and Technical Education (CTE) teams to access SPS data. This access will help our teams better support students and facilitate their transitions to Spokane Colleges.
- The Integrated Postsecondary Education Data System (IPEDS) reports for Spokane Colleges were submitted in October. IPEDS is a set of interrelated surveys conducted annually by the U.S.

Department of Education’s National Center for Education Statistics (NCES), collecting information from every college, university, and technical or vocational institution participating in federal student financial aid programs.

**District Grants**

<b>District</b>	<b>SCC</b>	<b>SFCC</b>
Preparation for the WA DNR Community Forestry Assistance grant to conduct a campus tree assessment	Tech Ed applied for the Dept. of Labor Strengthening Community Colleges grant.	SFCC Learning Support is applying for State of WA Collegiate Recovery Support Initiative Readiness Funds for students in recovery
	Tech Ed is applying for the Dept. of Energy CTE CHIPS Challenge Prize.	Considering applying for a Behavioral Health Workforce Ed grant from Health Resources & Services Admin.
	Tech Ed is applying to be a subaward on SBCTC’s EPA Environmental and Climate Justice Community Change consortium grant (EV/diesel focus).	SFCC <b>awarded</b> a grant from Associated Garden Clubs of Spokane for the community garden
	Extended Learning is applying for the USDA Rural Business Development Grant early next year.	
	Application submitted for the WA ESD Career Connect WA Program Builder Round 13 for rural expansion of high school summer STP.	
	SCC was <b>awarded</b> the WSAC-Emergency Contraception Vending Machine grant.	

Prepared by: Dr. Lori Hunt  
 Chief of Staff & Strategy  
 November 12, 2024

### General Services Division



#### CGSO Employee Highlight

This month, we're excited to feature Tyler Ables in our Employee Highlight for the General Services Division. Tyler serves as the Security Operations Supervisor for the SCC Office of Campus Security (OCS). He joined SCC Security full-time in 2010, after initially working as a part-time security officer and a work-study officer and sergeant since 2008. Tyler also dedicated time as a reserve officer for the Spokane Police Department and the Saint Mary's Police Department. Throughout his tenure, Tyler has played a crucial role in shaping our current OCS. He is now focused on guiding OCS into the future by training and developing our new officers. Tyler truly embodies the best of our office.

#### Capital Planning & Development

The ongoing capital projects at SCC and SFCC are focused on enhancing campus security and infrastructure. Notably, campus security upgrades are being managed by Integrus Architecture and Summit Engineering.

At SCC, the installation of exterior cameras by Peterson Electric was completed on October 15, 2024. Interior camera work, handled by Security Solutions NW, began on October 24, 2024, with an expected completion date of February 2, 2025. Additionally, access controls initiated on July 19, 2024, are projected for completion by January 3, 2025, and are currently 75% complete.

For SFCC, a comprehensive security upgrade, including exterior and interior cameras and access controls, started on August 14, 2024, with an anticipated completion date of April 5, 2025, and is currently 40% complete.

In parallel, a Campus Safety Study led by Integrus Architecture is being conducted to assess campus lighting and perimeter security barriers. This study aims to create a budgetary estimate and funding request associated with Congressional Directed Spending. It is informed by a comprehensive report from Jovonna Dunbar, SFCC Security Operations Supervisor, which analyzed incident trends, identified environmental challenges, and recommended best practices for enhancing campus safety. The programming and review phase is scheduled for November 2024 to January 2025, with reporting expected in February 2025.



## Your complete physical security suite, from cloud to on-prem

Secure, scalable and flexible, Avigilon Alta and Avigilon Unity create extensive physical security solutions. Spanning both cloud-native and on-premise video security and access control - no matter your industry, location, requirements or complexity - we can meet you where you are to help keep your people, property and assets safer.

Another significant initiative is the **Lodge Renovation Project**, aimed at transforming the SFCC lodge for district administrative functions, including the Chancellor's suite and various departmental offices. This project is being led by ALSC Architects, with a **design agreement executed on September 3, 2024**. The guiding principles emphasize engagement with campus life, respect for history while embracing modernity, fostering innovation and collaboration, enhancing recruitment and retention through community building, ensuring a safe and approachable environment, and promoting departmental synergy and flexibility. The project is currently in the Design Development Phase, with the selection of a General Contractor/Construction Manager concluding in late October 2024. The three general contractors under consideration are Baker, Bouten, and Garco. **The contract was formerly awarded to Baker Construction on October 31, 2024**. The tentative schedule outlines design completion by May 2025, permitting in July 2025, **construction starting in August 2025, and completion by October 2026**. Overall, these initiatives aim to create a safer, more innovative environment for students and staff across the campuses.





See Capital Project DOT report under consent agenda items for status of all other Capital Projects.

### **Sustainability/Energy Conservation**

The organization is actively pursuing multiple sustainability initiatives aimed at enhancing energy efficiency and reducing carbon emissions across its campuses. One of the key projects is Fleet Electrification, where the team has joined a cohort for Fleet Decarbonization Accelerator Training to develop strategies for transitioning from internal combustion engine vehicles (ICEVs) to electric vehicles (EVs) in compliance with current and future legislation.

Additionally, the organization has secured a grant from the Department of Commerce to support the installation of Electric Vehicle Charging Stations. This project will include the addition of three stations with six ports for faculty and staff use, as well as five stations with ten ports designated for fleet use at SFCC. At SCC, five stations with ten ports for fleet use will also be added.





To further promote energy efficiency, the organization is implementing the Building Operator Certification (BOC) program, which trains staff to identify practical, low-cost solutions within existing systems. This program aims to develop preventive maintenance strategies that enhance the building environment and extend equipment lifespan.

In collaboration with other CTC colleges, the organization has joined the ISO 50001 Ready Program, which guides facilities in implementing ISO 50001-based energy management systems. This initiative, led by the US Department of Energy, will enable the organization to adopt best practices in energy management, fostering a culture of continuous improvement and sustainable savings.

Efforts are also underway to ensure compliance with the Clean Buildings Act. The team is working with an energy consultant to compile necessary submission requirements and is organizing a fixed asset database for energy-consuming equipment while developing sustainable operation and maintenance plans.

To support these initiatives, a Sustainability Specialist (Program Specialist 3, Non-Permanent) will be hired. This position will focus on various projects, including campus composting, where the team will explore on-site diversion strategies and potential collaborations for fertilizer use. A recycling initiative will be developed to enhance training programs, signage, and cost savings calculations. The Electric Vehicle Adoption Leadership (EVAL) certification program, known as Charge@Work, will focus on monitoring EV usage and uptime, engaging the campus community, and researching grant opportunities.

Furthermore, the organization will implement an analytics dashboard to monitor energy usage and manage utility bills effectively. A Sustainability Program Trainer will also be appointed to facilitate training sessions for staff and students, collect feedback on sustainability efforts, and drive the organization's sustainability goals. Through these comprehensive initiatives, the organization aims to create a more sustainable and energy-efficient campus environment.

### **District Facilities**

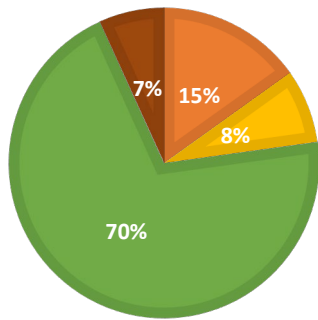
Below is the maintenance data for October 2024. This data paints a picture of the accomplishments of our maintenance and operations staff assigned to each campus and is pulled from our Computerized Maintenance Management System (CMMS) platform, MegaMation.

Significant highlights between August and October data. Trends are indicative of the increased occupancy resulting from the end of summer break and the beginning of fall quarter:

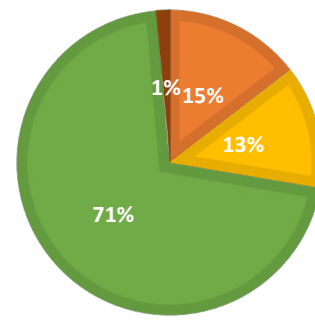
- 95% increase in repair work orders at SCC.
- 60% increase in repair work orders at SFCC.
- SCC closed double the amount of BIRs compared to August.
- Majority of facility labor hours for both campuses were spent towards BIRs.
- 76% increase in safety work orders at SCC.

Spokane Community College			
WORK ORDER TYPE	QTY	HRS	LABOR \$
Repair Work Orders	156	322.21	\$ 17,864.39
Preventive Maintenance	123	163	\$ 8,715.45
Building Improvements	39	1497.5	\$ 83,227.81
Safety Work Orders	44	144.1	\$ 8,293.59
<b>TOTALS:</b>	<b>362</b>	<b>2126.81</b>	<b>\$ 118,101.24</b>

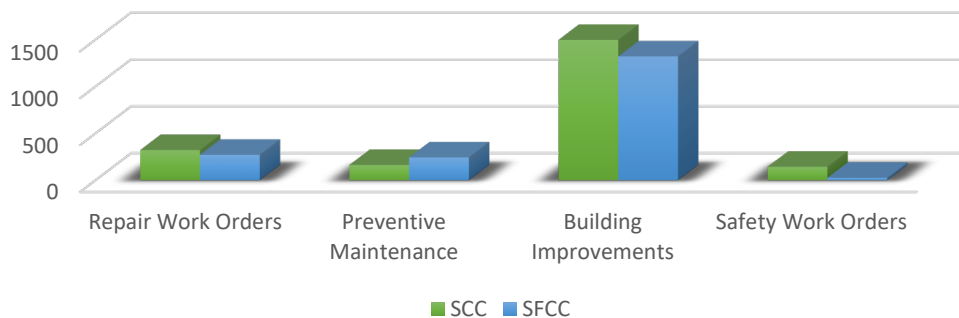
Spokane Falls Community College			
WORK ORDER TYPE	QTY	HRS	LABOR \$
Repair Work Orders	128	271.5	\$ 15,143.72
Preventive Maintenance	118	243.75	\$ 11,972.98
Building Improvements	9	1321.3	\$ 72,077.69
Safety Work Orders	16	26	\$ 1,450.35
<b>TOTALS:</b>	<b>271</b>	<b>1862.55</b>	<b>\$ 100,644.74</b>

**HOURS PER WORK ORDER TYPE**


■ Repair Work Orders    ■ Preventive Maintenance  
■ Building Improvements    ■ Safety Work Orders

**HOURS PER WORK ORDER TYPE**


■ Repair Work Orders    ■ Preventive Maintenance  
■ Building Improvements    ■ Safety Work Orders

**HOURS PER WORK ORDER TYPE**


### Office of Campus Security

The Office of Campus Security is dedicated to fostering a safe atmosphere for our students, faculty, and staff, and below is a summary that outlines key events, collaborative efforts with local law enforcement, and trends observed on campus for the month of October.

In early October, the FBI-Seattle alerted us to potential nationwide active shooter swatting incidents targeting college campuses. In response to this intelligence, we implemented a precautionary approach, advising all personnel to treat any calls of this nature as legitimate threats until further assessment could confirm otherwise. Thankfully, our campus did not receive any such calls during this period.

Additionally, our Office of Campus Security collaborated with the Spokane Police Department to address a concerning trend of thefts occurring in locker rooms and unsecured storage areas within athletic facilities at both campuses. This investigation is ongoing, and the identity of the suspect remains unknown. On October 23, 2024, we issued a warning to the campus community, providing details about the incidents and urging vigilance among students and staff.

Throughout October, a total of 143 incident reports were filed. Noteworthy events included:

**SFCC:**

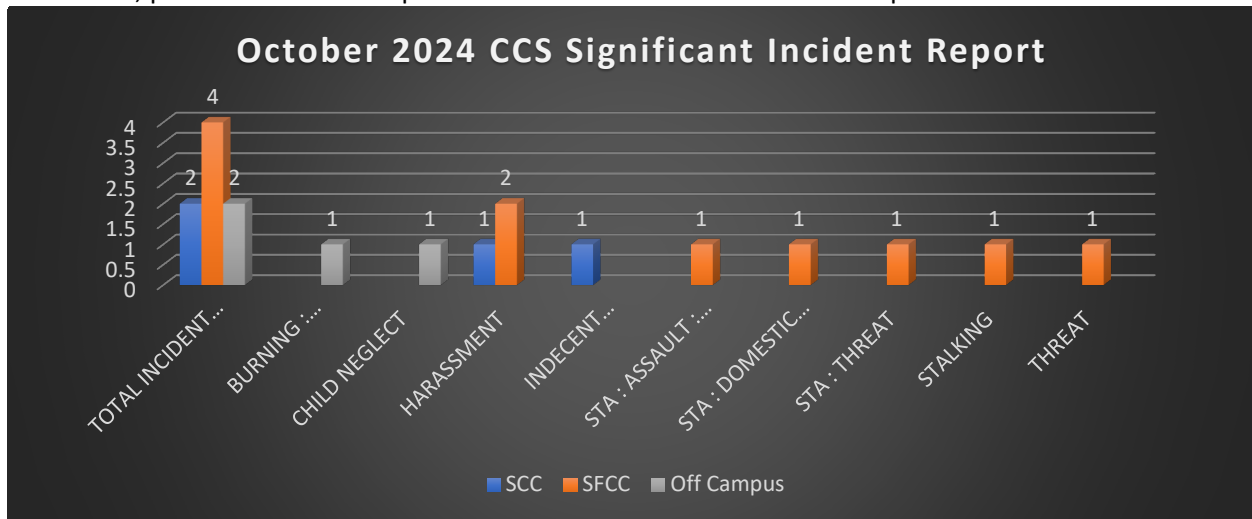
- **Stalking:** A student reported being followed and harassed by another student on campus.
- **Harassment:** A staff member disclosed receiving threatening emails from a former student.
- **No-Trespass Order:** A two-year no trespass order was issued to a non-student who exhibited disruptive behavior and engaged in disorderly conduct.

