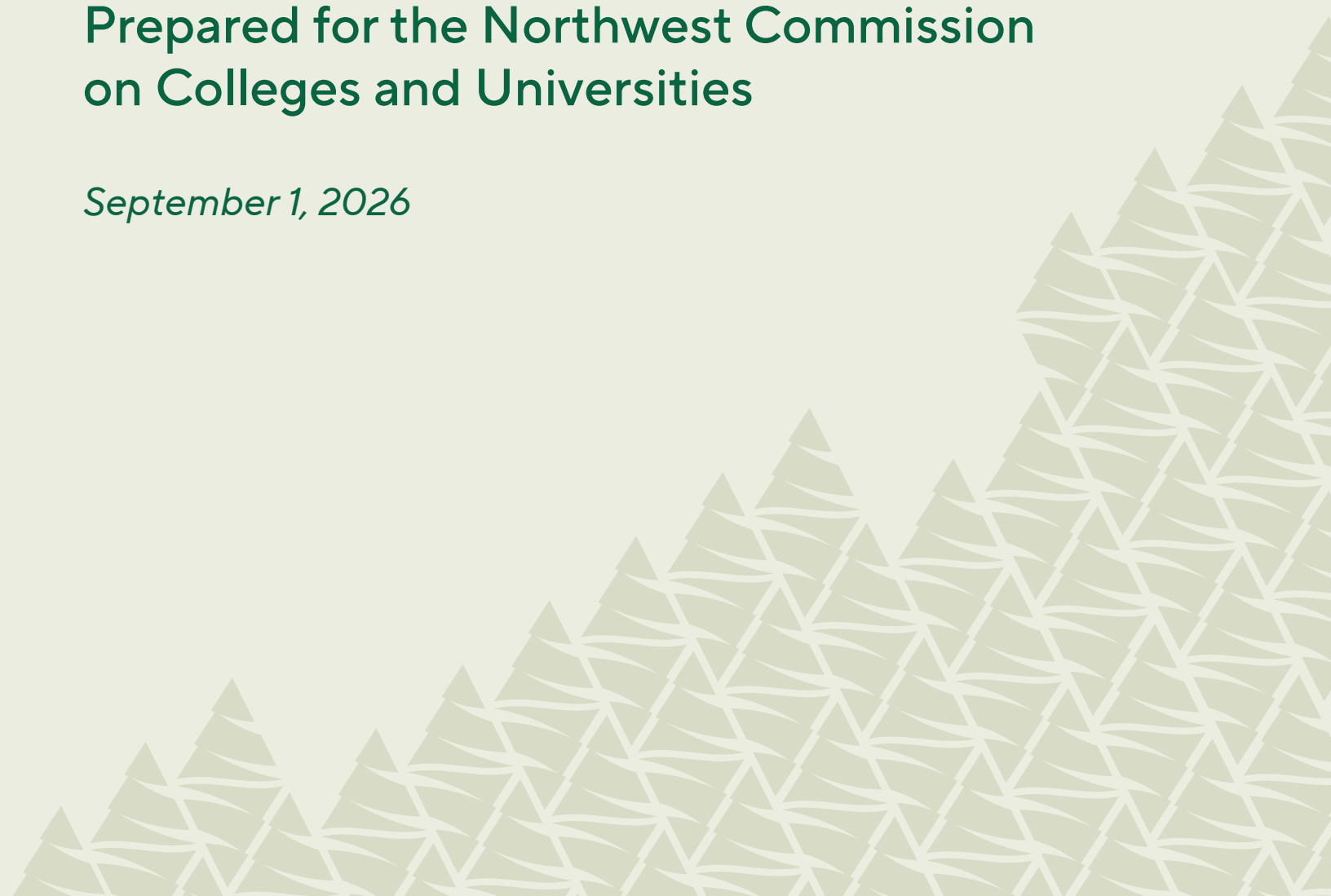


SPOKANE COMMUNITY COLLEGE

Policies, Regulations, and Financial Review

Prepared for the Northwest Commission
on Colleges and Universities

September 1, 2026



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NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Spokane Community College
(Name of Institution)

Jenni Martin, Ed.D.
(Name of Chief Executive Officer)

Jenni Martin
(Signature of Chief Executive Officer)

08/27/26
(Date)

Acknowledgements

Dear Colleagues,

Thank you to everyone who has contributed time, expertise, and thoughtful feedback to the development of SCC's Policy, Regulations, and Financial Review (PRFR). Nearly everyone across SCC and the District has provided information and support for this important work, and we are truly grateful for your collaboration.

The PRFR represents a significant institutional effort, and its strength reflects the collective knowledge and commitment of those involved. Your contributions help ensure the document accurately represents our policies, practices, and financial stewardship at Spokane Colleges. This work would not have been possible without your dedication. You are all truly appreciated.

Thank you again for your engagement and continued partnership in this important process. We deeply value your commitment to SCC and to maintaining strong accreditation standards.

With appreciation,

Dr. Jenni Martin
President and CEO
Spokane Community College

Dr. Kevin Brockbank
Chancellor
Spokane Colleges

About Spokane Community College and Spokane Colleges

[Spokane Community College](#) (SCC), one of two independently accredited institutions within [Spokane Colleges](#), has served the region since opening its doors on September 16, 1963 with an inaugural class of 1,298 students. Founded on the former Spokane Technical and Vocational School site, SCC quickly evolved in response to strong community support and industry demand. Under its first president, Walter S. Johnson, the College expanded rapidly through the 1960s, adding new degree and certificate programs in healthcare, trades, business, and the liberal arts.

Throughout the 1970s and 1980s, SCC grew into a comprehensive community college, adding major instructional facilities in science, health care, trades, and technical education, as well as a dedicated library, administration buildings, and expanded student services. During this period, the Fort George Wright site became [Spokane Falls Community College](#) (SFCC), establishing SCC and SFCC as two distinct colleges within the district. The College also acquired facilities to support apprenticeship and aviation programs, which remain signature offerings today.

SCC continued expanding through the 1990s and 2000s, adding modern instructional spaces aligned with industry needs and increasing access to transfer degrees, including the Associate of Science direct transfer degree approved in 2000. The College has remained responsive to regional workforce demands, completing major capital projects such as the Stannard Technical Education Building (2011) and undertaking significant renovations, including the Main Building modernization completed in 2020.

SCC's program offerings have continued to diversify, including the addition of its first Bachelor of Applied Science degree in Respiratory Care in 2017. Today, SCC serves more than 20,000 students annually across more than 120 academic, professional-technical, and workforce programs. With its main campus in Spokane and education centers in Colville, Newport, Republic, and Inchelium, SCC provides broad access to high-quality education and continually adapts its programs and delivery methods to meet emerging industry needs and support student success.

Collectively, Spokane Colleges serves large urban and suburban populations, along with rural communities throughout a 12,302 square-mile region in Eastern Washington. This region includes all of Spokane, Stevens, Whitman, Ferry, and Pend Oreille counties, and portions of Lincoln County. SCC and SFCC are accredited by the [Northwest Commission on Colleges and Universities](#) (NWCCU) and governed by the [Washington State Board of Community and Technical Colleges](#).

Notes of Impending Updates

Spokane Colleges is currently implementing several organization-wide updates that may affect references and web links included in this report. In the interest of transparency, the following information is provided to help reviewers navigate materials and understand recent institutional changes.