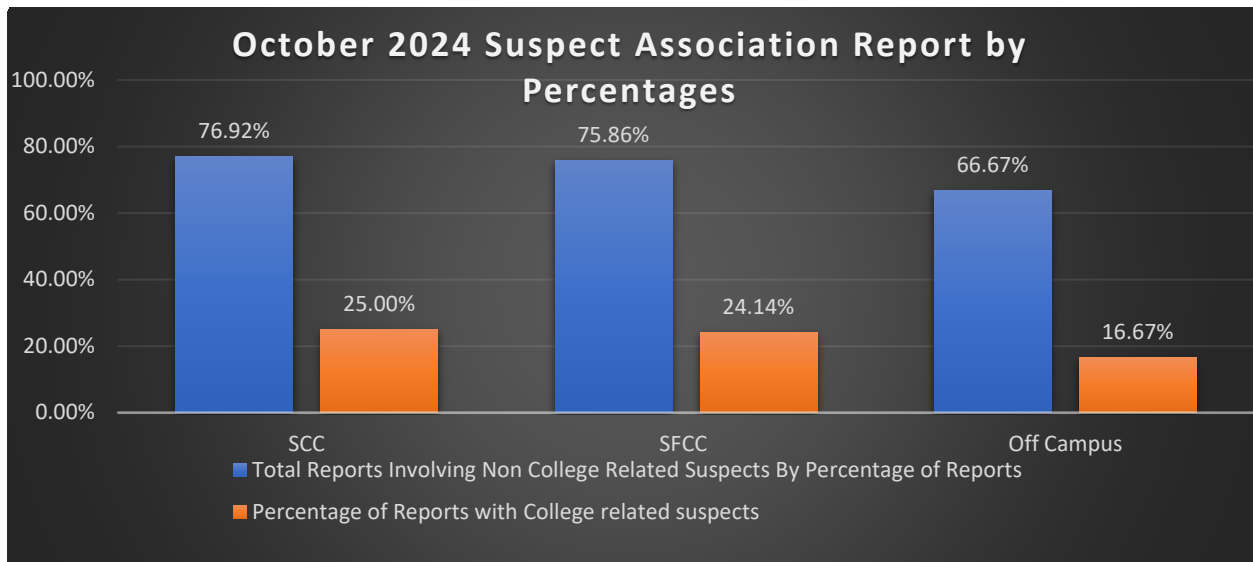
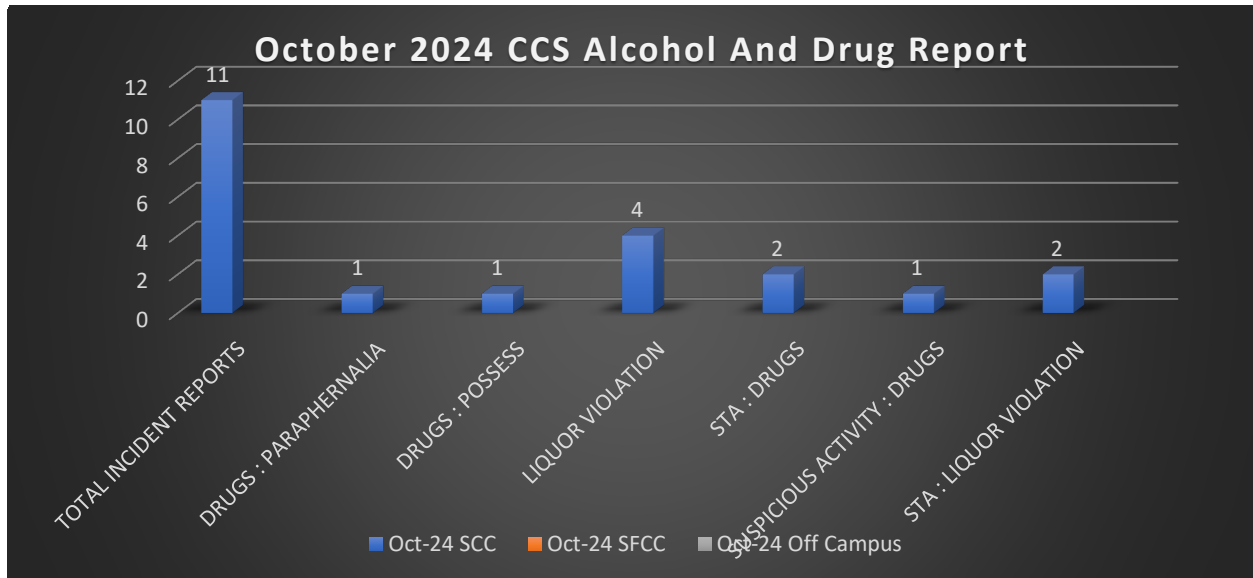
**SCC:**

- **Harassment:** A student reported harassment from another student.
- **Indecent Exposure:** A non-student associated with the STA exposed himself at the Transit Station while urinating.

Analysis of the incident reports reveal that approximately 75% of criminal activity on our campuses is classified as non-college related, with disturbances often linked to STA traffic.

For details of incident and field reports submitted by our Office of Campus Security team for the month of October, please refer to the reports included at the end of the CGSO Report.





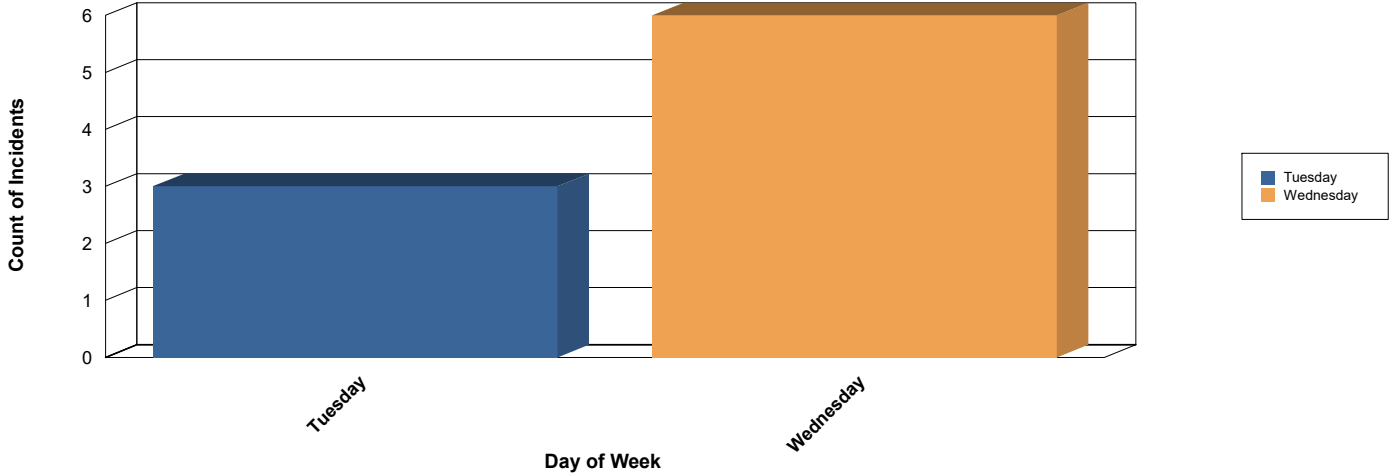
#### Environmental Health & Safety

The summary report for October regarding CCS accidents and illnesses has not yet been published. In September 2024, the Environmental Health and Safety (EH&S) office documented a total of **13 accidents and illnesses**. While the majority of these cases were related to employees, it is important to note that one student experienced a seizure during class in Building 27 at SCC.

# Community Colleges of Spokane

**SCC WEEK-LONG INCIDENT REPORT** Statistics from: 10/29/2024 12:00:00AM to 11/4/2024 11:59:59PM

## Count of Incidents by Day of Week



<b>Tuesday</b>				
10/29/2024 0944	SCC CR2024-0569	COLLISION REPORT	SPOKANE COMMUNITY COLLEGE : OUTSIDE : PARKING LOT 17	R. GENTRY
Specific Location:	NORTH SIDE OF PARKING LOT 17			
10/29/2024 1106	SCC CR2024-0568	RECKLESS DRIVING	SPOKANE COMMUNITY COLLEGE : OUTSIDE : PARKING LOT 20	A. BERNAL
Specific Location:	SOUTH OF BUILDING 16			
10/29/2024 1329	SCC FR2024-000316	**SUSPICIOUS - ACTIVITY	SPOKANE COMMUNITY COLLEGE : OUTSIDE : RIVER ROAD	R. GENTRY
Specific Location:	NORTH OF BUILDING 28			

**Total Count for Tuesday : 3**

<b>Wednesday</b>				
10/30/2024 0000	SCC CR2024-0573	LIQUOR VIOLATION	SPOKANE COMMUNITY COLLEGE : BLDG 006 LAIR	J. BRICKNER
Specific Location:	ROOM 0115L (MEDITATION ROOM)			
10/30/2024 0000	SCC CR2024-0573	PUBLIC DISTURBANCE	SPOKANE COMMUNITY COLLEGE : BLDG 006 LAIR	J. BRICKNER
Specific Location:	ROOM 0115L (MEDITATION ROOM)			
10/30/2024 1013	SCC CR2024-0570	SUSPICIOUS ACTIVITY : VEHICLE	SPOKANE COMMUNITY COLLEGE : OUTSIDE : PARKING LOT 08	T. VANWEERDHUIZEN
Specific Location:	DISABLED PARKING STALL OUTSIDE OF THE NW ENTRANCE TO B-9			
10/30/2024 1112	SCC CR2024-0571	TRAFFIC : INFRACTION	SPOKANE COMMUNITY COLLEGE : OUTSIDE : RALPH	A. BERNAL
Specific Location:	RALPH/AUGUSTA			
10/30/2024 1852	SCC CR2024-0572	STA : LOITERING	SPOKANE COMMUNITY COLLEGE : STA BUS STOP	S. WEEKS

Specific Location: PARKING LOT #1  
10/30/2024 1852 SCC CR2024-0572 SUSPICIOUS SPOKANE COMMUNITY S. WEEKS  
ACTIVITY : VEHICLE COLLEGE : STA BUS STOP  
: PROWL