- In 2025, *Community Colleges of Spokane* officially adopted the name *Spokane Colleges*. As a result, some policies, procedures, websites, and other institutional documents may still reference the former name or the CCS acronym. These materials will be updated as they undergo review.
- Spokane Colleges has also recently adopted a new strategic plan, along with revised mission, vision, and values statements. Updates reflecting these changes will be incorporated into the institution's website during Fall 2026.
- In addition, Spokane Colleges will transition to a new public-facing website and content management system in early 2027. Web links included in this report are expected to automatically redirect to their corresponding locations on the new site. If a link does not function as intended or evidence cannot be located, reviewers are encouraged to contact SCC's NWCCU Liaison or its Accreditation Liaison Officer, who will provide the appropriate information or correct the link as needed.

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Executive Summary: Mission Fulfillment

At Spokane Community College, we maintain a mature, evidence-driven framework for ongoing accreditation that reflects our deep commitment to mission fulfillment, equitable student success, and continuous institutional improvement. Guided by our mission to “Provide all students an excellent education that transforms their lives and expands their opportunities,” we integrate accreditation principles into everyday governance, planning, assessment, and decision-making. This report demonstrates how our structures, processes, and culture collectively support long-term institutional effectiveness.

Our governance model, anchored in clearly defined Board authority, District leadership, and college-level shared governance, creates consistent pathways for review, collaboration, and accountability. The College Cabinet, College Leadership Council, District Cabinet, and Districtwide councils coordinate planning and evaluation across Instruction, Workforce Development, Student Services, HR, Business & Finance, Library Services, IT, and Facilities. Through these structures, we ensure accreditation expectations are embedded in our annual work cycles, policy development, resource allocation, and strategic planning efforts.

We support institutional effectiveness through robust data systems and regular evaluation practices. We monitor enrollment trends, student achievement indicators, course fill rates, student-to-faculty ratios, financial trends, facilities condition assessments, and retention metrics to guide decisions. Departments across the college and District use measurable targets or qualitative benchmarks and implement improvements informed by evidence. Our Teaching & Learning Center also provides more than 250 annual learning opportunities for faculty and staff, strengthening instructional quality, consistency, and student learning outcomes.

Our student-centered and operational frameworks reinforce institutional effectiveness through transparent budgeting and strong internal controls; equity-focused student services; strategic reserve policies; continuous improvements in facilities and IT; and data-informed practices across counseling, financial aid, disability services, multicultural programs, and workforce transitions. Together, these systems ensure fiscal sustainability, safe and accessible learning environments, and improved student retention, persistence, and completion.

Our accreditation framework reflects an institution that evaluates its work with honesty and rigor and uses evidence to drive improvement. Our strengths in collaborative governance, data-informed planning, strong fiscal stewardship, equity-centered student support, dedicated faculty and staff, and resilient infrastructure, position us to continue fulfilling our mission and sustaining high levels of performance across all areas of Standard Two. Through this ongoing, integrated approach to accreditation, we demonstrate institutional integrity, operational stability, and a sustained commitment to student learning and achievement.

Eligibility Requirements

Spokane Community College complies with the Northwest Commission on Colleges and Universities' [2020 Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions](#).

ER 1: OPERATIONAL STATUS: *The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program (s) before NWCCU's evaluation for initial accreditation.*

SCC is fully operational with continuous quarterly enrollments and regular degree and certificate conferrals, evidenced across institutional governance, academic operations, student services, and finance sections of this report.

ER 2: OPERATIONAL FOCUS AND INDEPENDENCE: *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.*

SCC's offerings are higher-education programs delivered within Washington's Community & Technical College District 17. Authority is clearly delineated among the Board of Trustees, Chancellor, and SCC President, ensuring institutional independence and accountability.

ER 3: AUTHORITY: *The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.*

SCC is authorized as Community and Technical College District 17 under [Chapter 28B.50.040 of the Revised Code of Washington \(RCW\)](#) and [Chapter 132Q of the Washington Administrative Code \(WAC\)](#), governed by a Governor-appointed Board of Trustees and delegated authority codified in Board policy and administrative procedure.

ER 4: INSTITUTIONAL EFFECTIVENESS: *The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

SCC demonstrates effectiveness through inclusive planning (Cabinet, College Leadership Council), annual budget cycles, catalog/policy reviews, and routine monitoring of indicators (e.g., enrollments, student-to-faculty ratios, class capacity, fill rates) that guide decisions and resource allocation.

ER 5: STUDENT LEARNING: *The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.*

Program outcomes are published in the catalog and “What to Study” pages. College-wide Key Literacies focus on Applied Content, Communication, Information, Intercultural, and Quantitative subjects in all Associate and Bachelor level programs.

ER 6: STUDENT ACHIEVEMENT: *The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).*

[SCC tracks retention, completion, and other student achievement metrics](#), which are disaggregated by several institutionally meaningful categories. Established goals and objectives help define mission fulfillment, with new goals and objectives being developed as part of a new strategic plan.

ER 7: NON-DISCRIMINATION: *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.*

[Board Policy 2.30.01](#) and associated procedures establish nondiscrimination and equal employment standards; student rights, Title IX, and grievance processes are published via the [Public Disclosures](#) and [Right to Know](#) web pages and administered by Student Life and Human Resources.

ER 8: INSTITUTIONAL INTEGRITY: *The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.*

SCC maintains and openly publishes accurate information regarding its programs, services, operations, and relationships. The [catalog](#), a central [Public Disclosures](#) site, compliance with conflict-of-interest procedures, and transparent annual financial audits are published online.

ER 9: GOVERNING BOARD: *The institution has a functioning governing board (s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution’s mission is being achieved. The governing board (s) has at least five voting members, a majority of*

whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract (s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

A five-member Governor-appointed Board oversees SCC and Spokane Colleges. [Board bylaws and policies](#) define authority and delegation to the Chancellor and college presidents, ensuring SCC's autonomy within the multi-college system.

ER 10: CHIEF EXECUTIVE OFFICER: *The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board (s) but may not serve as chair.*

SCC employs a full-time President (CEO) per Board policy; the President is not the Board chair and leads institutional administration and mission fulfillment.

ER 11: ADMINISTRATION: *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board (s) but may not serve as chair.*

SCC's leadership team, consisting of the President, Vice Presidents, Deans, and Directors manages planning and assessment. District cabinets and councils coordinate shared services and policy implementation.

ER 12: FACULTY: *Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.*

SCC employs sufficient, qualified faculty. Evaluation methods and standards are established in policy and the Master Contract, and professional learning is supported via the Teaching & Learning Center.

ER 13: EDUCATIONAL PROGRAMS: *Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program (s) culminate in the achievement of clearly identified student learning outcomes and lead to degree (s) with degree designations consistent with program content in recognized fields of study.*

Programs have appropriate content/rigor, publish outcomes, and lead to degrees/certificates in recognized fields; catalog and program pages provide requirements, sequences, timelines, and (where applicable) licensure details.

ER 14: LIBRARY AND INFORMATION RESOURCES: *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

Library Services employs MLIS-credentialed faculty/staff, curates responsive collections, embeds information literacy in coursework, and supports all modalities and locations in alignment with mission and curricula.

ER 15: PHYSICAL AND TECHNOLOGY INFRASTRUCTURE: *The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

Facilities and IT sustain safe, accessible, secure environments via computerized maintenance management system-driven maintenance, facilities master planning, condition surveys, security/access systems, digital accessibility processes, cybersecurity training and protection, and continuity planning.

ER 16: ACADEMIC FREEDOM: *Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.*

Academic freedom is affirmed in the faculty [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#) and [Right to Know](#) webpage; the college reports no recent complaints of infringement and integrates academic-freedom topics into orientation, Teaching and Learning Center (TLC) resources, and Communities of Practice.