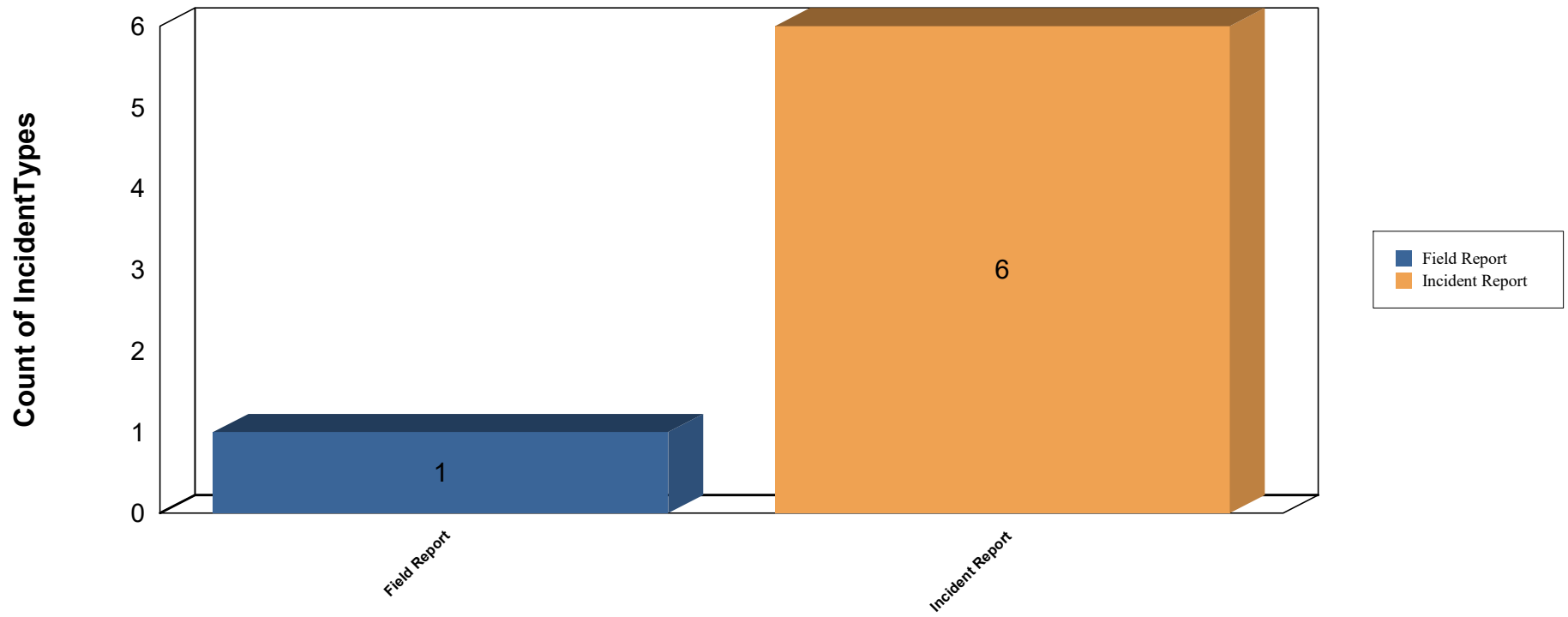
Specific Location: PARKING LOT #1

Total Count for **Wednesday** : 6

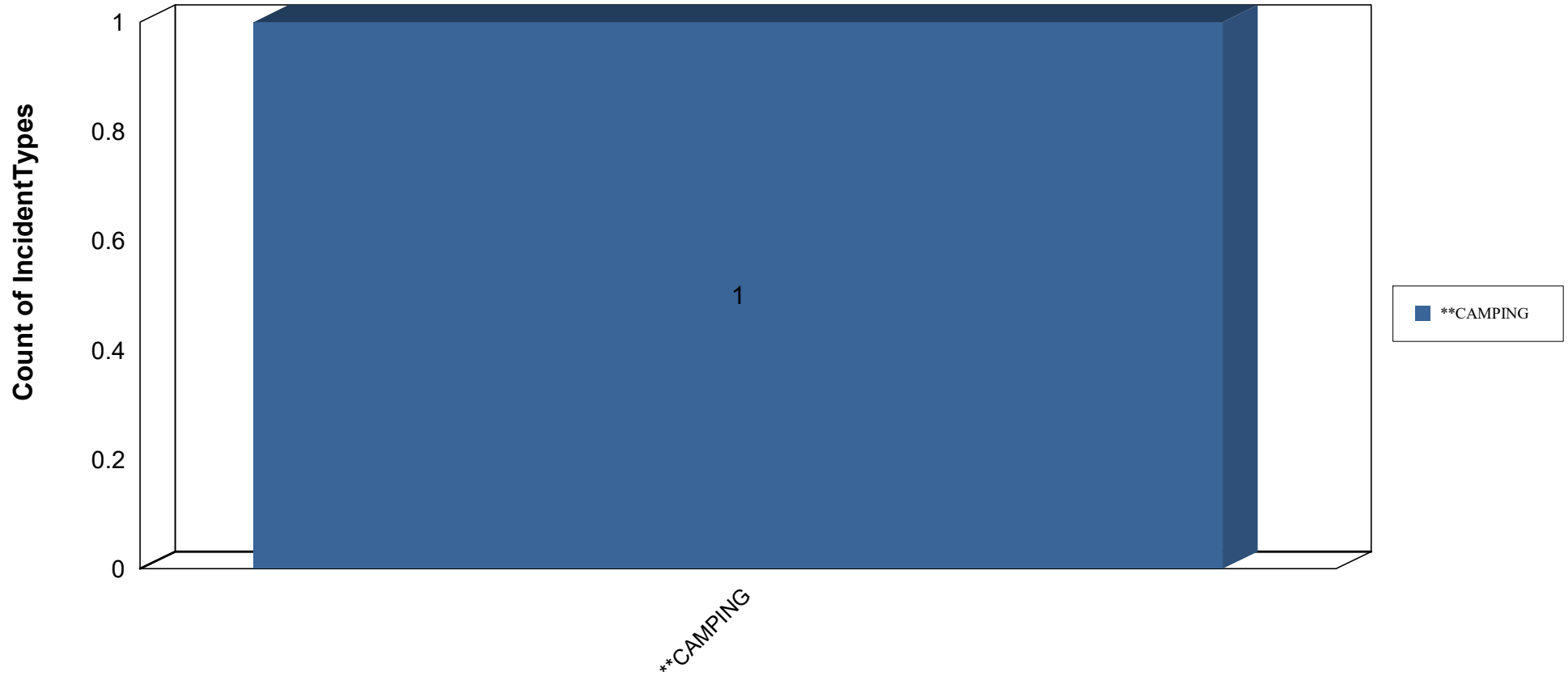
**Total Number of Incident Types : 9**

**Total Number of Reports : 4**

### Count of Reports Completed



# Count of Incident Types

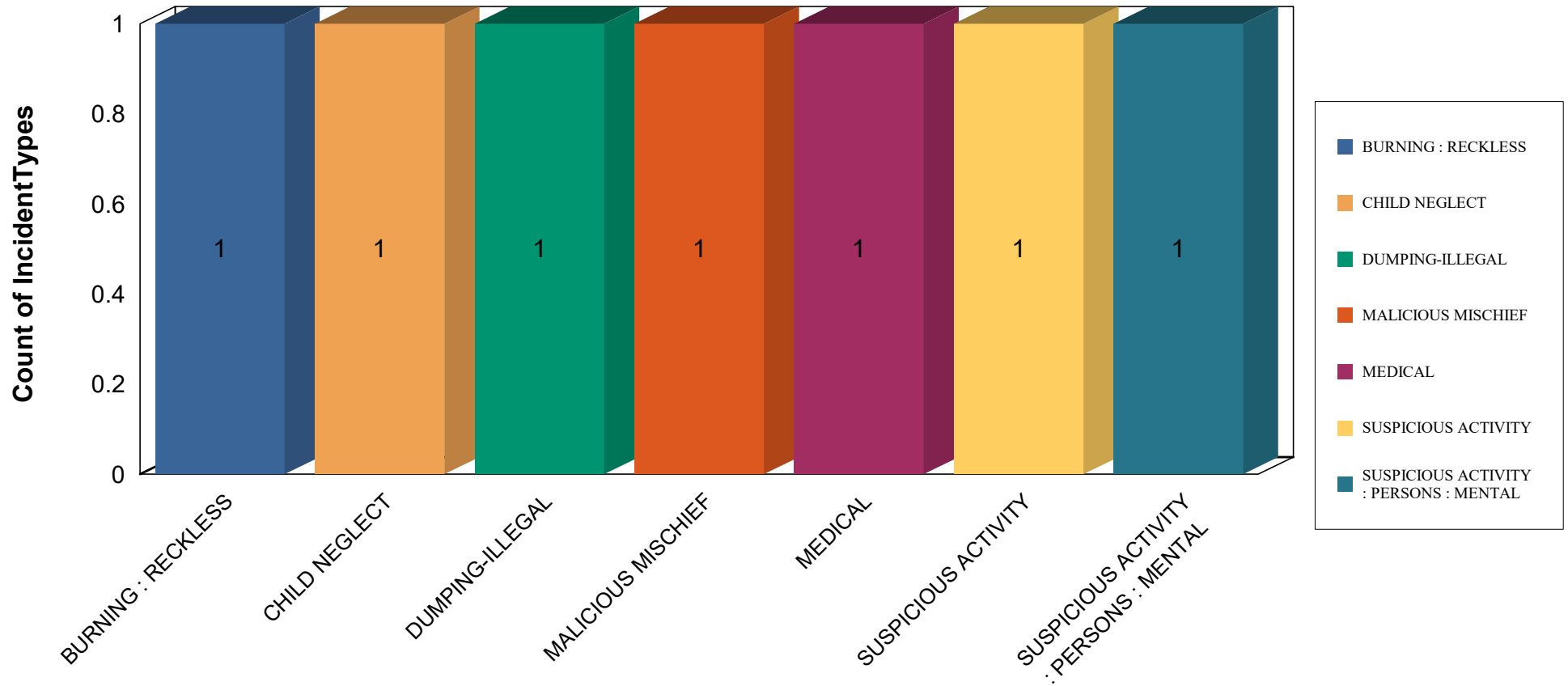


100.00% # of Reports: 1 Field Report \*\*CAMPING

**Grand Total: 100.00% Total # of Incident Types Reported: 1 Total # of Reports: 1**



# Count of Incident Types



14.29% # of Reports: 1 Incident Report BURNING : RECKLESS

14.29% # of Reports: 1 Incident Report CHILD NEGLECT

14.29% # of Reports: 1 Incident Report DUMPING-ILLEGAL

14.29% # of Reports: 1 Incident Report MALICIOUS MISCHIEF

14.29% # of Reports: 1 Incident Report MEDICAL

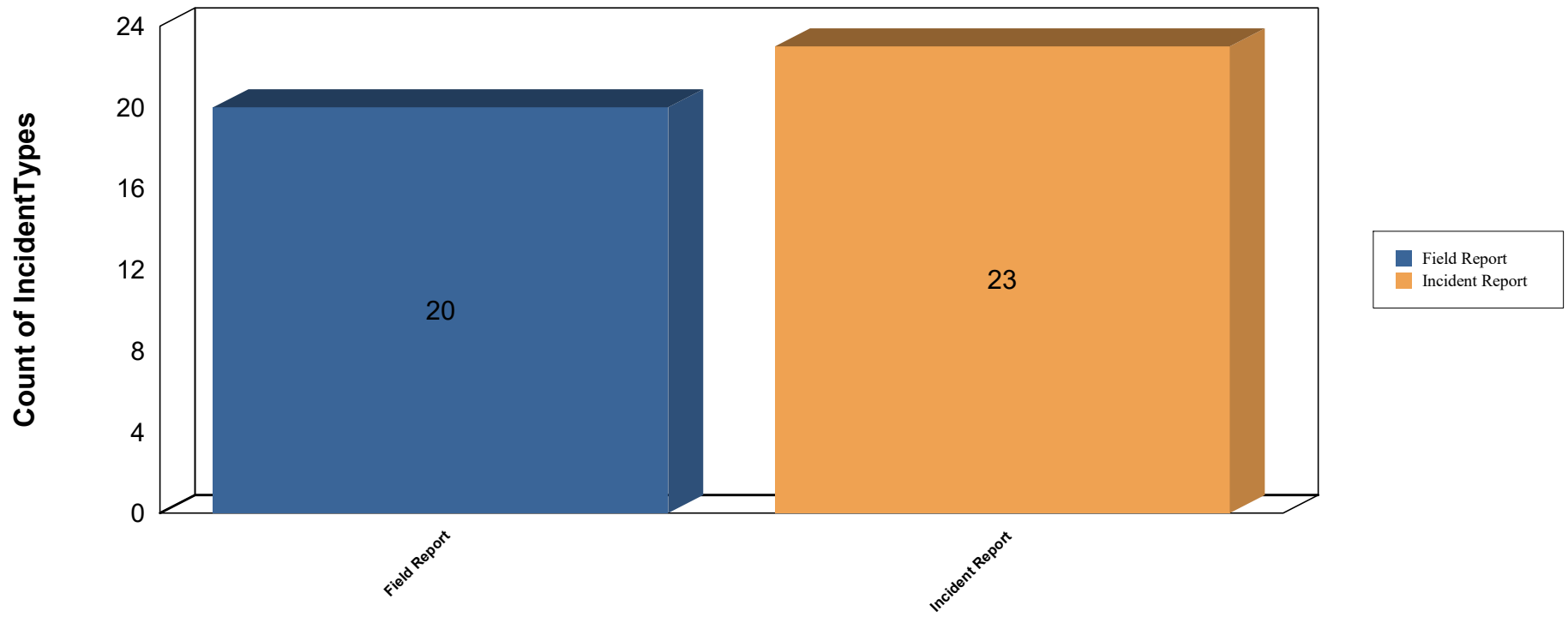
14.29% # of Reports: 1 Incident Report SUSPICIOUS ACTIVITY

14.29% # of Reports: 1 Incident Report SUSPICIOUS ACTIVITY : PERSONS : MENTAL

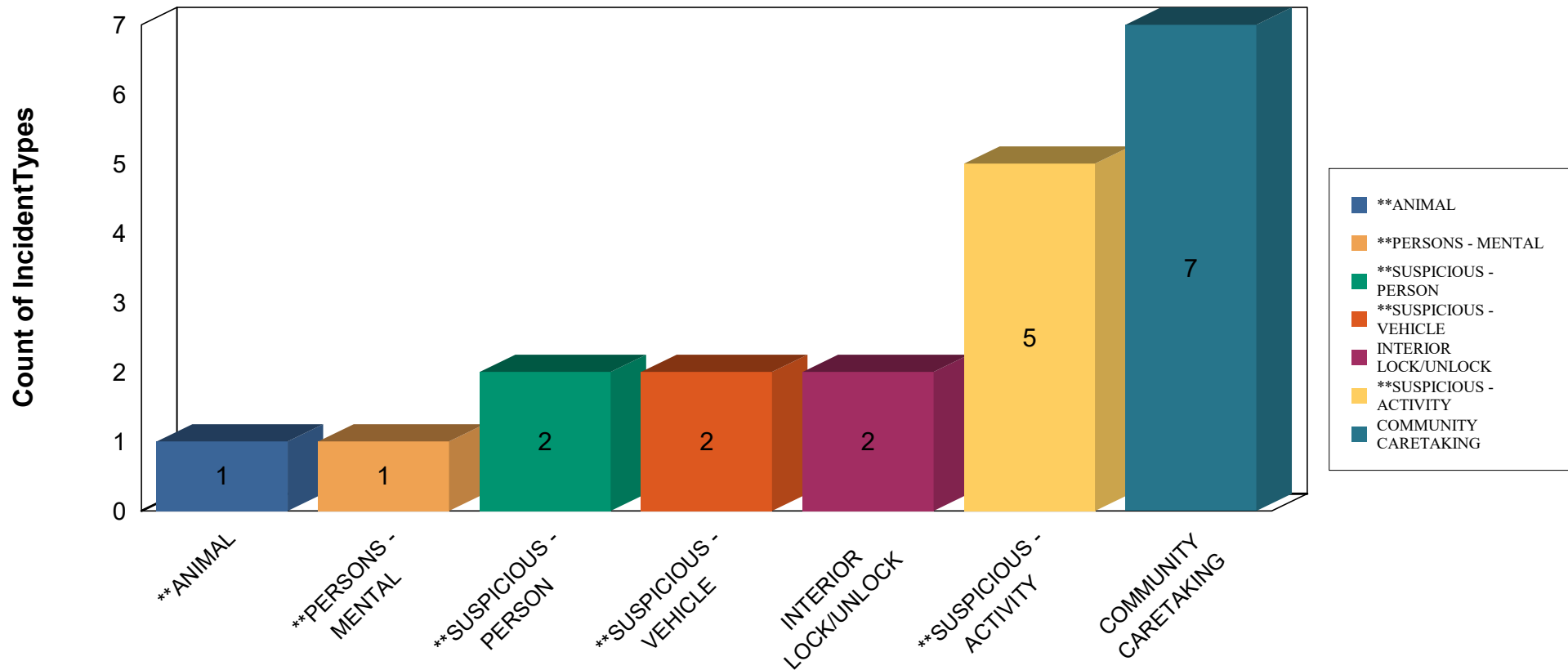
**Grand Total: 100.00% Total # of Incident Types Reported: 7 Total # of Reports: 6**

Grand Total: 100.00% Total # of Incident Types Reported: 8

### Count of Reports Completed



# Count of Incident Types



5.00% # of Reports: 1 Field Report \*\*ANIMAL

5.00% # of Reports: 1 Field Report \*\*PERSONS - MENTAL

10.00% # of Reports: 2 Field Report \*\*SUSPICIOUS - PERSON

10.00% # of Reports: 2 Field Report \*\*SUSPICIOUS - VEHICLE

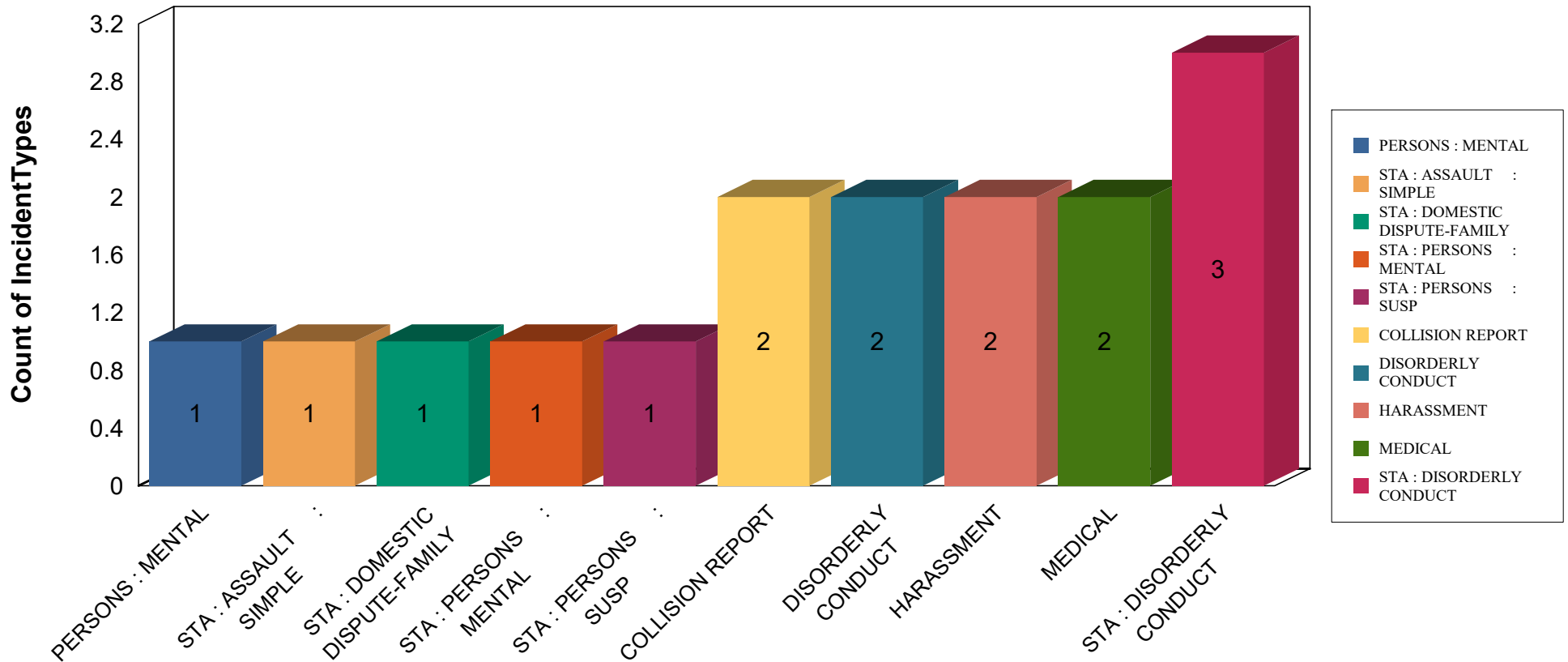
10.00% # of Reports: 2 Field Report INTERIOR LOCK/UNLOCK