ER 17: ADMISSIONS: *The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.*

SCC publishes and adheres to open-door admissions, with some program-specific admission policies, applicable to all students whether enrolling in-person or online.

ER 18: PUBLIC INFORMATION: *The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The [catalog](#) and official websites provide current, accurate information across all required areas (Mission; Admissions; Grading; Programs and Courses; Credentials held by faculty and administrators; Student Conduct and Rights; Tuition, Fees, and Refunds; Financial Aid; and Academic Calendars).

ER 19: FINANCIAL RESOURCES AND PLANNING: *The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.*

The District maintains reserve, investment, cash-management, and internal-control policies; provides regular financial reports to the Board; and engages stakeholders via the Budget Planning and Advisory Committee (BPAC) and SCC's Fiscal Strategies Committee to support short- and long-term stability.

ER 20: FINANCIAL ACCOUNTABILITY: *For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than fifteen months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.*

Spokane Colleges undergoes annual independent audits included in Washington State's Annual Comprehensive Financial Report (ACFR) and statewide Single Audit; results are reviewed by administration and the Board and are [posted publicly](#) on the District website.

ER 21: DISCLOSURE: *The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.*

SCC provides timely, accurate disclosures through required reports, published financials, Public Disclosures, and Board materials, and furnishes documentation requested during peer evaluations.

ER 22: RELATIONSHIP WITH NWCCU: *The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.*

SCC affirms and complies with NWCCU Standards and policies, participates in required review cycles, and acknowledges NWCCU's authority to disclose actions regarding institutional status.

ER 23: INSTITUTIONAL CAPACITY: *The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.*

SCC demonstrates sufficient enrollment, human and financial resources, and infrastructure; capacity is monitored and planned via budgeting, enrollment management, facilities/IT planning, and indicator tracking reviewed by Cabinet, councils, and the Board.

Standard 2.A: Governance

Reflection on Standard 2.A

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Governance, Policies, and Procedures

[Spokane Community College](#) (SCC) and [Spokane Falls Community College](#) (SFCC) together comprise [Spokane Colleges](#), formally designated as *Community and Technical College District 17* under [Chapter 28B.50.040 of the Revised Code of Washington \(RCW\)](#) and [Chapter 132Q of the Washington Administrative Code \(WAC\)](#). Spokane Colleges operates under a centralized administrative structure led by a Chancellor, with oversight from a governor-appointed, five-member [Board of Trustees](#). Both SCC and SFCC are independently accredited by the [Northwest Commission on Colleges and Universities](#) (NWCCU) and are each led by a president who serves as each institution's Chief Executive Officer.

This governance structure, consisting of a District office and two independently accredited colleges, supports strong, collaborative leadership. The Board of Trustees, the Chancellor, and the presidents of SCC and SFCC work together to provide high-quality educational experiences for students and a supportive environment for employees.

SCC demonstrates effective governance through several key practices:

- **Participatory governance through committees and task forces.** Faculty, staff, and students serve as essential contributors on SCC committees and task forces, providing insights that help leadership understand the impact of collegewide initiatives on the student and employee experience.
- **Direct communication with executive leadership.** SCC's cabinet members meet regularly with committee and task force chairs to review progress and address obstacles. The Cabinet also hosts collegewide meetings for faculty, classified staff, and students, including Q&A sessions with the President, faculty-specific forums, and meetings with classified employees. Meeting minutes, video recordings, and committee reports are then made available on the Spokane Colleges intranet.
- **Deliberate planning and resource allocation.** Since adopting the Guided Pathways framework in 2019, SCC has strengthened student support through annual planning and resource allocation discussions with the College Leadership Council. These efforts have led to the development of SCC's Writing Center, the creation of division assessment leads, improvements to the Tutoring Center, a redesign of the "[What to Study](#)" website, and enhancements to Strategic Enrollment Management, including new student orientation and mandatory advising.

- **Commitment to serving the full district.** Spokane Colleges' service area spans six counties and 12,302 square miles, encompassing metropolitan and rural communities. SCC and SFCC both adapt academic programs and student services to meet diverse regional educational and workforce needs.

Although coordinating efforts across two colleges presents inherent complexity, Spokane Colleges has made a deliberate commitment to maintaining alignment between SCC and SFCC. When a practice, process, or innovation demonstrates improved student outcomes or operational effectiveness at one college, leadership seeks opportunities to adapt and implement it across both institutions. The District Cabinet serves as the primary venue for coordinating districtwide initiatives and ensuring consistency among shared services and college operations. In addition, the SCC and SFCC Vice Presidents have reestablished the Vice Presidents' Council to strengthen coordination between instructional and student services leadership. This collaboration supports a more seamless student experience, particularly for the approximately 500 to 600 students who are concurrently enrolled at both colleges each year.

Lines of Authority and Responsibility

The authority and responsibility for the oversight and operations of Spokane Colleges, SCC, and SFCC begins with the Governor of the State of Washington:

- **Governor of the State of Washington:** Under [RCW 28B.50.100](#), the Governor appoints a five-member Board of Trustees for each college district. Trustees serve five-year terms.
- **Spokane Colleges Board of Trustees:** [Board Policy 1.10.02, Authority, Purposes of the Board of Trustees](#), states:

The Board of Trustees of Spokane Colleges is charged with the responsibility and authority for the operations of the college district as prescribed in [RCW 28B.50.140](#). The authority is vested in the board, not in individual board members. The board has the responsibility to establish policy and evaluate the performance of the college district. The board employs a Chancellor to administer the district and delegates to the Chancellor the general responsibility for interpreting board policy and administering and operating the district in accordance with those policies, Washington State law and the rules and policies of the State Board for Community and Technical Colleges.

- **Spokane Colleges Chancellor (District CEO):** [Board Policy 1.40.01, Delegation of Authority](#), states:

The Board of Trustees shall employ a Chancellor and hold the Chancellor responsible for the interpretation and implementation of board policy and for the administration of the district in general. The Chancellor shall develop administrative procedures to implement board policy. Such

administrative procedures shall be compiled in an administrative procedures manual made available in the business office.

- **Presidents (Institution CEOs) of SCC and SFCC:** [Administrative Procedure 1.40.01-A, Delegation of Authority](#), states that the Chancellor recommends, and the Board approves, appointments for college presidents. [Board Policy 1.50.03, College Administration](#), states that “Each college president shall be responsible for the administration of his/her individual college and represent the Chancellor within the college.”

District [organizational charts](#) clearly articulate structure and relationships between the Board, the Chancellor, and the Presidents. Further information on the organization and functions of SCC’s and the District’s executive and leadership teams is provided in Standard 2.A.2.

Adoption and Establishment of Policies and Administrative Procedures

The Board of Trustees establishes [board policies](#) that guide and govern the operations of the district. Once adopted, these policies represent the district’s formal governance position until they are amended, repealed, or replaced by the Board.

Through [Board Policy 1.40.01, Delegation of Authority](#), the Board delegates authority to the Chancellor to interpret, develop, and implement administrative procedures that operationalize Board policies. All procedures must comply with applicable federal and Washington State laws and regulations. Any procedure found to be in conflict with these laws or regulations is considered invalid and will not be implemented or enforced.

Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Institution's Self-Assessment

SCC is meeting Standard 2.A.1 by demonstrating effective governance with the Washington State Board of Community and Technical Colleges (SBCTC) system and by a five-member Board of Trustees appointed by the Governor of Washington.

Board Governance and Oversight

A governor-appointed, five-member Board of Trustees provides oversight for Spokane Colleges, SCC and SFCC. The composition, authority, and responsibilities of the Board are established in [RCW 28B.50, Subparts 100, 102, 130, and 140](#). In addition to its state responsibilities, the Board engages in self-reflection as part of its own continuous improvement. Information about this reflection is available on request.

District governance policies and administrative procedures, set by the Board, are described in the introduction of the [Policies and Procedures website](#), specifically outlined in [Board Policy 1.10.01, Board of Trustees Policies](#).

The [SBCTC Policy Manual](#) further defines the duties of the State Board for Community and Technical Colleges, including its critical role in allocating and distributing legislatively appropriated funding to each college and district.

Required Evidence

Institutional board governance policies and procedures

- [Chapter 132Q-01 of the Washington Administrative Code \(WAC\)](#)
- [Board Policies, Chapter 1, Governance Organization](#)

System governance policies and procedures (if applicable)

- [SBCTC Policy Manual](#)

Bylaws and Articles of Incorporation referencing governance structure

- [Board Policy 1.30.00, Bylaws of the Board of Trustees of Spokane Colleges](#)

Optional Evidence**Board's calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures**

- Appendix A, Section 2.A.1

Board onboarding, professional development, and training materials

- Appendix A, Section 2.A.1

Standard 2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Institution's Self-Assessment

SCC is meeting Standard 2.A.2 by demonstrating effective leadership with a President, Vice Presidents, and other Administrators with the authority, responsibility, and resources to complete the mission of Spokane Colleges.

Institutional Leadership and Administration

SCC is led by a president who serves as the institution's Chief Executive Officer and represents the Chancellor within the college. Under the president's direction, SCC's administration oversees the planning, management, and evaluation of all college operations in support of mission fulfillment. These responsibilities include:

- Managing college programs, personnel, and facilities in alignment with District policies and procedures.
- Administering all approved instructional courses and programs offered by the college.
- Providing comprehensive student services, including admissions, registration, transcripts, counseling, student activities, financial aid, placement, and other support programs.
- Developing procedures to implement District rules, policies, agreements, and procedures.
- Administering budget expenditures in accordance with approved budgets and established guidelines.
- Developing planning systems that align with District goals and objectives.

Participatory Governance: Structures and Processes

College Cabinet

The College Cabinet is SCC's primary administrative planning and decision-making body, providing executive leadership for budgeting, academic programming, staffing, student support services, and facilities. The Cabinet meets twice monthly and includes:

- President, Jenni Martin, Ed.D.
- Vice President of Instruction, Jaclyn Jacot, Ed.D. candidate, expected Fall 2027
- Vice President of Student Services, Patrick Tanner, Ed.D. candidate, expected Fall 2027
- Vice President of Workforce Development, Julie Parks, M.A.Ed.

- Senior Director of Institutional Effectiveness and Planning, Roy Caligan, Ed.D.

College Leadership Council

The College Leadership Council serves as the primary advisory committee to the College Cabinet. The Council coordinates and oversees planning and operations, studies college-wide issues, and advances recommendations. It meets twice monthly, alternating with Cabinet meetings, and includes:

- Members of the College Cabinet
- Deans of SCC's seven instructional divisions
- Associate deans, directors, and managers engaged in planning and operations
- Members of District Cabinet (invited once per month)

College-Level Committees

Executives on the College Cabinet sponsor standing and ad hoc committees, and taskforce working groups, that advise on institutional functions and initiatives and support college-wide planning and assessment. A full list is provided in Appendix A, Section 2.A.2.

District Governance and Coordination

SCC operates within Community and Technical College District 17 (Spokane Colleges), as established by [RCW 28B.50.040](#) and [WAC 132Q](#). The District Office provides centralized services that support SCC, Spokane Falls Community College (SFCC), and regional workforce development. These services include:

- eLearning
- Financial and Accounting Services
- General Services (facilities planning, maintenance, and security)
- Global Education
- Human Resources
- Information Technology
- Institutional Advancement & External Affairs
- Strategic Planning

District Cabinet

Executives from SCC, SFCC, and the District coordinate strategy, policy implementation, and operations through the District Cabinet, which meets every other week.

District-Level Councils

District and college executives nominate employees to serve on [District-wide councils](#) that support planning, decision-making, and resource allocation.

Vice Presidents Council

The Vice Presidents Council aligns the student experience across SCC and SFCC and manages shared resources such as the [Spokane Colleges Catalog](#). Membership includes the SCC Vice

President of Instruction, the SFCC Vice President of Learning, the SCC Vice President of Student Services, the SFCC Vice President of Student Affairs, and the Vice President of Workforce Development.

Required Evidence

Leadership organizational chart

- [Spokane Colleges Organizational Charts](#)

Curriculum vitae of executive leadership

- CVs of executive leadership are available in Appendix A, Section 2.A.2.

Optional Evidence (submitted by institution)

- Appendix A, Section 2.A.2: 2025-2026 SCC Committees, Councils, & Task Forces

Standard 2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Institution's Self-Assessment

SCC is meeting Standard 2.A.3 by selecting Dr. Jenni Martin as our President and Chief Executive Officer. Dr. Martin is an accomplished and experienced higher education professional and dedicates her time to SCC's students, employees, and mission.

Presidential Leadership

Dr. Jenni Martin became Spokane Community College's eighteenth president on July 1, 2024. She brings more than 26 years of service to the institution, having held roles including adjunct faculty, WorkFirst Manager, Assistant Dean of Adult Basic Education, Dean of Extended Learning, Vice President of Instruction, and Acting President.

Before joining Spokane Colleges, Dr. Martin worked at Eastern Washington University (EWU) as head women's soccer coach and served as faculty at both EWU and Spokane Colleges. She holds a Doctor of Education from Northeastern University, a Master of Education in Adult Education from Eastern Washington University, and a Bachelor's degree in History from Gonzaga University.

Required Evidence

Curriculum vitae of President/CEO

- President Martin's CV is available in Appendix A, Section 2.A.3.

Standard 2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Institution's Self-Assessment

SCC is meeting Standard 2.A.4 by operating a participatory governance model in our decision-making structures and processes. Our method of participatory governance brings forth the ideas and considerations of SCC's students, faculty, staff, and administrators, who have meaningful opportunities to contribute on matters in which they have a direct and reasonable interest.

Participatory Governance and Executive Authority

Participation in Board of Trustees Meetings

[Board Policy 1.20.05, Board Meetings-Faculty, Student, Classified Personnel](#), outlines how students, faculty, and staff may participate in Board of Trustees meetings to provide perspectives on the plans and operations of SCC and Spokane Colleges. Representatives include:

- One classified staff member each from SCC, SFCC, and the District
- One student each from SCC and SFCC
- Three faculty members from the Association for Higher Education (AHE)
- One steward from the Washington Federation of State Employees (WFSE)
- The AHE president

These representatives ensure that constituent groups have structured opportunities to inform decisions across Spokane Colleges.

Participation With Creating and Revising Administrative Procedures

[Administrative Procedure 1.40.01.B, Administrative Procedures](#), stipulates that when Spokane Colleges creates a new administrative procedure, or revises one, all the following parties will review, provide comments, and ask questions regarding the procedure:

- The constituencies immediately involved with the proposed procedure
- All administrators, professional, and confidential exempt employees
- The Joint Association of Higher Education (AHE, our faculty union) Executive Committee
- The classified staff union Management Committee

The procedure also states that “Should significant questions or comments arise during the constituencies’ review the administrator leading the procedure process will take the input to Cabinet for consideration and determination of next steps.” (Section 4.3.2)

Once Spokane Colleges approves a new or revised administrative procedure, [Board Policy 1.50.03, College Administration](#), states that “Each college president shall be responsible for the administration of his/her individual college,” including “[Developing] procedures to implement district rules, policies, agreements, and procedures.” Additionally, “Each college administration, under the direction of its college president, shall be responsible for planning, management and evaluation of all their institution’s operations.”