25.00% # of Reports: 5 Field Report \*\*SUSPICIOUS - ACTIVITY

35.00% # of Reports: 7 Field Report COMMUNITY CARETAKING

**Grand Total: 100.00% Total # of Incident Types Reported: 20 Total # of Reports: 20**

# Count of Incident Types



3.03% # of Reports: 1 Incident Report PERSONS : MENTAL

3.03% # of Reports: 1 Incident Report STA : ASSAULT : SIMPLE

3.03% # of Reports: 1 Incident Report STA : DOMESTIC DISPUTE-FAMILY

3.03% # of Reports: 1 Incident Report STA : PERSONS : MENTAL

3.03% # of Reports: 1 Incident Report STA : PERSONS : SUSP

6.06% # of Reports: 2 Incident Report COLLISION REPORT

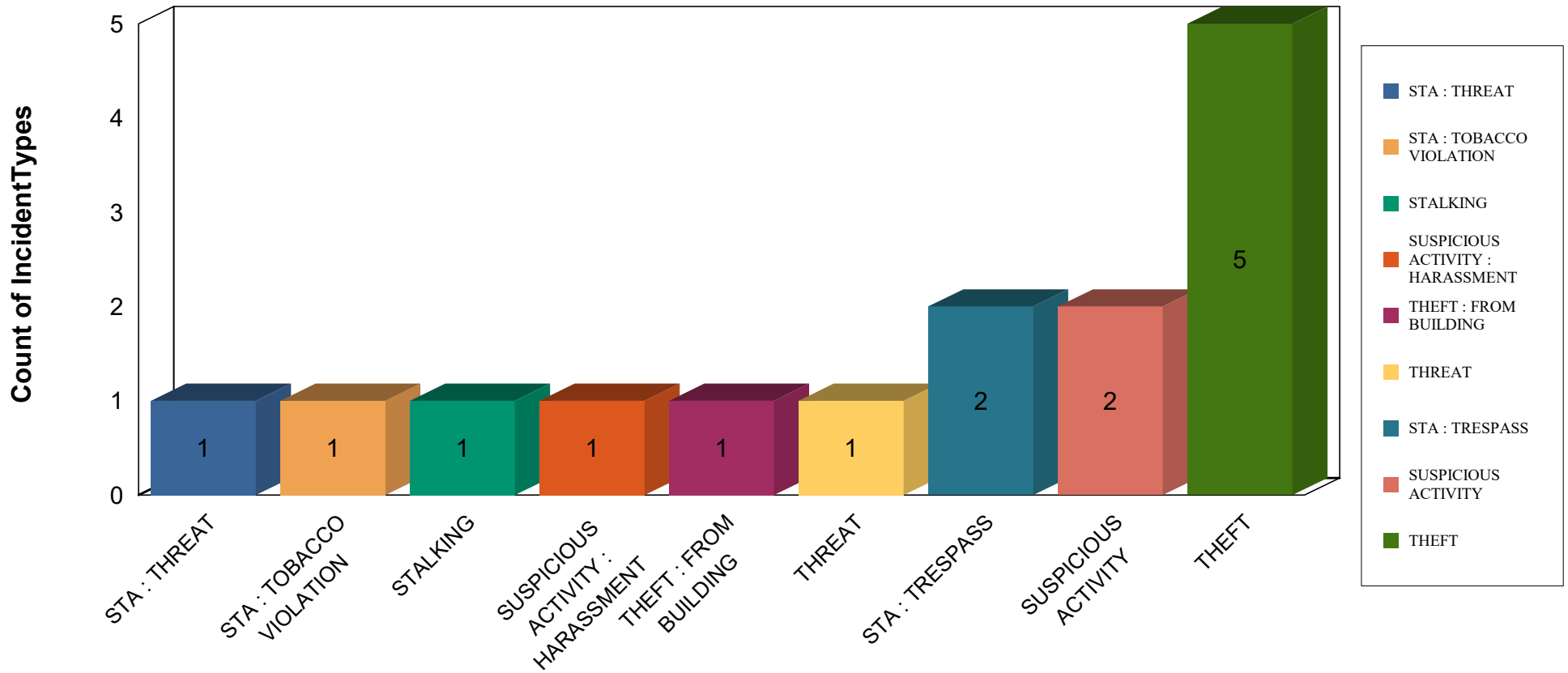
6.06% # of Reports: 2 Incident Report DISORDERLY CONDUCT

6.06% # of Reports: 2 Incident Report HARASSMENT

6.06% # of Reports: 2 Incident Report MEDICAL

9.09% # of Reports: 3 Incident Report STA : DISORDERLY CONDUCT

# Count of Incident Types



3.03% # of Reports: 1 Incident Report STA : THREAT

3.03% # of Reports: 1 Incident Report STA : TOBACCO VIOLATION

3.03% # of Reports: 1 Incident Report STALKING



3.03% # of Reports: 1 Incident Report SUSPICIOUS ACTIVITY : HARASSMENT

3.03% # of Reports: 1 Incident Report THEFT : FROM BUILDING

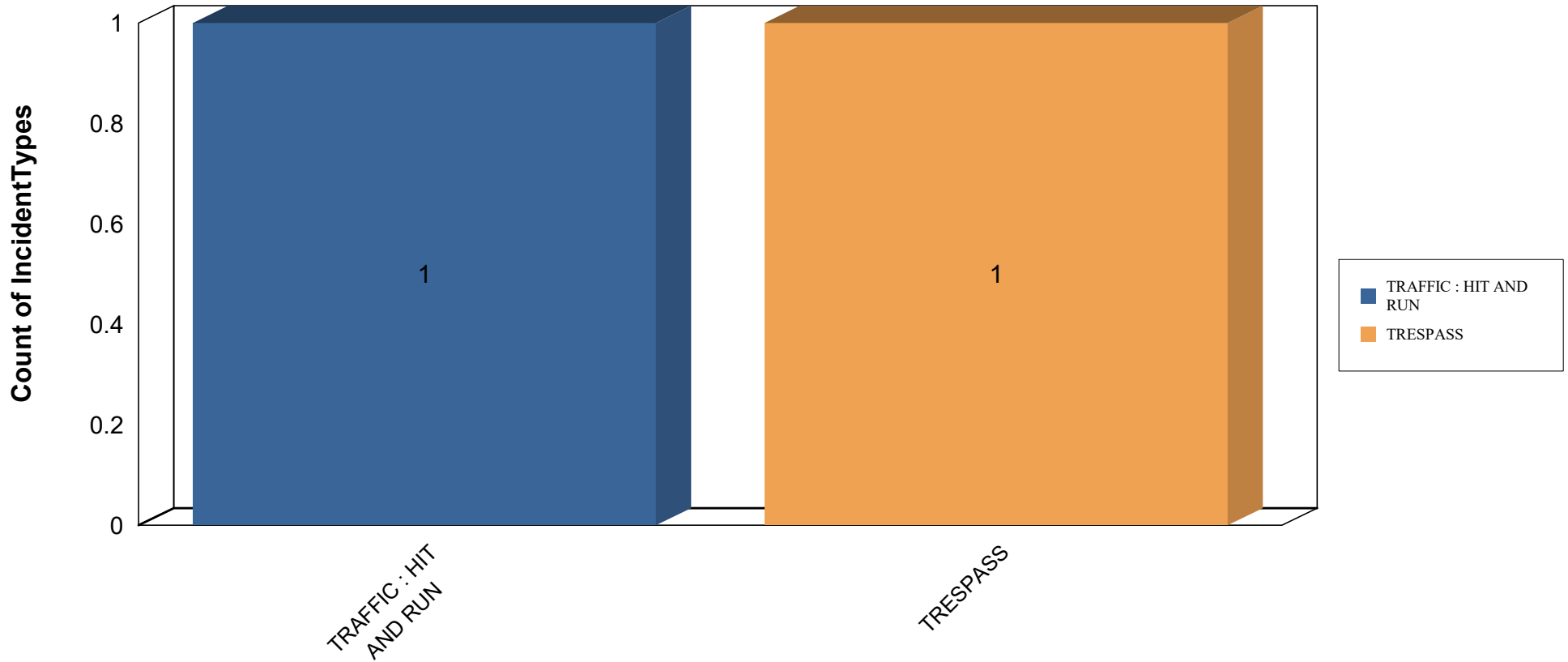
3.03% # of Reports: 1 Incident Report THREAT

6.06% # of Reports: 2 Incident Report STA : TRESPASS

6.06% # of Reports: 2 Incident Report SUSPICIOUS ACTIVITY

15.15% # of Reports: 5 Incident Report THEFT

# Count of Incident Types



3.03% # of Reports: 1 Incident Report TRAFFIC : HIT AND RUN

3.03% # of Reports: 1 Incident Report TRESPASS

**Grand Total: 100.00% Total # of Incident Types Reported: 33 Total # of Reports: 23**

Grand Total: 100.00% Total # of Incident Types Reported: **53**

Prepared by: Nichole Hanna  
Chief General Services Officer  
November 12, 2024

**PRESIDENT'S REPORT**  
**SPOKANE COMMUNITY COLLEGE**

Presented by: Dr. Jenni Martin  
President, SCC  
November 12, 2024



## **Instructional Updates**

### **Adult Basic Education**

On October 18, 2024, the Adult Basic Education Division (ABE) partnered with the State Board for Community and Technical Colleges (SBCTC), the Arts and Sciences Division and Counseling to hold a Guided Pathways English and Math Summit. The purpose of the summit was to support the work of the newly formed Guided Pathways Task Force whose assignment is to develop frameworks for mandatory orientations/onboarding for transfer students.

In 2020, SCC held a Guided Pathways Summit in which faculty teaching English, ESL, and math (both non-credit and credit) collaborated on the development of English and math pathways from ABE to degree and certificate programs. Since then, the two divisions have worked on innovative and more streamlined course sequences, placement protocols, and pathway clarity. The 2024 summit was an opportunity for the faculty to share those changes and highlight points of pride with each other and the Counseling department faculty. At the same time, this information is vital to the work of the Task Force and created an opportunity for dialogue to support the work of the task force and the needs of the instructional divisions. SBCTC commended SCC on the work the faculty have been doing to support Guided Pathways in English and Math.

We are looking forward to supporting the important and much anticipated work of the Guided Pathways Taskforce this academic year.

### **Arts and Sciences**

Biology Instructor Tim Sullivan connected artistic creativity into his classroom this quarter by having his students create agar art. The projects were open to the division to observe and vote on, leading to the first ever Agar Art People's Choice Award winner.

Science department faculty participated in a river clean up event during the October campus development day. President Martin and Chancellor Brockbank were both in attendance for this community clean up event.

The English and Math departments participated, along with ABE, ESL, and Counseling faculty, in a Guided Pathways Summit 2.0. The purpose of the summit was to support the work of the newly formed Guided Pathways Task Force whose task is to develop a framework for mandatory orientation and onboarding for transfer students. Each department reported out on their Guided Pathways accomplishments over the last 5 years that supports student access, equity, and completion in their courses. The Summit's focus on highlighting this good work across divisions was important both to transparently share student-focused changes and to provide the Guided Pathways Task Force with the most recent information with which to develop their framework this year.

SBCTC facilitators attending the event commended the work of Math and English departments and made a point to reach out to our English department to share how excited they were about our new Co-Requisite Writing Center model. Members of the team shared their appreciation for how our Writing Center is based on current research for developmental education, and they particularly emphasized how our unique model allows students to gain skills while they are taking English 101, lessening the path to completion.

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On October 17th, author Gabby Rivera gave a presentation to approximately 125 students, faculty, and staff in SCC's Hagan Center for the Humanities. Following her Hagan Center presentation, "Inspiring Radical Creativity", Rivera joined the campus community for a book signing and lunch in the Center for Inclusion and Diversity. During her time on campus, Rivera also visited with students in English Instructor Janelle Cordero's Creative Writing class. Rivera is the author of *Juliet Takes a Breath* and the Marvel Comic Series *America*.

Library Services hosted the Library Leadership Council on October 23rd. Library administrators from across the state as well as representatives from the State Board met to discuss issues surrounding the new Title II ruling, AI policies within Libraries, and provide updates on state commissions and councils.

Librarian Linda Keys is the new co-Chair for the Washington Library Association (WLA) CLAWS (College Libraries Across Washington State) section. CLAWS is a section within WLA's Academic Library Division serving as a hub for library professionals in the Community and Technical Colleges system of Washington State.

Librarian Greg Bem is the new Chair of the WLA Academic Library Division/ACRL-WA. The Washington state Chapter of the Association of College and Research Libraries (ACRL-WA) officially merged with WLA in September 2020. ACRL-WA is now WLA's Academic Library Division (ALD) and is now recognized as ALD/ACRL-WA. ACRL-WA began in 1980 and remains the Washington State chapter of ACRL. Founded in 1940, ACRL is a division of the American Library Association, and develops programs, products, and services to help those working in academic and research libraries.

### **Business, Hospitality & Information Technologies**

Economics Salons, led by economics faculty, Diana Osborne, have received some high-level attention. On October 23, Dr. Kelley Cullen from the Institute of Public Policy and Economic Analysis at Eastern Washington University co-presented on the topic of the economics of childcare. In attendance (over Zoom) was 9<sup>th</sup> District State Representative Joe Schmick. The next salon, The Nostalgia Economy, will be a collaboration between Diana Osborne, Dr. Cullen, and Tim Fackenthal on November 20.

Additionally, Faculty Diana Osborne and Nick Colsch are taking three economics students to the GSI Annual Economic Forecast on November 6th.

### **Extended Learning & Workforce Initiatives**

With the help of Leah Welki, changes to the ACT 2 SCC web site had a positive impact with 874 new visitors navigating to the site between August 9 – September 9, 2024. The program hired five new and one returning faculty for fall quarter in the areas of communication, fitness, history, and language. ACT 2 participated in the SCC Organization and Information Fair on October 2nd that provided program visibility and networking opportunities.

A team from the Education Design Lab visited Spokane on October 23 and 24 in support of our Rural Education grant that we were jointly awarded with WSU – Ferry County Extension. The team met with leadership at SCC and also travelled to Republic and Colville to meet with staff and students. They facilitated these meetings using their Human Centered Design approach and we were able to develop the framework for a project that we hope to implement in the first part of 2025. They also facilitated a Human Centered Design training for faculty and staff at SCC.

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## **Health & Environmental Sciences**

In the Surgical Technology program, eight students graduated in June. The national exam was offered a bit differently from past tests, as accreditation and testing guidelines are being updated. Seven of eight students passed on their first time taking the test. Nine students graduated from the previous program cohort in December and seven passed the national exam on their first try. The other two students retook and passed their exams within six weeks of graduation. All of those graduates are employed locally, with the majority at Sacred Heart/Providence. Providence began a new residency program, taking only students from SCC and North Idaho College. That program helps both the hospital and SCC. The hospital gets Providence oriented graduates and students have incentive to continue in the program, allowing more clinical participation and giving them a chance to make informed decisions about the surgical specialty area they will choose upon graduation, while also getting paid by Providence. In this way, they can work less outside of the hospital clinicals, thereby focusing more on being successful in their education. Instructors Becky Scheid and Tina Jones had one quarter sabbaticals (one in winter and one in spring) in 2024. Both have fully returned and are (as always) excited and passionate about taking on the new core curriculum updates and the new students.