Decision Making Model

In May 2026, Spokane Colleges implemented a new decision-making model that established a structured, transparent framework for addressing complex, district-level issues that involve multiple units or strategic priorities, with a strong emphasis on engaging diverse constituencies across the organization. The model is designed to improve clarity, participation, speed, and trust by defining consistent roles and a phased process from problem identification through implementation.

A central feature of the model is intentional, meaningful involvement from faculty, staff, administrators, and, when appropriate, students. A Design Team frames the issue and prepares the work, after which short-term, focused workgroups, composed of subject matter experts and stakeholders from across employee groups, analyze issues, surface root causes, and develop recommendations. These workgroups create structured opportunities for broad participation while remaining time-bound and focused.

Recommendations are then reviewed by a Steering Committee that includes representation from all employee groups, ensuring that different perspectives are considered and that potential system-wide impacts are addressed collaboratively. This cross-constituency review strengthens alignment and helps identify unintended consequences before decisions are finalized.

Final decision-making authority remains with the District Cabinet and Chancellor, who evaluate recommendations for strategic alignment and provide clear, transparent rationale. Throughout the process, communication and documentation ensure that employees understand how input was incorporated, how decisions were made, and how outcomes connect to district priorities.

Overall, the model reinforces participatory engagement, shared input, and cross-functional collaboration, while maintaining clear accountability and decision-making authority at the leadership level. More details about the decision-making model are available in Appendix A, Section 2.A.4.

Required Evidence

Institutional governance policies and procedures

- [Board Policies, Chapter 1, Governance Organization](#)
- [Board Policy 1.20.05, Board Meetings-Faculty, Student, Classified Personnel](#)

Specific policies and procedures within Chapter 1 related to decision making

- [Board Policy 1.40.01, Delegation of Authority](#)
- [Board Policy 1.50.03, College Administration](#)
- [Administrative Procedure 1.40.01.B, Administrative Procedures](#)

Optional Evidence

Documentation of decision-making structures and processes publicly available to relevant constituencies

- See Appendix A, Section 2.A.4

Standard 2.B: Academic Freedom

Reflection on Standard 2.B

Academic Freedom

Spokane Community College has a long-standing commitment to supporting the academic freedom of faculty, staff, and students. When concerns arise, institutional leadership addresses them in a fair and equitable manner.

Faculty academic freedoms are defined in the [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#). Additionally, Spokane Community College has consistently honored the academic freedom of students and recently updated the [Student Right to Know](#) webpage, affirming that students understand their right to participate in honest and relevant educational discourse.

Standards 2.B.1 and 2.B.2

2.B.1: *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

2.B.2: *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

Institution's Self-Assessment

SCC is meeting Standards 2.B.1 and 2.B.2. Spokane Colleges has extensive language within our faculty collective bargaining agreement regarding faculty academic freedom. Additionally, students are advised of their academic freedoms in the "Student Right to Know" section of our website.

Academic Freedom

SCC faculty are empowered to engage with challenging and complex topics, and this commitment is reaffirmed at the start of each academic year. The annual reaffirmation is well received and viewed as a continuation of long-standing institutional support. The College has not received complaints from students or faculty regarding infringements on academic freedom, indicating that the existing policy and practices function effectively.

SCC plans to strengthen its support for academic freedom by integrating the topic into new faculty orientation, developing resources on the Teaching & Learning Center (TLC) SharePoint site, and leveraging TLC community of practice sessions for probationary faculty.

Required Evidence

Academic freedom policies and procedures (evidence could include language from negotiated agreements or employee handbooks with faculty and/or staff, where appropriate)

- [Article 3, Section 1: Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)

Evidence of students' academic freedom (evidence could include language from Student Rights and Responsibilities or Catalog)

- [Student Right to Know: Academic Freedom for Students](#)

Standard 2.C: Policies and Procedures

Reflection on Standard 2.C

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

Policies and Procedures

The [Policy and Procedures section](#) of the Spokane Colleges website serves as the central repository for all policies and administrative procedures governing SCC, SFCC, and District operations. Administrators at the colleges and District review and revise policies on a regular basis. Except for policies codified in Washington state law, all new or revised policies require approval from the Board of Trustees prior to implementation. The Board delegates administrative authority to the Chancellor, who is responsible for implementing board policies and establishing procedures necessary for the effective operation of the institution. Authority may be further delegated to college presidents and other administrators, creating a clear framework of accountability, operational oversight, and decision-making throughout the district.

Before policies are submitted to the Board, all Spokane Colleges employees have the opportunity to review and comment on proposed revisions. The District distributes redlined drafts to all employees, providing clear visibility into recommended changes and supporting open, participatory feedback. The delegation structure established through [Board Policy 1.40.01](#) and its accompanying administrative procedures supports effective governance by clearly defining roles, responsibilities, and reporting relationships. This framework promotes timely decision-making, institutional accountability, and continuity of operations while ensuring compliance with board policies, state regulations, and district standards.

Some policies and procedures, however, no longer reflect the current administrative structure. For example, certain [data governance and provisioning procedures](#) reference executive positions that no longer exist. SCC, SFCC, and District leadership plan to address these gaps as part of the broader review of governance structures and the development of the next Spokane Colleges strategic plan. This ongoing review will help ensure that policy documents continue to accurately reflect organizational responsibilities, delegated authority, and current operational practices across the district.

Standard 2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Institution's Self-Assessment

SCC is meeting Standard 2.C.1 by adhering to the Spokane Colleges policy for accepting transfer credit, access to student records, and academic credit for prior learning. In addition, we are meeting the standard by adhering to the Washington State Policy on Intercollege Transfer and Articulation.

Admissions and Registration

[The Spokane Colleges Catalog](#) clearly articulates policies related to transfer credit, transcripts, and prior learning. The “Programs of Study-Transfer Degrees” section outlines the College’s policy for accepting transfer credit from other accredited institutions. The “Access to Student Records-Transcripts” section describes how students may request SCC transcripts and explains the process for receiving transcripts from other colleges. The “Academic Credit for Prior Learning” section details the College’s policy for awarding credit based on examinations, certifications and licensure evaluations, and portfolio assessments.

SCC also adheres to Washington State’s [Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities](#), which establishes statewide criteria for transfer articulation, expectations for institutional record keeping, an appeal process for transfer credit disputes, and the rights and responsibilities of students engaged in transfer.

Required Evidence

Transfer of credit policies and procedures (could include catalog and transfer websites)

- [Spokane Colleges Catalog: Transfer Rights and Responsibilities](#)
- [Washington State Policy on Intercollege Transfer and Articulation](#)

Standard 2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Institution's Self-Assessment

SCC is meeting Standard 2.C.2 by adhering to Administrative Procedure 3.40.01-C and Chapter 132Q-10 of the Washington Administrative Code. SCC publishes detailed information about these rights and responsibilities on our "Right to Know" webpage and in our catalog.

Student Life

The Office of Student Life, led by the Executive Director of Student Life, fosters a safe, inclusive, and educational environment that supports the mission of Spokane Colleges. In relation to this standard, the office focuses on educating students about their rights and responsibilities, ensuring fair and equitable processes, and promoting accountability across the campus community.