The Division continues to represent at the Health Services Research Roundtable of Eastern Washington (HSRR) in both planning and event participations. The HSRR brings together academics from different colleges and health community partners to collaborate with each other to address public health issues and improve healthcare outcomes for the region. HSRR's steering committee has members from the Spokane Regional Health District, Gonzaga University, Eastern Washington University, Washington State University, Whitworth University, the Gonzaga/UW School of Medicine Partnership, and Spokane Colleges. We have hosted many events over the past 6 years that have shed light on different healthcare issues, such as mental health, holistic care, trauma-informed care, and the opioid and fentanyl crises. The next event is being held at Gonzaga University on November 14 and is entitled Fostering Resilience: A Conversation About Youth Mental Health. The keynote speaker and panel moderator is Dr. Radha Nandagopal, Pediatric Endocrinologist at the Washington State University Elson S. Floyd College of Medicine.

Due to the initiative of faculty in Environmental Sciences (Professors Teya Kuhle, Cindy Deffe, and Tyler Beasley), SCC has garnered Tree Campus USA Higher Education recognition, which is bestowed by the Arbor Day Foundation headquartered in Nebraska City, Nebraska. In early October, another tree was planted on campus by these faculty along with the Horticulture Club just outside the west side of the Health Sciences Building between it and the Community Images Building. As part of this honor, two trees will be planted per year with the next occurring in the spring.

The Nursing program had its accreditation visit October 8 – 10. It was the best Nursing accreditation visit ever at SCC. The accreditation team found no deficiencies, made no recommendations, and praised the work of Associate Dean Dr. Cheri Osler who led the team in preparation for the visit. The accreditation team mentioned multiple times that this was the best accreditation visit they had ever been on. Office staff were also critical in preparation for this most successful visit. Congratulations are in order for faculty and staff, which includes Dr. Cheri Osler (Associate Dean), Sam Clark, Kristin Draxton, Melody Gartrell, Mary Golden (Department Chair), Brittany Heidenreich, Stephen Hopkins, Kate Joy, Karlee Kedroske, Kim Mitchell, Mikey O'Sullivan, and Marty Sells. Office Manager Tiffany Davidson-Rinehart, Office Assistant Laryssa House, and Clinical Placement Manager Nancy Rinaldi were also of great help preparing for a truly flawless visit.

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### **Teaching & Learning Center**

The Teaching and Learning Center (TLC) partnered with SFCC's Center for Engaged Teaching and Learning (CETL) and eLearning's Instructional Designers to offer twelve professional development sessions on Campus Development Day, Oct. 22nd. Designed primarily for instructors, the sessions were attended by more than 280 faculty and staff. In the morning, attendees could choose from events on classroom design, the book *Math-ish*, SCC's key literacies, course accessibility, Universal Design for Learning, and nontraditional grading. After a mid-day break designed to support departmental meetings and collaboration, faculty and staff joined sessions on faculty experiences with accessibility, transparent assignment design, writing-intensive courses, working compassionately with difficult emotional experiences, and mid-quarter evaluations. Everyone was welcome at these events, and resources and recordings are posted in a Canvas course available to all.

## **Student Services Updates**

### **Admissions and Registration**

In preparing students for the start of Fall 2024, Admissions and Non-Credit Registration staff processed approximately 5,000 applications for all divisions and areas of study and Registration Pathway Specialists participated in 46 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 600 new prospect inquiries for Fall 2024. Our Testing and Assessment staff completed over 1,100 math placements. Transcripts and Records also received 300 transcripts from students transferring to SCC from other institutions.

For the fall term we launched a new partnership with Motimatic, a vendor for higher education that specializes in using motivation principles based in psychology through imagery and language to target individuals' social media. We worked with them during August and September to incentivize students that had attended at least one term between Spring 2021 and Spring 2024 but stopped out without graduating. The campaign resulted in 148 students enrolling in Fall 2024 classes for a total of 114 FTE. Another 49 individuals started the process to return to SCC and we continue to work with them to enroll for the Winter 2025 term. The final result is a return on investment of approximately eight times the cost of the campaign!

The Testing Center staff collaborated with CRM System Administrator Erin Mitchell and SCC's CRM Manager Lori Greenwood to move away from manual processes completed by the Testing Center staff and towards more automation using a campaign in the Customer Relationship Management (CRM) software. This daily campaign replaces the inefficient manual work of gathering student lists from multiple ctcLink reports and individually emailing each student. In addition, it automatically assigns a phone call "task" to Testing Center staff, a step in the math placement process also previously managed manually, so staff members are notified when they have a new student to assist through the placement process. Research shows that students who complete college-level math in their first year are more likely to graduate, and this streamlined approach improves staff efficiency while ensuring that students receive timely, supportive guidance to start their math pathway as soon as possible.

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### **Counseling Center & Career Services**

On October 18, the Adult Basic Education Division, the State Board for Community and Technical Colleges, the Arts and Science Division and Counseling collaborated to hold a Guided Pathways English and Math Summit. The purpose of the summit was to support the work of the newly formed Guided Pathways Task Force whose assignment is to develop and implement frameworks for mandatory orientations and onboarding for transfer students. This event provided important updates and innovations around course sequencing, placement protocols and pathway clarity for English and Math. These Divisions along with the Counseling Faculty were able to share and collaborate with the goal of supporting our students better. This information and collaboration will be very important in supporting the Guided Pathways Task Force.

On October 2, the Counseling department hosted the Washington Council Transfer Fair for SCC students. Students in attendance were able to meet with other institutions across Washington and gain important knowledge regarding all things transfer.

SCC Faculty Counselors, Karen Fick and JoAnne Connolly spent four days in Pittsburg at the National Academic Advising Association (NACADA) Conference. The Conference included presentations and speakers speaking about onboarding, first year experience courses, student retention, academic standing, advising and counseling theory and employee health and wellness. Our SCC Counselors came home with practical, data driven, student success ideas that can be implemented now and in a more long-term strategic way.

### **Customer Relationship Management (CRM)**

#### **Inquiry Communication Plan Success**

In late May and in collaboration with SCC's Outreach Team, we implemented a 35-day communication plan targeting prospective students who were uncertain about their pathway/program choice. Using a combination of email and SMS, we achieved an overall 51.6% open rate and nearly 6% click-through rate (May-Oct. 2024). These results exceed the national higher education email marketing averages (37% open rate and 2.55% click-through). Additionally, in a coordinated effort with Admissions & Registration, we extended the reach of this communications plan to nearly 1,400 inquiries, through an email invitation focused on campus tours. *Earlier this month, this automated multi-message email marketing plan received a Medallion Award from the National Council of Marketing and Public Relations (NCMPR).*

#### **Campus Tour Registration and Communications**

Over the summer, we transitioned Campus Tour registration from Calendly to our CRM system, launching campaigns to familiarize new inquiries and first-time students with SCC's campus. We sent out 3,000 email invitations, achieving a 68% open rate and a 12.5% click-through rate. This resulted in nearly 450 tour registrations, with some tours reaching the 50-person capacity. This transition has improved the tour registration process and campus engagement.

#### **Practical Nursing Program Launch with CRM Support**

Using the CRM, we are set to launch the online application for the new Practical Nursing (PN) program in early November. This includes automated messaging to confirm application receipt, deliver acceptance letters, and guide accepted applicants through program orientation/onboarding. While starting with a simplified application for PN, we are convening a cross-campus workgroup aiming to build a more robust application portal with staff review/scoring—designed to streamline healthcare selective applications, transitioning from

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paper to digital submissions. Our goals include enhancing the applicant experience, improving review efficiency, increasing accuracy with automated scoring, and automating applicant communications.

### **Disability Access Services**

The Disability Access Services (DAS) office has been working diligently to provide support to students and instructors to remove accessibility barriers and advance student success. These efforts are reflected in part by the 1,111 individual course accommodation requests made by 299 students thus far in fall quarter. DAS continues to meet with students to develop accommodation plans. Students can apply for services and request accommodations at any point in the quarter.

Additionally, during October, DAS promoted Disability Awareness Month “Access for All” efforts by hosting workshops, Q&As, campus development day discussion panels, tabling events, and hosting renowned disability rights speaker Imani Barbarin in partnership with the Center for Inclusion and Diversity (CID). DAS also started a new academic success skills workshop series and offered a notetaking workshop at the CID on October 21.

### **Dual Enrollment & K-12 Partners**

As we kick off the fall with new students, the running start team is excited to share the record-breaking headcount for fall quarter with 900 unduplicated headcount with an average cumulative 3.525 GPA based on their high school transcript. We are excited to welcome our returning students and all the new students who have chosen SCC (including Colville, Inchelium, Newport, and Republic centers).

Before the start of our Fall quarter, high schools in our region started their CTE Dual Credit courses and so far, we have supported 54 students to register in CTE Dual Credit classes which means collectively they are on track to earn a cumulative total of 368 credits.

Recently, Dual Enrollment saw just how impactful the work done in this office in collaboration with the SCC Transcripts office can be. A current SCC student, Addina, reached out to the Dual Enrollment office through one of our academic counselors, inquiring about how to receive credit for a CTE Dual Credit they took in high school to satisfy a credit requirement of their degree with SCC. Dual enrollment staff worked with the Transcripts office and ensured that her credit was transcribed. Once this credit was posted, the student was able to graduate with her Associate’s degree.

### **Financial Aid**

The Free Application for Federal Student Aid (FAFSA), managed by the Department of Education, gathers key financial details from students and their families to determine eligibility for grants, subsidized loans, and other aid. This information helps schools assess financial need through the Student Aid Index (SAI).

The SCC Financial Aid Office organizes Outreach Workshops to raise awareness about available financial aid and the simplified application process. Jennifer Achziger and Marcus Blodgett recently led a FAFSA Workshop for ABE/ESL students, assisting with FSA ID creation and FAFSA submission while answering a range of financial aid questions.

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## **Global Education**

International Education Week is November 18 – 22 and we are excited to share global programming and education to Spokane Colleges throughout the week, including study abroad fairs, student expos, an international student panel, Sister City reception, and our annual FRIENDSGIVING event! Friendsgiving is on Thursday, November 21 from 2:30-4:30pm at the CID, and will bring both campus students, faculty, and staff together to share a meal and intercultural exchange.

## **International Student Highlight**



Guisela Garcia won a \$2500 scholarship from the Community Colleges for International Development (CCID) and LanguageCert her first quarter in! Here's her story:

My name is Guisela and I am from Guatemala and I come from a family of ten children, so access to education was not easy. I realized the economic shortcomings of my family since I was little, so I have always strived to get good grades and apply for scholarships because I really want to have better opportunities in life. I study Cybersecurity at Spokane Colleges and I am surprised by almost everything here in Spokane, Washington because it is very different in many areas from my country, but I enjoy learning new things. I am so grateful for the CCID/LanguageCert Scholarship that I got; it will support my tuition for the quarter, which is a great financial relief for me!

## **Global Connect**

An interdisciplinary, experiential, global learning program that connects ESL, international, and domestic students, has officially launched its fourth consecutive quarter. Over 60 students will meet four times this fall to enjoy international cuisine from Feast World Kitchen and engage in meaningful conversations around the topics of diversity, intercultural communication, cultural competence, and cultural humility.

## **International Recruitment**

Majda Ritchie has returned from the Middle East after an intensive 2.5-week recruitment trip! Her education tour allowed her to visit 5 countries, 6 cities, 4 public education fairs, and 35 high school visits where she connected with over 500 students and their families.

## **Multicultural Student Services**

Multicultural Student Services (MSS) has had an active and impactful start to the academic year, co-facilitating key events that underscore our commitment to fostering an inclusive, engaged campus community. Among these collaborations was Student Success & Equity Day, hosted with SpeakOut Communications Club and the

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Diversity, Equity, and Global Awareness (DEGA) committee. This day-long event brought together students, faculty, and staff for impactful sessions, including one on inclusive conversations and microaggressions, co-facilitated by Angela Smith from the Communications faculty, Jason Stariwat, Director of Disability Access Services, and Priya Osborne, Director of Student Success, Equity, and Diversity.

Another highlight was the Disability Awareness Month event, featuring Imani Barbarin, who presented on the systemic barriers that exclude people with disabilities, showing how a lack of inclusion is embedded in societal structures and policies, followed by a lunch and learn in the Center for Inclusion and Diversity (CID).



(Photo above of Disability Awareness Month speaker Imani Barbarin, speaking with students, faculty and staff in the CID).

Additionally, Hispanic Heritage Month was celebrated in partnership with the Hagan Center, featuring a workshop with Gabby Rivera, which concluded with a book signing and community engagement. Local community partner Nuestras Raices also joined this event, reinforcing their role as a valuable support network that collaborates with MSS to provide resources and referrals for Latino students.

Additionally, Hispanic Heritage Month was celebrated in partnership with the Hagan Center, featuring a workshop with Gabby Rivera, which concluded with a book signing and community engagement. Local community partner Nuestras Raices also joined this event, reinforcing their role as a valuable support network that collaborates with MSS to provide resources and referrals for Latino students.

(Photo on the next page of Gabby Rivera on the SCC campus)





Continuing the focus on campus-wide conversations around identity, Debbie Joyner, Multicultural Programs Supervisor, and Elysée Kazadi, Retention Specialist, led a dynamic workshop during Campus Development Day. Their interactive activity, "Disruptions," vividly highlighted the daily barriers that many students face, challenging participants to consider how Student Services can proactively support them. Additionally, Priya Osborne co-facilitated a workshop on civil discourse with Francisco Salinas Dean of Diversity, Equity and Inclusion at SFCC, equipping attendees with tools for navigating challenging conversations through empathy and understanding. Collectively, these engagements reflect SCC's institutional focus on collaboration, as introduced during Convocation by our VPSS and VPI.

MSS looks forward to future partnerships that will strengthen the threads of cultural humility, community, and belonging—essential components for ongoing student and employee success, especially in a polarized climate.

## **Northern Counties**

### **Colville Center**

Bigfoot Events Student Coordinator Cadence Brown and ASG Senator Kathleen Gigous started the quarter with several events, from the popular Stuff-a-Sasquatch to Snack Week, and ending September with a Spike Ball Tournament.

The Colville Center was one of 26 sites around the state of Washington to host an LPA Facing Fentanyl Together event. Center Manager Brian Moyer and representatives from Rural Resources, DSHS, and other community entities put on a one-day event where speakers talked about life experiences with Fentanyl, it ended with a demonstration on how to apply Narcan.

The CCS Foundation in collaboration with the Colville Center hosted a Chamber of Commerce After Hours event followed by an Alumni meet and greet on September 26.



Enrollment at the Colville/Inchelium/Republic Centers is the largest since the Covid-19 Pandemic.

### **Newport Center**

Newport Center staff attended the Newport School District Back-to-School Wellness Fair in late August hosted by Newport Hospital & Health Services.

The Center hosted a Running Start Orientation for new students in mid-September that was attended by 35 participants. The orientation provided students with essential information about the Running Start program, including academic expectations, class registration processes, and available campus resources.

SCC Newport has nearly 150 students enrolled for the fall quarter.

### **Outreach and Campus Visits**

In the month of October, Outreach staff have been going around our service region sharing out about the amazing programs at SCC at different like the HUB Unlock your future, College Fairs, Manufacturing Supplier Expos, and LaunchNW Senior Summit.

Even with all the outreach events in the region, Student Recruitment Manager, Ramona Barhorst, scheduled a weeklong high school visit tour to our Northern Counties with the goal of stopping by each high school in our six county service area at least twice this academic year. At one of the high schools, Reardan, she was able to present to the whole senior class. After the presentation, a student stayed behind because he wanted help filling out an application for Fall 2025. He admitted he would be the last person anyone in his class thought would go to college. It turns out he was the first person in his class to be accepted into college—Spokane Community College! He is also the first person in his family to go to college. He mentioned that a weight was lifted off his shoulders because now he has a plan for after high school. When he left, his college counselor let me know that he had been feeling lost this year and now he has found his place. These are the kind of visits that make what we do so rewarding.

### **Student Life and Student Government**

Bigfoot Events, our student programming board, was excited to start the year with Welcome Week, September 23-26, with over 500 students stopping by the week's activities. FallFest, October 1-3, featured a student organization information fair.

The Food Pantry has extended their hours to support students who are taking evening classes. The first evening service on September 26 served over 100 students, thanks to the generosity of our ESL faculty and work-study students.

### **Student Health Clinic**

With the assistance of Lupito Flores from the CCS Grants Office, the Clinic received the Emergency Contraception and Overdose Prevention Supplies Vending Machine Grant offered by the Washington Student Achievement Council (WSAC). This grant will allow us to provide emergency contraception and naloxone overdose reversal medication to students at little to no cost to them.

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Since mid-September, the clinic has seen over 300 students for appointments ranging from assistance with minor injuries, STI screening, sports and Department of Transportation physicals, TB screening, and vaccine administration. We have also provided pre-employment exams and TB testing for 15 new hires with Head Start and ECEAP.

Clinic staff attended the Spokane Alliance for Fentanyl Education event in October with speakers and panelists about how Fentanyl has affected their personal lives and provided input on how to destigmatize and assist individuals with addiction challenges.

### **WorkForce Transitions**

During the month of September, Workforce Transitions hosted 3 separate events with DSHS (Department of Social and Health Services) staff on campus to help our WorkFirst students as well as students experiencing food insecurity apply or connect with DSHS support staff.

Impact to student experience: We were able to assist 41 students eliminate 2-3 hour wait times, update their educational plan, complete an intake to assess barriers, assist with financial aid award letters, and receive assistance with either tuition, books, and/or emergency assistance. All of students were in and out of the office in about 20 minutes with most of the student's needs being met. We were able to save 10 students from being dropped for non-payment for fall quarter.

On November 15, Wendy Jones has been invited to participate in a state-wide effort around BFET strategies and will discuss successes, opportunities for improvement, and policy priorities. Working collaboratively state-wide to improve BFET policies and processes will make a positive impact on our student's experience as well as provide a valuable voice for Spokane and our region.

On December 4, Wendy Jones has been invited to host a breakout session at the state-wide Supporting Students Experiencing Homelessness (SSEH) Learning Community about how SCC approaches equitable access to basic needs/funding resources for students who are enrolled at non-main campus sites. SCC's approach to allot funding across our 3 student populations (ABE, credit, and northern counties) has become a model that could help other colleges expand access to basic needs/funding in a more intentional way. The purpose of the Learning Community is to discuss best practices, ask questions, and discuss challenges together.

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**PRESIDENT'S REPORT**  
**SPOKANE FALLS COMMUNITY COLLEGE**

Presented by:      Dr. Kimberlee Messina  
                            President, SFCC  
                            November 12, 2024



## President's Report

It's always a struggle to come up with the president's report after I read the Student and Academic Affairs reports. VP McEachern and VP Glantz do such a great job highlighting their respective areas that I ask myself, what more could I add? But, here we go...

### Employee onboarding and retention

- New Faculty Academy (NFA) is in year 3 and continues to strengthen the relationships with our new faculty and their colleagues, as well as to deepen the equity mindset and sense of belonging. The prior year's graduates are supporters and contributors to the new faculty curriculum.
- Sasquatch Academy: in its second year, this program is designed and led by Dean Francisco Salinas, and is a quarter long program for new classified and admin/exempt employees. The feedback has been that the participants feel a great sense of belonging at SFCC and appreciate the opportunity to build relationships across the college.

### College Climate Focus Groups

As part of our ongoing commitment to our strategic equity plan, the college has engaged Hanover, a research firm, to conduct employee focus groups to assess the college climate and to bring recommendations about ways to improve equity and inclusion amongst our employees. Last year, their focus was on our historically marginalized students, and they provided insight on student perception of the college, and our guided pathways work.

### Participatory Governance Updates

SFCC has three governance committees: Governance Council, Budget Council and Diversity, Equity and Global Awareness (DEGA). This year, Governance is focusing on institutional effectiveness which was a suggestion from our midterm accreditation visit. Budget is refining our processes and timelines for resource requests and DEGA is serving as advisory body to update our Strategic Equity Plan.

It's a great time to be at the Falls!

## Student Affairs

### Enrollment

SFCC experienced significant enrollment growth for fall quarter. Census day figures show 1,301 FTE and 4,706 headcount, reflecting a 9% increase in FTE and a 5.3% increase in headcount compared to last fall. Notably, this growth is diversified between state and contract FTEs. While last year's increase was primarily driven by Running Start, this quarter saw an 11% rise in state FTE and a 7% increase in contract FTE, which includes both Running Start and Gateway to College. Running Start continues to be a critical factor in overall enrollment, comprising just under 25% of total enrollment.

For the first time in over a decade, SFCC achieved year-over-year growth across all three primary quarters last academic year. However, despite this success, the college remained 24% below pre-pandemic enrollment levels and 36% below where it stood ten years ago. With the recent fall growth, SFCC is making significant strides toward recovery, now standing approximately 16% below Fall 2019 levels and 29% below its ten-year peak.

Student engagement across modalities remains balanced. Approximately 30% of students are enrolled entirely in on-campus courses, 30% are fully online, and 40% are enrolled in a mix of both.

The winter quarter enrollment cycle is beginning, and nearly 550 applications have been received. Efforts are focused on moving these students through our enrollment process, including Bigfoot Beginnings and Bigfoot Registration. Retention has been the key driver of our recent enrollment growth, and it remains central to our long-term recovery. Through the continued implementation of Guided Pathways, SFCC is focused on supporting students from the moment they begin their journey with us, ensuring that retention and completion will continue to fuel future enrollment gains. Faculty and staff are working with current students to get them prepared and registered for winter quarter:

**October 28:** Priority Registration Begins

**November 4:** Students with 30+ credits

**November 6:** Students with fewer than 30 credits

**November 8:** Students with prior college

**November 12:** New Students

**December 1:** 2025-2026 FAFSA Opens

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. Unduplicated headcount is the number of individuals in a period of time, regardless of credit hours taken.

## Campus Development Day

Campus Development Day provided an invaluable opportunity for student affairs staff to engage in professional development and team-building activities aimed at enhancing our service to students. This full-day event included a tailored morning session for the student affairs team, where discussions focused on fostering collaboration, gratitude, and the positive culture within our division. Through reflection questions such as "This is where I belong" and "I wish everyone would do that," team members shared personal insights on moments that demonstrated the strength and supportiveness of our campus culture.

The district-wide programming in the afternoon featured three tracks: Elevate, Navigate, and Emulate, each designed to address different facets of professional growth. These sessions covered skill-building, relationship management, and equity-focused practices, with topics ranging from practical de-escalation skills and civil discourse to psychological safety and career development. Participants were encouraged to explore sessions across tracks, which allowed for a comprehensive and customizable professional development experience.

Overall, Campus Development Day served to reinforce a culture of continuous improvement, collaboration, and student-centered service within our student affairs team, aligning with our broader institutional goals. The event underscored our commitment to creating an inclusive, resilient, and supportive environment for both students and staff.

## Department Spotlight: Disability Access Services

By Kathy Shearer

DAS is in full swing for the 2024-25 Academic year. We'd like to share a few highlights from our recent graduating class:

- Of the students who graduated this year, 98 of them worked with DAS in some capacity this year!
- This group of students was represented in many of our end-of-year celebrations and student spotlight events such as The Wire Harp, gallery exhibits, scholarships awarded, and other honors.
- Thank you all for your support and collaboration with our DAS office to support those students and help them reach their goals.

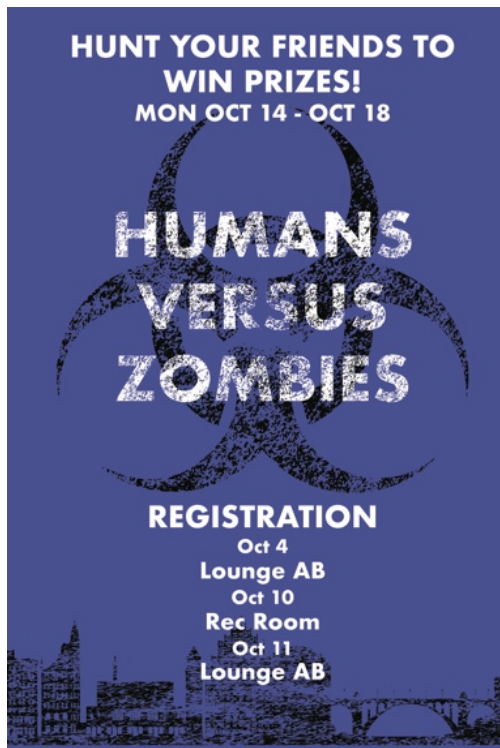
Associated Student Government, Center for Engaged Teaching and Learning and DAS have worked together to plan a great selection of activities to celebrate Disability Awareness Month in October. Here are a few highlights:

- Disability Awareness Month showing of "Finding Nemo" on October 9 at 12:30 – 2:30 in the Student Union Building (SUB) Lobby.
- Disability Awareness Speaker, Hayden Kristal, 12:30 – 2:30 on October 30 in the SUB Lobby.
- Disability Awareness Series from CETL for the entire month including informative sessions

- 10/2: DAS is Here to Protect and Support You Part 1 presented by DAS.
- 10/9: Setting a New Standard of Web Accessibility presented by eLearning.
- 10/16: ADHD presented by Nicole Montgomery.
- 10/23: Autism and Neurodiversity in the Classroom and Beyond: Challenges and Opportunities presented by Dr. Lee Burdette Williams, Executive Director of the College Autism Network. **Session attendance earns EDI-AR Equity credit.**
- 10/30: DAS is Here to Protect and Support You Part 2 presented by DAS.

DAS would like to thank all those partners who assist with accessibility at CCS. DAS would like to thank the BOT for their continued support and interest in services, access, and inclusion for students with disabilities in all of our classes, or in other spaces in higher education like internships, field trips, club engagement, and events.

## Events

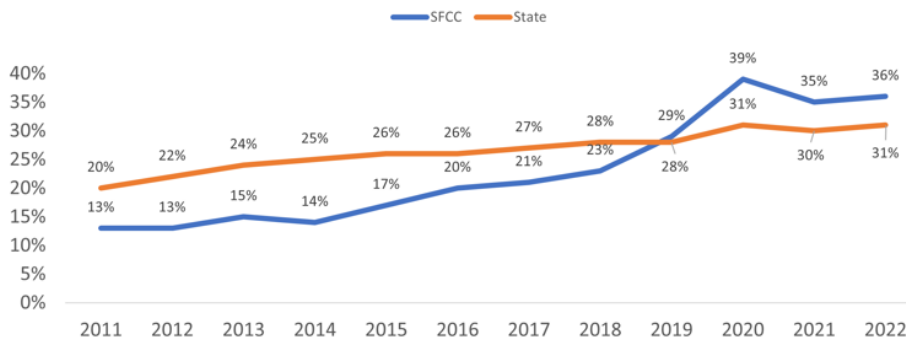


## Academic Affairs

The school year has started out with the best “back-to-school” vibe we’ve seen in years! We’ve had another uptick in students choosing on-campus classes. Faculty and Staff enjoyed Convocation events where we welcomed new employees plus “familiar faces in new places” (promotions) and celebrated the progress that we’ve been making in terms of student success:

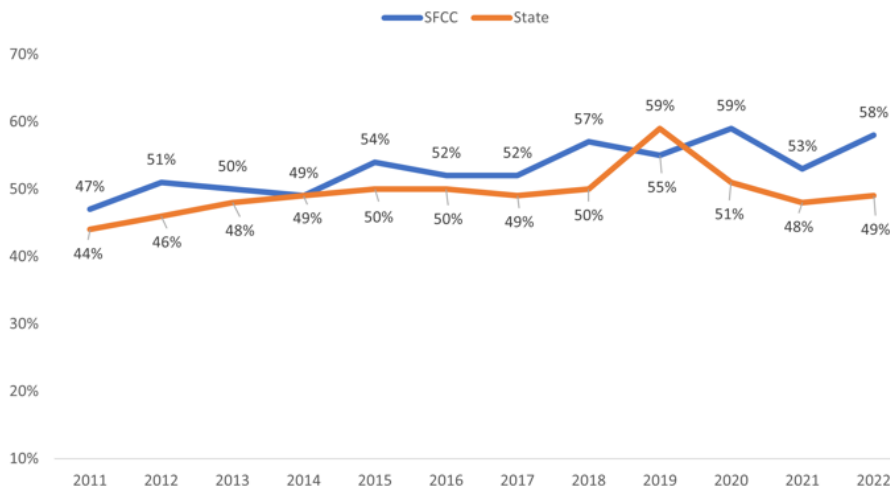
- For the fourth consecutive year with completion rates for college-level math (36%) came in above the state average (31%)!

Completion of Math\* in Year 1:  
 SFCC was below the state system while steadily improving until a substantial improvement in 2019, when we began out-performing the state system.