When potential violations are reported, the office reviews each case with an emphasis on understanding underlying causes, recognizing that many incidents stem from personal or academic stressors beyond a student's immediate control. By connecting students to relevant campus resources, the office not only resolves concerns but also supports student development, well-being, and persistence. Through this work, Student Life upholds institutional policies, ensures compliance with accreditation criteria, and advances Spokane Colleges' commitment to student success and continuous improvement.

The office meets accreditation expectations by ensuring compliance with the Washington Administrative Code (WAC) and alignment with institutional policies. Students receive clear information about their rights, responsibilities, and applicable procedures, along with adequate time for follow-up and resolution. WAC requirements are routinely reviewed and updated, and accessible copies are provided through print materials, in-person guidance, and website links. These practices promote fairness, transparency, and student development.

To support continuous improvement, the office engages in ongoing self-assessment to ensure alignment with institutional policy, the WAC, and Standard 2.C.2. This includes consistent review of student conduct cases to evaluate timeliness, fairness, and access to due process. Feedback from students and campus partners is incorporated to strengthen practices, and staff participate regularly in professional development to enhance expertise and improve the student experience.

Because student conduct is influenced by complex personal and external factors, the office does not employ rigid quantitative targets. Instead, effectiveness is evaluated through qualitative measures such as adherence to WAC timelines, equitable application of due process, and the clarity and quality of communication with students. This process-based approach ensures consistency and compliance while remaining flexible to individual student needs. Procedures, communication strategies, and educational practices are regularly refined to enhance the developmental value of the student conduct process and uphold the mission of Spokane Colleges.

Disability Access Services

SCC meets Standard 2.C.2 regarding accommodations for persons with disabilities through full compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Washington Core Services legislation ([RCW 28B.10.910](#)). This work is carried out through coordinated collaboration among the Disability Access Services (DAS) office, faculty, staff, and students. Accommodations are defined in [Board Policy 3.20.01, Accommodations for Students with Disabilities](#), with associated Administrative Procedures [3.20.01-A](#) and [3.20.01-B](#).

Beyond compliance, SCC operationalizes its mission “To provide all students an excellent education that transforms their lives and expands their opportunities,” by supporting students who experience disproportionate educational impacts related to disability, health conditions, or pregnancy. Through the DAS office, students receive accommodations, resources, and individualized strategies designed to remove institutional barriers and ensure equitable access to learning.

Information about student rights, responsibilities, and available accommodations is shared through multiple channels, including New Student Orientation, campuswide messaging, course syllabi, classroom presentations, on the [Disability Access Services](#), [Public Disclosures](#), and [Right to Know](#) sections of SCC website, the “Bigfoot 101: A Guide to Campus Resources” Canvas course, campus events, and direct referrals from faculty or staff when students disclose conditions affecting their education. Campus event materials also provide guidance on requesting accommodations.

DAS monitors impact primarily through service utilization metrics. These include year-over-year data on the number of students served, appointments held, accommodation letters issued, and usage patterns for specific accommodations such as ASL interpreting, real-time transcription, assistive technology, software licenses, accessible materials production, and accommodated testing. SCC has seen significant year-over-year growth in the number of students accessing and qualifying for accommodations, as reflected in Table 1.

Table 1: Numbers of students qualifying for accommodations over time.

Report Group	Fall 2023	Fall 2023 %	Fall 2024	Fall 2024 %	Fall 2025	Fall 2025 %
Total Active Students Eligible for Accommodations	269		447		584	
Eligibility Group: Alternate Format Materials	54	20%	99	22%	147	25%
Eligibility Group: Alternative Testing	237	88%	396	89%	518	89%
Eligibility Group: Class Participation	87	32%	158	35%	218	37%
Eligibility Group: Classroom Material	62	23%	95	21%	110	19%
Eligibility Group: Communication Access	20	7%	15	3%	36	6%
Eligibility Group: Ergonomic Equipment	7	3%	11	2%	27	5%
Eligibility Group: Ergonomic Furniture	29	11%	41	9%	53	9%
Eligibility Group: Notetaking Services	7	3%	6	1%	3	1%
Eligibility Group: Notetaking Technology	158	59%	310	69%	406	70%
Eligibility Group: Student Health Information	55	20%	133	30%	178	30%
Eligibility Group: Technology and Tools	57	21%	75	17%	101	17%

These upward trends reflect not only increased access to accommodations, but also expanded student engagement through individualized support, faculty collaboration, proactive outreach, and student-centered programming. Collectively, these efforts help destigmatize disability and normalize the use of accommodations for students who may previously have faced barriers without support. As DAS continues to strengthen its practices and partnerships, these trends demonstrate the department's essential role in promoting equity, inclusion, and academic success for students with disabilities and health conditions.

As demand for accommodations continues to grow, several challenges have emerged. In response, DAS has adapted its operations to better meet student needs:

- **Staffing, Operations, and Infrastructure.** Significant year-over-year growth in the number of students requesting accommodations strained staffing capacity and outdated systems. DAS added staff support to manage increased appointments, accommodation implementation, student follow-up, and faculty consultations. The office also expanded

its use of technology and project-management tools to improve tracking and workflows. DAS is currently outgrowing its physical space, which limits its ability to store and maintain accommodation equipment. SCC plans to relocate DAS, along with other student services, into a coordinated and dedicated space with a new campus entrance to address these constraints.

- **Student Knowledge of Accommodation Responsibilities.** As more students seek accommodations for the first time, additional support is needed to help them understand and manage their accommodation responsibilities. In addition to information provided during access planning meetings and ongoing coaching, DAS developed resources such as How to Talk to Your Instructor About Accommodations and sends regular reminders about implementation requirements. To further support students, DAS is creating an interactive, multimodal Canvas-based handbook featuring guidance on rights and responsibilities, self-advocacy, academic skills development, and disability-management strategies, incorporating written materials, accessible videos, and other multimedia resources.
- **Faculty Education and Training.** Effective accommodation implementation requires faculty who are well informed and well supported. DAS continues to strengthen relationships across departments and divisions and to expand professional-development opportunities focused on accommodation practices, addressing ableism, and fostering inclusive classroom environments.

To support continuous improvement and success metrics, DAS will begin monitoring impact beyond service-utilization data starting in the 2026-2027 academic year, including:

- **Student Outcomes:** Tracking success and retention rates for students receiving accommodations.
- **Satisfaction Surveys:** Collecting regular feedback from students, faculty, and staff on service quality and responsiveness.
- **Training Impact:** Measuring participation in training and programming and assessing changes in awareness and implementation of accommodations.

Required Evidence

Documentation of student's rights and responsibilities policies and procedures:

- [Administrative Procedure 3.40.01-C, Student Rights and Responsibilities](#)
- [Chapter 132Q-10 of the Washington Administrative Code](#)
- [Right to Know](#) webpage
- [Spokane Colleges Catalog: Student Rights and Responsibilities](#)

Specific sections:

- Academic honesty: [Academic dishonesty and other ethical violations, WAC 132Q-10-210](#)
- Accommodations for persons with disabilities: [Disability Access Services webpage](#)
- Appeals, grievances: [Complaint Procedures, Spokane Colleges Catalog](#)

- Conduct: [Student Code of Conduct, Spokane Colleges Catalog](#)
- Disability Access Services: [Board Policy 3.20.01, Accommodations for Students with Disabilities](#)

Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Institution's Self-Assessment

SCC is meeting Standard 2.C.3 by adhering to Board Policy 3.10.01 and relevant administrative procedures for admissions and placement processes.

Admissions

SCC follows an open-door admissions policy, welcoming applicants who have graduated from high school, earned a GED, or are at least 18 years old and holding a Certificate of Educational Competence. Conditional admissions through dual enrollment programs (Running Start, High School + College) or Federal Financial Aid's Ability to Benefit are also available. Admission is generally first-come, first-served, some courses and programs have prerequisites, and some have limited enrollment, and/or additional admission criteria, which are listed on the website. Additionally, some have special skill and ability requirements for participation. Most enrollment begins at the start of each academic quarter, with some programs admitting students only in specific quarters. SCC's ["What to Study"](#) website provides program-specific information on start dates, placement requirements, prerequisites, and selective admission criteria.

International students and high school students seeking college credit apply through specialized pathways such as the international application or Running Start. Individuals without a high school diploma or GED may enroll through the Ability to Benefit (ATB) pathway, which allows students to begin college-level coursework and, after completing six credits, become eligible for federal financial aid. ATB applicants must meet criteria such as prior college credits, qualifying placement test scores, or completion of approved Adult Basic Education coursework.

Placement

Prospective students whose programs require math placement complete an online Math Placement Questionnaire and upload relevant transcripts, including high school records, unofficial college transcripts, or previous placement scores. After receiving an initial placement, students may use free online study resources to improve their math placement level.

Some programs require English 101, which most students enter directly based on their high school diploma, GED, or Running Start credit. English 101 features small class sizes, typically 22 students, along with instructor support and Writing Center resources. Students can confirm whether English 101 is required by reviewing a Program Map on the [“What to Study”](#) website or by meeting with an academic counselor. Counselors also assist students without a high school diploma, students building English proficiency, and students transferring in prior English coursework.

Programs with Continuation Requirements

Several SCC programs have continuation requirements that students must meet to remain enrolled:

- Dental Assisting and Expanded Function Dental Auxiliary
- Diagnostic Medical Sonography
- Echocardiography
- Invasive Cardiovascular Technology
- Medical Assistant
- Nursing (RN)
- Practical Nursing
- Radiology Technology
- Respiratory Care
- Surgical Technology

Students in these programs receive detailed information about continuation requirements in the program’s respective student handbooks, which the students receive upon entry. We plan to publish these handbooks and the requirements more widely when we launch our new website in late 2026.

Full descriptions of each program’s continuation requirements are provided in Appendix C, Section 2.C.3.

Required Evidence

Policies and procedures for admitting and placing students

- [Board Policy 3.10.01, Admissions Policy](#)
 - [Administrative Procedure 3.10.01-A, Admission](#)
 - [Underage Admissions Application Packet](#)
 - [Administrative Procedure 3.10.01-B, Quick Admit](#)
 - [Administrative Procedure 3.10.01-C, Placement and Assessment](#)
 - [Administrative Procedure 3.10.01-D, Post Secondary Enrollment Options](#)
 - [Administrative Procedure 3.10.01-E, Placement Guidelines for English Speakers of Other Languages](#)
- [SCC Math and English Placement website](#)
- [Credit for Prior Learning website](#)

Policies and procedures related to continuation and termination from educational programs including appeal process and readmission

- The specific requirements for each program are available in Appendix C, Section 2.C.3.

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Institution's Self-Assessment

SCC is meeting Standard 2.C.4 by adhering to Washington State's comprehensive student records retention procedures, as defined by the WA State Community and Technical Colleges Records Retention Schedule and supplemented by applicable Board policy and procedure.

Admissions and Registration

SCC's policies and procedures governing student records are outlined in [WA State Community and Technical Colleges Records Retention Schedule \(version 2.2\)](#), [Board Policy 3.40.01, Student Rights & Responsibilities](#) and [Administrative Procedure 3.40.01-B, Student Records](#). The college also adheres to the Family Educational Rights and Privacy Act (FERPA) to ensure the privacy and proper release of student information, including directory data and educational records. The Director of Admissions & Registration/Registrar provides annual FERPA training through HR, available both in person and as an on-demand module.

Information about FERPA and student rights is published in the catalog under Student Rights & Responsibilities, in Administrative Procedure 3.40.01-B, and is emailed annually to all registered students.

SCC and Spokane Colleges use Oracle's *PeopleSoft* as its Enterprise Resource Planning system, SBCTC's centralized system housing data related to students, employees, and finances. Custom branded and commonly known as *ctcLink*, the system includes production, development, and testing environments, with replicated data stored in *dataLink* databases. SBCTC administers the *ctcLink* and *dataLink* systems. Users with access to this data must adhere to a data privacy and usage agreement.

The Spokane Colleges IT department regularly backs up the local student records database (*halFILE*). Access to *halFILE* is managed by the Admissions & Registration department and requires approval from the employee's supervisor and the Director of Admissions & Registration/Registrar. Employees granted access must sign a usage agreement.

Employee access to *ctcLink* data is managed locally and reviewed regularly using principles of least privilege, ensuring users only have access necessary to perform their duties. Access requests and changes follow a formal process involving review by system-specific designees and

coordination with SCC Admissions & Registration Specialists and the District IT department. All employees and students authenticate using multi-factor authentication to access ctcLink.

Workforce Transitions

Workforce Transitions upholds SCC's commitment to secure, confidential, and accessible student records in alignment with federal, state, and institutional policies. The department supports the college's mission by serving students pursuing workforce pathways, particularly first-time degree seekers preparing for high-demand careers.

Student records associated with Workforce Transitions programs, including Basic Food Employment & Training (BFET), WorkFirst, Opportunity Grant, Worker Retraining, Student Emergency Assistance Grant (SEAG), Supporting Students Experiencing Homelessness (SSEH), and Veterans support, are maintained according to confidentiality and data-protection criteria established by SBCTC and the Washington State Department of Social and Health Services (DSHS). These criteria include:

- **Confidentiality:** Student information is accessed only by authorized personnel and protected under FERPA and relevant state privacy laws.
- **Release of Information:** Records are shared with external agencies or community partners only with written student consent or when legally required.
- **Student Record Storage:** Records are stored in secure digital systems with routine backups to ensure data integrity and reliable retrieval in the event of system failure.

Through these practices, Workforce Transitions ensures secure and compliant recordkeeping, maintains the integrity of financial aid programs, and supports equitable access to essential student services.

Required Evidence

Policies and procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, data security for physical and electronic student records, where applicable):

- [WA State Community and Technical Colleges Records Retention Schedule \(version 2.2\)](#)
- [Board Policy 3.40.01, Student Rights & Responsibilities](#)
- [Administrative Procedure 3.40.01-B, Student Records](#)
- [Spokane Colleges Catalog, Student Records: FERPA - Notification of Student Rights](#)
- [Spokane Colleges Catalog, College Records Release and Disclosure Restrictions](#)
- Appendix C, Section 2.C.4: Spokane Colleges Emergency Management Plan (reference p. 26-27 "Computer Backup")

Standard 2.D: Institutional Integrity

Reflection on Standard 2.D

Department leads at SCC collaborate closely with the Spokane Colleges Marketing team to ensure students, families, and the public receive timely, accurate, and consistent information. The [“Program” section of the “What to Study” website](#) provides clear details about each program, including program length, estimated cost, financial aid availability, and, for some programs, local career and wage information to support informed decision-making. Additionally, SCC recently improved its process for updating the [“For Our Students” section of the SCC website](#), ensuring students will receive accurate and consistent information about the robust support SCC provides.

SCC is currently partnering with Spokane Falls Community College to better align websites, communications, and processes across both institutions. Because approximately 400-500 students enroll at both colleges each year, inconsistent information or differing procedures can create confusion. Ultimately, inconsistencies are brought to the Vice Presidents’ Council so that they can work to align practices between the colleges whenever feasible. Additionally, the vice presidents have charged leaders at both campuses to convene to continue to identify such discrepancies so that the student experience on each campus is as similar and seamless as possible.