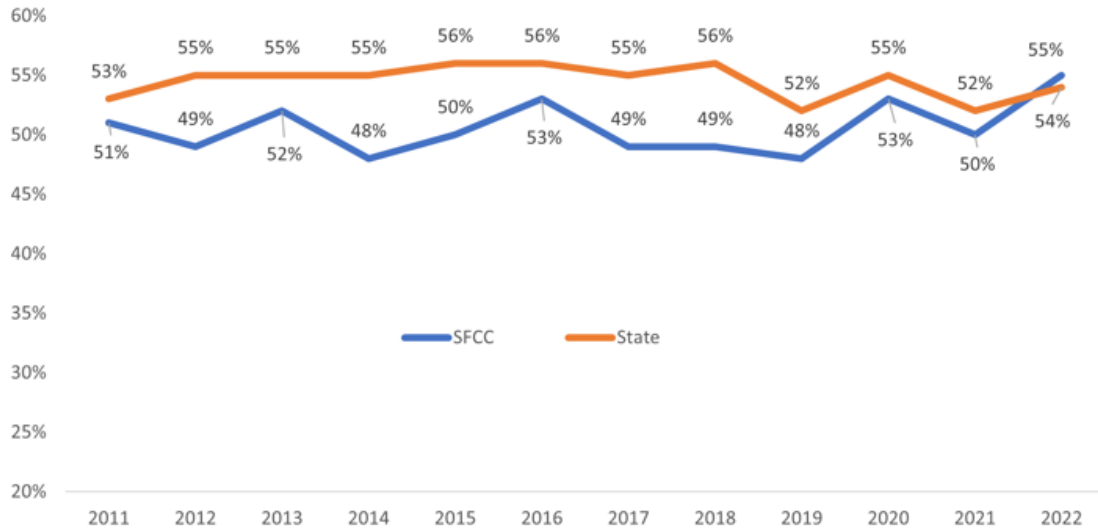
- Our rates of completion for college-level English (58%) continues on an upward trajectory even as the rest of the state is seeing a decline (49%)!

Completion of College-level English in Year 1-SFCC has consistently performed above the state system.



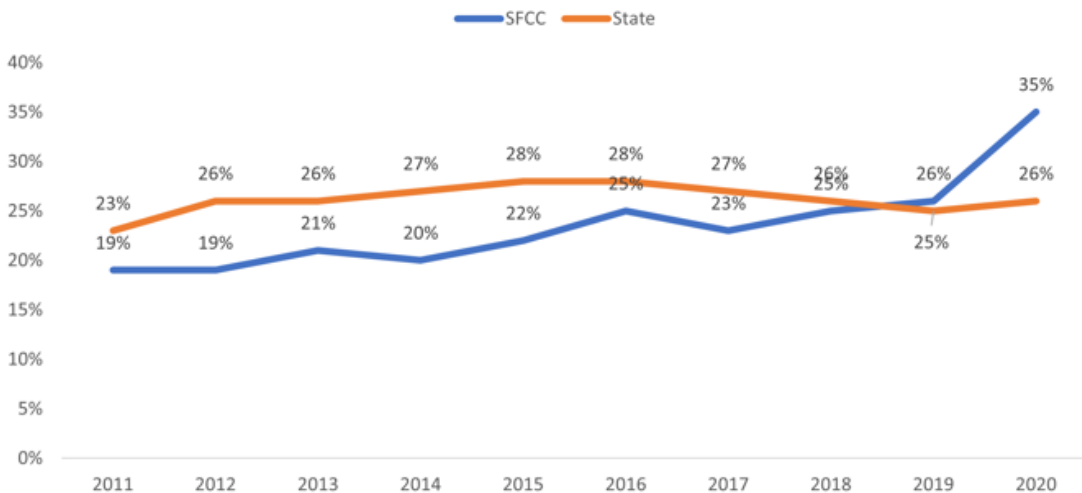
- Our retention rates to second fall reached a new high (55%) and was above the state average (54%) for the first time!

Retention to 2nd Fall: SFCC consistently performed below the state system. In 2022, for the first time, SFCC has retention rates slightly above the system.



- For the third consecutive year, our rates of completion in Year 3 (35%) were above the state average (26%), reaching a new high.

Completion in Year 3: SFCC consistently performed below the state until 2018 when the outcomes were the same; since then our rates have exceeded the state system.



We were privileged to close our college Convening with an honor song by Mark Ramos, our new Indigenous Student Outreach and Support Manager.

This quarter we also hosted an exciting Town Hall with the Chancellor that unveiled our new logos for both colleges and the district as well as our reimagined Sasquatch. There is a lot of buzz about the new logos and people are excited to get marketing materials for their programs in and ready to go when we roll it out to the public.

### eLearning Academy

This year’s eLearning Academy was a great success, and we have many folks to thank for that! The agenda had our own Grace Leaf talking about “Being a Super Communicator in the Classroom,” this based on the work that our CCS Cabinet team has done over the summer with the book “Super Communicators.” SFCC instructors Brad Bleck and Satwick Dasgupta teamed up for two sessions on “Equity in Assessment” – focusing on grading in the first session and labor-based grading in the second session. We also brought in outside speakers, Dr. Cate Denial and Dr. Tricia Bertram Gallant.

Dr. Denial is the author of “A Pedagogy of Kindness.” She spoke from her years of experience in teaching and consulting. Her book, described as part manifesto, part teaching memoir, part how-to-guide urges higher education to get aggressive about instituting kindness, distinguished from niceness or just “getting along.” She urges the need to shift to prioritizing care and compassion for students, colleagues, and themselves.

Ensuring justice, believing people, and believing in people. Besides her consulting and authoring, she serves as the Bright Distinguished Professor of American History at Knox College in Galesburg, IL.





Dr. Tricia Bertram Gallant is the Director of the Academic Integrity Office at UC San Diego and an expert on educational integrity and ethics. Her session, “Empowering Learning with Integrity in the Age of Gen AI,” was a great look at understanding the threats and opportunities of AI in learning. She spoke to ways that faculty can minimize the threat while amplifying the opportunities. In addition to her work at UCSD, Dr. Bertram Gallant has a podcast and consults on integrity and ethics.



Kudos to our eLearning director, Ben Whitmore, and his staff for bringing another year of quality content to the Academy!

## Drama



The Spartan Theatre’s 57<sup>th</sup> season opens this year on November 15<sup>th</sup> with the dark comedy, Barbecue Apocalypse. In it we see three couples gathering to discuss latest home décor, careers, and their culinary skills. Their superficial squabbles quickly turn into survival strategies as the world outside the backyard collapses into chaos. Humor and a biting look at modern life, entertaining while also thought provoking. This one isn’t for the littles – we’ve got something fun in store for them in February. Bring your adult sensibilities to the theater November 15-17 and again November 22-24 and enjoy!



## Library

When the academic year starts – it’s the Librarians to the rescue! Our Librarians have created an online library orientation called “The Bigfoot Survival Guide.” This online guide has the study skills, resources, and library secrets that our students need to be successful.



Additionally, our Librarians hold various workshop series throughout the year. This quarter, they’re focusing on the “Top 5 Research Questions Answered.”

- How do I find an Article?
- Is this Source Scholarly?
- Is this Source Credible?
- How do I Avoid Plagiarizing?
- How do I Cite?

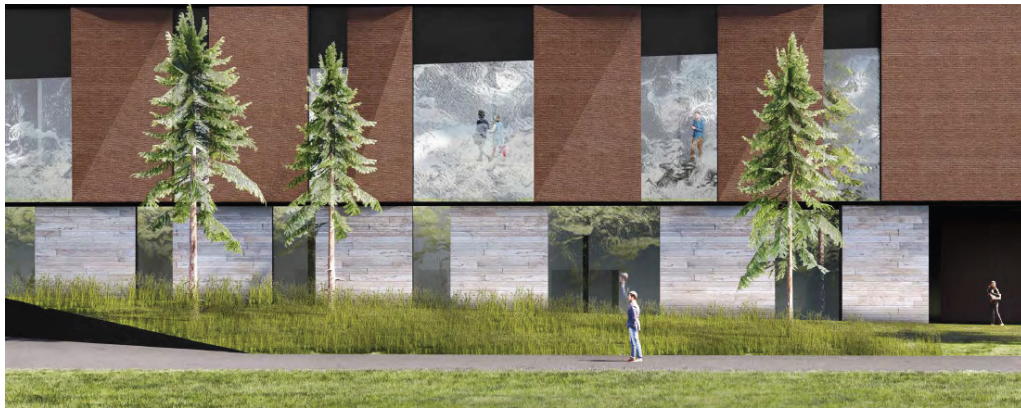
Workshops are an hour long and can be joined on Zoom or in person. Some instructors give students extra credit for their attendance.



## Visual Arts

After much waiting (and with much anticipation), the ribbon cutting ceremony of our new Fine and Applied Arts building **ska-hét** will be held November 13 at 10:00 am!

Right after the ceremony, at 11 AM, artist Jill Anholt, who designed the public arts work for the new building, will be giving a lecture about the project. Visible across the entire upper level of the southern façade, **Aperture** expresses a dynamic impression of the Spokane River that lies unseen just beyond the building. The artwork was created using a highly reflective chromium frit material that mirrors the surrounding campus and the conditions of the sky. The imagery alternates between a positive and negative image dependent upon ambient lighting conditions of its surrounding day and night. When direct southern light hits the building, its watery patterns are projected onto interior surfaces, bringing the river into the building, and heightening the relationship between inside and outside.



The inaugural exhibit in the lobby of ska-hét highlighted the work of our Photography department and faculty members Ira Gardner, Marc Harvey, Ian LaBarge, Tegra Stone Nuess, Melissa Rackham, and Erik Sohner. I'm continually amazed by the talent and work of our faculty.

Next up in the gallery, is the exhibit "Multi-Disciplined" – set to run November 5<sup>th</sup> through December 5<sup>th</sup>. This exhibit displays the creativity, expression, and the talents of the ArtsWA staff who advance the role of arts in the lives of individuals and communities throughout the state. Michael Sweeney from ArtsWA will kick things on with a reception on November 5<sup>th</sup> at 11:30AM.



**REPORT: CHANGES TO STUDENT EVALUATIONS**

**BACKGROUND**

As part of the ongoing collective bargaining process between the Association of Higher Education (AHE) and the Community Colleges of Spokane (CCS), several memorandums of understanding (MOU) were signed implementing tentative agreements prior to the full ratification of the contract. One such MOU implements changes to the student evaluation form. The lead bargainers from AHE and CCS will provide the Board of Trustees with an overview of the changes to the student evaluation form prior to the Board receiving tenure packets with the new form.

The enclosed presentation is in relation to Strategic Priority - Employee Success and Excellence - Individual Development Program with standardized career/professional development plan for CCS full-time employees.

Prepared by: Patrick McEachern  
Vice President of Student Affairs

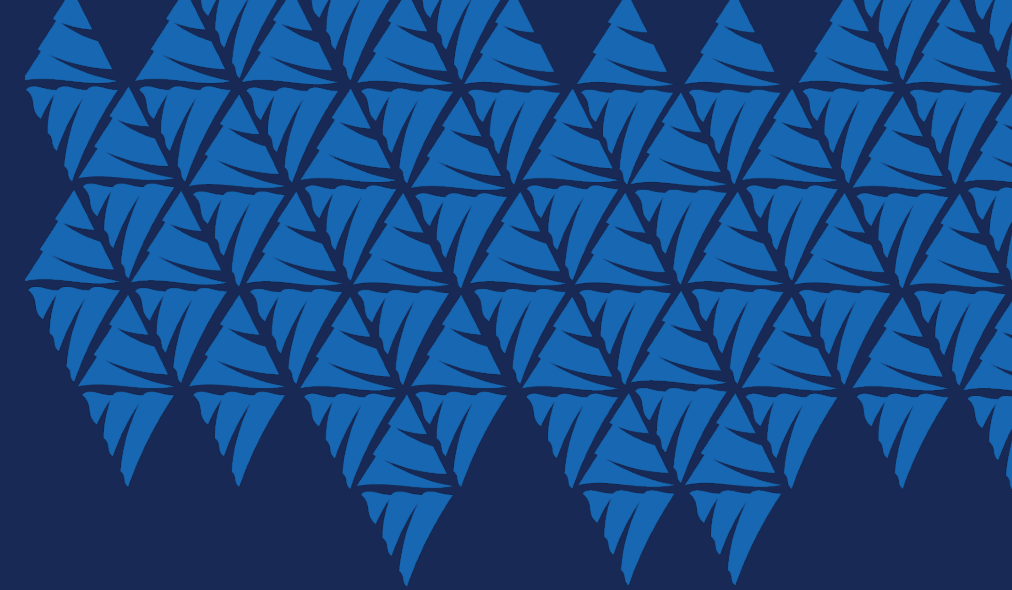
Jason Eggerman  
AHE Vice President

Presented by: Patrick McEachern  
Vice President of Student Affairs

Jason Eggerman  
AHE Vice President

November 12, 2024

# Spokane Colleges



## Rebranding Project Update

Board of Trustees | November 12, 2024

Melanie Rose



**SPOKANE**  
COLLEGES scc | sfcc

# Marketing Vision & Values

- Brand Vision
  - “Cultivate an empowered workforce where every person reaches their fullest potential and reinvests in the community.”
- Brand Values
  - **Inclusivity:** Committed to teaching every person who wants to learn.
  - **Access:** Removing barriers that get in the way of education.
  - **Preparedness:** Setting students up to succeed in their next chapters.



**SPOKANE**  
COLLEGES SCC | SFCC

# Project Timeline

- February 2023: BOT votes to embark on the process to rebrand CCS
- September 10, 2024: BOT votes to approve the rebrand
- October 10, 2024: Brand revealed internally at Town Hall
- January 2025: External brand launch
- January 2025-June 2026: New brand will be rolled out in phases



**SPOKANE**  
COLLEGES SCC | SFCC

# Big Pieces

- Drake Cooper deliverables
- Brand “Rules of Engagement”
- Electronic re-branding decisions
- Budget
- Websites
- CRM
- Licensing and ownership of brand assets
- Official steps to change our District name? Legal and business steps?
- Deliver brand assets and guidelines to Barnes & Noble (bookstore)
- Employee apparel
- Spokane Colleges Foundation
- Signage
- Rebranding/replacing marketing materials
- Adapt new brand to ongoing marketing/communications efforts
- Athletics
- Wrap Spokane Colleges fleet vehicles
- Develop Strategic Communications/Marketing Plan
- Engage Community Leaders



# Phased Rollout

- **Phase 1: Internal (Oct-Dec 2024)**

- Town Hall brand reveal – October 10 – video and Q&A
- Weekly brand e-newsletter – Wednesdays
- “Team Store” will open in November – athletics and academic apparel for employees
- Talking points for Brand Ambassadors
- Accepting marketing orders for rebranded materials for delivery in late December
  - Business cards and nametags
  - Letterhead and envelopes
  - Outreach materials
- Updating Marketing and Communication materials for external launch
  - Websites and CRM “reskinned” with new logos, colors and fonts
  - Forms
  - PowerPoint templates
  - Social media



**SPOKANE**  
COLLEGES SCC | SFCC



# Phase 2: Launch (Jan/Feb 2025)

- “Big Splash” Awareness
  - Billboards
  - Downtown Lights
  - TV ads
  - Digital and Print ads
  - Promotional giveaways
  - Media coverage
- Community Leaders and Partners
  - Mailer box with lapel pins
  - Community Leadership events
  - Journal of Business article and ads
  - K-12 counselors: pop-up mascot mailer
  - Alumni and donors via Spokane Colleges Foundation



# Phase 2: Launch Cont'd (Jan/Feb 2025)

- On Campuses
  - Winter quarter materials rebranded
  - Student swag giveaways
  - Social media campaigns - “Pets of Spokane Colleges”
  - All websites and CRM in new brand
  - Signage updates begin
  - First “Team Store” order delivered (Jan-Feb)
  - Athletics rebranding begins
  - Social media shares by employees and students



**SPOKANE**  
COLLEGES scc | sfcc

## Phase 3: Q1-Q2 2025

- Skitch on SFCC gym floor
- New brand swag begins arriving in bookstores
- Social media campaigns continue
- Marketing campaigns updated to reflect new brand
- Signage updates continue
- Athletics updates continue
- Second “Team Store” opens (Spring)

## Phase 4: 2025/26 Year

- Athletics unveils new uniforms
- Move to new brand in bookstores complete
- Spokane colleges fleet vehicles wrapped
- Signage updates complete
- Athletics updates complete
- Measure results, repeat research



Questions?



**SPOKANE**  
COLLEGES scc | sfcc

**AHE/FACULTY REPORTS**

Presented by: Beverly Daily, AHE  
Christina MitmaMomono, SCC, ESL  
Katie Satake, SCC  
Katella DeBolt, SFCC  
November 12, 2024

## AHE President's Report

Fall quarter is in full swing and faculty are busy doing what faculty do. We welcome a group of new faculty, including many tenure-track probationary faculty.

As faculty continue to help students pursue their goals in education, they have found an increasing number of accommodations from our Disability Access Services. Faculty look forward to continued conversations, training, and information about how best to meet the needs of students while maintaining instructional requirements for their fields. This is particularly true in our CTE programs where faculty must work closely with standards and requirements of their field of expertise.

Faculty are also aware of new requirements for Title IX and mandatory reporting. The hope is disclosures of those new requirements will begin a conversation between faculty and administration to be sure that faculty are aware and understand any new requirements.

New administrative searches begin on both campuses. The hope is that any distrust of the processes will be worked out at each of the campuses.

We are hopeful that bargaining will be wrapping up in the near future. Although we were able to implement some of the agreed to changes for this year, we look forward to the ratification and implementation of the completed CBA.

Board of Trustees Report, Fall  
October 2024

Zachary Christman is working with a great team of staff and faculty to create a course which aims to provide support for our advanced ESL students moving from the ESL program into credit classes and various programs and certifications across the campus. The course is called ESL 72 Transitions and is modeled after a long-running course at Highline College. Other faculty involved are Marcus Blodgett, Jennifer Achzinger, Wendy Jones, Christine DeGeare, Carlos Garcia, Chelsea Kagan, Sami Archuleta, Sabine Wolfe, Erica Naccarato and Elysee Kazadi and Nicci Gooch.

More details about the creation class from his email is available here:

*The nature of this class is to connect students to important offices and departments across the college, so I want to use this opportunity to shout out just a few of the people who have gone the extra mile to support our ESL 72 transitional students. This is not an exhaustive list, but I particularly wanted to mention the following people this quarter because they have been instrumental in getting this program off the ground and supporting both the academic pathways piece and the financial piece.*

*Marcus Blodgett and Jennifer Achzinger, with support from their supervisors, helped demystify the FAFSA process and answer some very difficult questions in two FAFSA-focused workshops.*

*Wendy Jones covered special funding programs and helped students understand other financial options beyond financial aid.*

*Christine DeGeare has also offered her time to come in and work with students on scholarships and the CCS Foundation.*

*To help students in their academic pathways do the tough work of discovering options and good fits for their academic pathways, Carlos Garcia, Chelsea Kagan and Sami Archuleta have also been instrumental in getting the ball rolling on the counseling and advising side.*

*Sabine Wolfe and Erica Naccarato have been supportive of our efforts to provide information and support as pathways and registration specialists.*

*Finally, Elysee Kazadi and Nicci Gooch have helped a lot in getting students connected to the campus and providing perspectives to foster student success.*

*It takes a lot for just one student to navigate the transition from ESL to a credit program. Every one of these individuals has an important part to play in the process, and we thank them for stepping in and helping our student population work through ESL-specific questions and apprehensions as they work through the system. Big thanks to all involved. We are excited to see ways this new program develops to meet the needs of our students!*

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

November 12, 2024

1. Jason Eggerman, SCC Psychology faculty member, reported: Jason represented Spokane Community College at the first ever “Introductory Psychology Academy.” He was one of only 25 psychology instructors from across the United States selected to participate in this event, which took place November 7<sup>th</sup> and 8<sup>th</sup> in Portland, Oregon. The event was hosted by Oregon State University and facilitated by the co-chairs of the American Psychological Association’s Introductory Psychology Initiative. It focused on providing resources, training, and a framework for a meaningful course design in the General Psychology course.
2. Amy Anderson, SCC Communications faculty member, reported: The “Speak Out!” club co-hosted Student Success and Equity Day on campus for their fall event. The club is also currently doing a food drive for the SCC Food pantry.

Additionally, Amy published an article in the International Journal of Mentoring and Coaching with some fellow researchers entitled *Women in academia: Mentorship from a gendered perspective*.

3. David Edwards, SCC Architecture faculty member, reported: On October 12, Architectural Technology instructors Dave Braun and David Edwards and their students participated in a design charette with a dozen local architects as well as students from Washington State University and University of Idaho. One of the WSU graduate students in Architecture is an SCC ARCHT graduate.

On Oct 2, Byson Pooler, an SCC ARCHT graduate and current student at WSU in their architecture program visited SCC to talk to the first-year SCC cohort. He told them about the transition from community college to the university level and showed us his current assignments.

On October 25, David Edwards hosted 28 Girl Scouts in the Architectural Technology program so the girls could experience a college classroom. David led them through some 3D modeling so they could all design their dream home or another interesting project.

This quarter Astrid Hatch, an Architectural Technology student, helped design a new handrail for the Campbell House, part of the NW Museum of Arts and Culture, to make walking upstairs safer for guests and especially those with impaired walking.

Over the summer ARCHT students were not in class, but they participated in a learning opportunity by visiting a construction site at Whitworth and learning about construction



administration from a local architect named Jason Bond. They are continuing their monthly visits this quarter and will continue until construction is complete. He loves giving back to SCC by helping students learn.

**SFCC Faculty Report for November 2024**  
**Katella DeBolt**

**Item #1: Bring it on!**

**Oh, it's been Broughton!**

Irv Broughton, CAML/English Instructor, shared he published his 25<sup>th</sup> book in October!

It is called *Vietnam Skies: Of Choppers, Planes, Rescues, Escapes and Fireflies*.  
(Available at Amazon)

**Item #2: Excellence in Instruction**

Renée Compton, Program Director for Physical Therapist Assistant (PTA) Program, shared that the PTA core faculty attended the APTA educational leadership conference in October. They learned best practices for teaching physical therapy content. There was a big emphasis on inclusivity in the conference, which aligns with our goals at SFCC.

**WFSE/CLASSIFIED STAFF REPORTS**

Presented by: Ward Kaplan, SCC  
Abigail Affholter, SCC  
Alison Cooley, SFCC  
November 12, 2024

**STUDENT GOVERNMENT REPORT**

Presented by: Austin Dehlin- SCC  
Lexii Locke - SFCC  
November 12, 2024

REPORT TO THE BOARD OF TRUSTEES | NOVEMBER 2024  
AUSTIN DEHLIN, PRESIDENT  
TANEISHA TAKYUKA, VICE PREISDENT

**Administrative/General Updates**

This year's ASG is comprised of several international students. With this diversity, ASG looks forward to having a dynamic team to help the introduction of our first Director of Inclusion, Diversity, Equity, Accessibility & Awareness (IDEAA). We have also re-introduced the Chief Justice position and are creating marketing strategies to attract the appropriate candidate for the position.

The organization's priorities and projects currently include: (a) developing a marketing strategy that will include District wide new branding elements and updates to ASG branding items; (b) Creating a proposal for new furniture in the Lair Student Center; (c) establish a clear understanding between students, staff, faculty, administration, and district for the need of proper security measures on SCC main campus; (d) beginning the annual budget discussions for the Services and Activities fee and the Technology fee; and (e) review of District policy for Institutional Work Study and make recommendations as to necessary changes.

**Executive Staff:**

Nico Becker, Director of Finance and Legislative Affairs  
Jozie Holcomb, Director of Academic and Student Affairs  
Cing Nuam, Senate Clerk

Vacant, Chief Justice

Vacant, Director of Communication

**Senate Updates:**

The Senate has begun to develop its internal priorities for the academic year, including (a) finalization of the Bylaws, (b) goals for our standing committees, and (c) outreach to out student constituencies within the various academic divisions by hosting targeted events on location.

**Senate:**

Kathleen Gigous, Adult Education & Extended Learning  
Mwashi Joyce Nathan, Business, Hospitality, and IT (BHIT)

Nevaeh Person, Health & Environmental Sciences  
Vacant, Athletics and Physical Education  
Crystal Nkurrenah, Arts and Sciences  
Amy Johnson, Technical Education

**Vacancies Notes/Updates**

ASG, along with other student units of The Bigfoot Experience, are still accepting applications for a few of our positions.

We are creating a targeted marketing campaign for each open position and hope to have them filled by the end of the quarter.

## ASG Report:

Since September the ASG office have been busy getting acclimated into our new sense of normal. This has been in the forms of learning our perspective rolls, learning about the specific budgets for specific events, how to do spending requests, running activities and senate board meetings, and helping any students that come into our office asking for help. It makes me happy to see the amount of enthusiasm everyone in the 24-25 office seems to have even two months into the school year. Some are choosing to settle into their rolls solely to fulfil their positions responsibility, or they are continuing to work on their independent projects they have taken upon themselves for the year.

Since we have started the school year, we have had the following successful events at the SFCC campus:

- We facilitated a drive-in movie night where we featured the 2001 Disney movie Atlantis: The Lost Empire. We had a relatively good turnout with only having a little over a week to advertise, and I believe if we do another movie in the Spring quarter, we could end up getting an event larger crowd.
- We have had two farmers market, we found after going through our first market that students in later classes were left with little to no food options, so we made the conscious decision to start later in the day to serve as many students as possible. We made sure to make accommodations for students that brought up concerns to us during the October market, and when being transparent with students who had been waiting for the market to start. So, we will most likely be attempting a start time somewhere in between 11:30AM – 12:30PM for the November market to see what time is the best for the student population.
- Welcome week was a huge success as we got to engage with a lot of the student population be it in the form of free school supplies, free donuts and coffee, free pizza, club day, etc.
- A lecture-based presentation by the political activist Linda Sarsour. Within this lecture we not only had students attend, but staff and faculty be active participants in a very raw and real conversation regarding social injustice for those of black and brown decent. And how those who could not identify with black and brown decent, could still be a support for those who do. We were fortunate enough within the forty-five minutes we had set for a Q&A section, all questions asked of Linda we not only meaningful but respectful to all those in attendance. Also, we were able to obtain copies of Linda's book *We Are Not Here to Be Bystanders* and offered nine copies as a door prize for those in attendance to put their name in for a drawing – which everyone who received a book was ecstatic to receive.
- We facilitated an indoor movie where we featured the 2003 Disney movie Finding Nemo. This was a kickoff to celebrating disability awareness month.
- For a week we ran a large game of tag on campus, yet it is slightly different from your average game of tag. Our version is called Humans vs Zombies where we had hidden around campus human antidotes, zombie antidotes, and other fun cheats. These cheats were hidden across campus in new spots every day, and our outdoor programmer found they need to make it a requirement that humans must appear on campus for at least thirty minutes a day through the week the event runs. And they are thinking about running Humans vs Zombies for a second time in the spring – as we had a total of eleven humans survive our zombie apocalypse.
- Family fun night was an absolute success as we got about thirty-five, twelve clubs and orgs, that volunteered to help set up the sub lounges with different booths such as face painting, cake

walk, arts and crafts, popcorn, hot coco, etc. Outside of setting up the sub lounges we also got help setting up a haunted house within the student senate chambers. Which you would have not thought it was a room within a college campus if you walked through it in the dark.

- To finish off Disability Awareness month we brought in the comedian Haden Krystal. This person was a great way to end out the month as they are not only a comedian, but also part of the queer community and partially deaf. From what I was told from people who were able to attend they were very funny and a great addition for student engagement.

## **ASG Presidential Report:**

As I have gotten more comfortable in my roll, I feel like I am becoming a more well-rounded leader for our office. Even though I have enjoyed how close the office has become, I have started setting boundaries with everyone so I can not only be the best that I can be within the office – but also within my academics. This has been well received by staff and other executives, as they understand if I fail to keep on track with my educational responsibilities then I can not help them as often.

Since starting the school, these are the things I have accomplished:

- I was not only able to get Linda Sarsour to our campus but built a relationship with her for future SFCC events. A week post her lecture she sent the following email:

**From:** Linda Sarsour <[sarsour.speaks@gmail.com](mailto:sarsour.speaks@gmail.com)>

**Sent:** Thursday, October 17, 2024 2:06 PM

**To:** McKenzie, Heather <[Heather.McKenzie@sfcc.spokane.edu](mailto:Heather.McKenzie@sfcc.spokane.edu)>

**Cc:** Locke, Lexii <[Lexii.Locke@sfcc.spokane.edu](mailto:Lexii.Locke@sfcc.spokane.edu)>; HurtadoBenegas, Aracely <[Aracely.HurtadoBenegas@sfcc.spokane.edu](mailto:Aracely.HurtadoBenegas@sfcc.spokane.edu)>

**Subject:** Re: Please Respond: Upcoming Speaking Event at Spokane Falls Community College

I just wanted to drop in and say THANK YOU. Thank you for such a wonderful experience and a warm welcome. I needed you all more than you needed me!

I am in full gratitude!

Love,

Linda

This was so nice to see as after Linda's lecture she stuck around waiting for her ride share she wandered around the student union building and speaking to students. So, knowing she really enjoyed our culture at SFCC was very nice to see.

- Attended the American Student Government Association (ASGA) conference that took place in Washington DC. This was interesting as a non-traditional student, as a lot of the seminars I attended contained information I had some sort of previous knowledge about doing in multiple corporate office settings prior to attending school. Yet, it is where I realized I was spending too much of my energy being the office go to for answers with staff. So, the other executives and I are attempting to get staff to go to their direct line of report first before coming to me in hopes of being pointed into the correct direction.

- I have helped point students that have come into the ASG regarding issues they had been facing with their instructors within the first month of school. This was in the form of student's complaints process or help get to the root of the issue at hand and help formulate emails to their professors asking for help.
- I have started my once-a-month meetings with Dr Messina and Patrick to give them updates on what has been happening within the ASG office.
- And invitation was extended to me to attend an annual banquet by Paul Schneider. Paul is the President of the local nonprofit Human Rights Spokane, and he had extended this invitation to all the student body presidents for the two-year and four-year colleges in the area. Human Right Spokane is a nonprofit have been a part of the Spokane community since 2016. And Human Rights Spokane works on promoting and advancing human rights within the Spokane area. So, I will be in attendance for that banquet as I believe it is a great networking opportunity and I could gain beneficial information to bring back to our campus.
- Finally, I have started to gain some traction on my personal project I am working on for the year. And, I am hoping to bring what I have been working on to the board by the February 2025 meeting.

End of Report



**BOARD REPORT**