The efforts to align practices are currently exemplified by two innovative initiatives. First, the SFCC campus has utilized their knowledge and technology to create a way to do large batch awarding of student aid. SFCC is now sharing the details of Mass Packaging, as it is known, with the financial aid leaders at SCC so that they too can be both more efficient and effective with packaging in the near future. In the same vein, SCC has engineered a way to auto-confer degrees without requiring students to apply for graduation. SFCC is now putting the pieces in place to be able to do the same, with the tutelage of the registration staff at SCC.

Standard 2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Institution's Self-Assessment

SCC is meeting Standard 2.D.1 by providing detailed information about our academic programs, including time to degree, estimated costs, special admission requirements (where applicable), and other essential information in the "Program" section of the "What to Study" website. Furthermore, SCC is meeting Standard 2.D.1 by providing accurate student resource information via our "For Our Students" website.

Academic Programs

The ["Program" section of SCC's "What to Study" website](#) provides a comprehensive listing of more than 150 educational pathways, ranging from short-term certificates to associate degrees and university transfer options. The main Programs page serves as a centralized hub where prospective students can explore offerings by category, such as Business and Office Professionals, Healthcare, STEM, Trades, Arts and Humanities, and Legal and Public Services. Interactive filters allow users to search by credential type, modality (online, on-campus, hybrid), and program length, from less than two quarters to multi-year degrees.

Each program page includes detailed information to support informed decision-making. Content typically addresses credential type, expected duration, start dates, and campus location. Financial aid eligibility is clearly identified, and program overviews outline career opportunities and learning outcomes. Students can access course sequencing maps, tuition and fee estimates, and application requirements. Many pages also include accreditation and licensure information, introductions to faculty and staff, and direct contact details for advisors and counselors.

Student Services

The ["For Our Students" section of the SCC website](#) serves as the primary hub for student services and resources. Organized into four main areas (Student Resources, Academic Resources, Student Life, and Specially Funded Programs), it provides learners with access to tools that support academic progress, personal well-being, and campus engagement.

Student Resources address day-to-day needs and include academic advising, career counseling, financial wellness programs, disability access services, childcare support, and mental health resources. Practical supports such as the Food Pantry, Resource Center, and Library of Things help students manage essential expenses and access necessary materials. Administrative functions, such as transcript requests, cashier services, and veteran support, are also available, along with global education opportunities and downloadable forms.

Academic success is promoted through tutoring services, the Writing Center, and testing and assessment resources. Students can access library materials, plan for graduation, and receive assistance with course registration and transfer advising. These services help students meet academic requirements and prepare for future educational and career transitions.

New Content Management System

Spokane Colleges will transition to a new public-facing website using the [Modern Campus](#) content management system in early 2027. Included with that transition is a new governance system and processes that will ensure content is reviewed regularly for accuracy, maintains accessibility, and improves website navigation and functionality. A draft version of the governance document is available in Appendix D, Section 2.D.1.

Required Evidence

Description of procedures or process for reviewing published materials for academic programs

- SCC conducts an annual review of the catalog (formerly biennial; changed last year to annual to ensure the greatest accuracy for students) to assess course/program offerings. This is done by the Instructional Services Manager, the Vice President of Instruction (VPI), and Deans. Programs/Content faculty are asked to review their websites annually to update any outdated or new information. This is listed in the VPI's annual calendar of due dates and is completed in winter to prepare for spring recruitment.

The Registrar's representative serves as an *ex-officio* member on SCC's Curriculum Committee, and their staff cross-reference curriculum materials, [Academic Advising Reports](#) (AARs), and [SCC's "What to Study" website](#) to ensure alignment. This is a place where significant process improvements have occurred over the last year.

When the Marketing & Graphics departments produce printed materials, faculty and deans review them for accuracy before final printing or publication.

Links to program information that demonstrate clear information about time to completion for programs

- ["Program" section of SCC's "What to Study" website](#)

Description of procedures or process for reviewing published materials about services available to students

- Units and departments across SCC and Spokane Colleges have a variety of informal policies to review published materials, but Spokane Colleges does not have a formal policy or administrative procedures to systematically review content for accuracy.

The Spokane Colleges catalog is reviewed and published annually by catalog and curriculum managers at our District office, SCC, and SFCC. Along with reviewing and publishing curricular changes, Student Services leaders schedule an annual review period during which teams assess all published materials, particularly web content, for accuracy and currency. These reviews include examining processes, forms, operating hours, accessibility information, compliance requirements, and other critical content to ensure materials remain clear, accurate, and up to date.

Description or evidence of recruiting practices that ensures accurate information is provided to prospective students

- As an open-enrollment institution, Spokane Community College uses coordinated recruiting practices to make sure prospective students receive accurate, clear, and current information about programs, enrollment requirements, and available supports. The Outreach team leads this work and partners closely with Admissions and Registration, instructional leadership, and student services to ensure information shared with students is consistent and accurate.

SCC's Outreach team serves as a primary point of contact for prospective students, families, school partners, and community members. Recruiters are responsible for sharing verified information and helping students understand their options before they apply or enroll. To keep information current, the team meets annually with instructional deans and program leaders to review program details, prerequisites, admission requirements, capacity, and outcomes. Recruiters also stay in regular communication with Admissions and Registration, Financial Aid, Advising, and other student services areas as processes or policies change.

Recruitment activities include information sessions, campus visits, and outreach in high schools and the community. These activities are designed to give students a clear picture of program expectations and the steps needed to enroll. When questions require more detailed or program specific information, recruiters connect students directly with Admissions and Registration or program staff to ensure accuracy.

SCC also relies on centralized, approved information shared through official college websites and recruitment materials. Outreach works with district Marketing and instructional programs to review and approve materials before they are published, helping ensure consistency across all public facing communication.

Information is shared through official program web pages, step by step enrollment guides, public recruitment calendars, and direct contact with recruitment staff. Together,

these practices help students receive reliable, up to date information so they can make informed decisions about enrollment.

Optional Evidence Submitted by Institution

Description of procedures or process for reviewing published materials on our websites

- Appendix D, Section 2.D.1: Modern Campus CMS Governance Document (Draft)

Standard 2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Institution's Self-Assessment

SCC is meeting Standard 2.D.2 through SCC's Public Disclosures webpage, a centralized resource for compliance and transparency, including legal notices, safety protocols, financial disclosures, and institutional accountability statements. It features the "Report It" portal for safety and misconduct reporting and the "Your Right to Know" section with accreditation details, program costs, athletic equity data, and key policies on privacy, FERPA, Title IX, and drug and alcohol prevention. Additional links to statewide audits and financial reports reinforce SCC's commitment to transparency and regulatory standards.

Ethical Public Service

The "[Public Disclosures](#)" section of SCC's website provides a centralized repository of compliance, transparency, and consumer information required by federal and state regulations. This resource ensures that students, employees, and the public have access to policies, reporting mechanisms, and institutional accountability statements. The content spans legal notices, student rights, safety protocols, and financial disclosures, reinforcing SCC's commitment to ethical and regulatory standards.

The "[Report It](#)" subsection provides a dedicated reporting portal for safety concerns, misconduct, and behavioral issues, including emergency contacts for campus security and student conduct, guidance for reporting sexual harassment, assault, academic dishonesty, substance abuse, and mental health crises, and clear instructions for submitting reports and accessing support services.

The "[Your Right to Know](#)" section aggregates information and compliance disclosures, including accreditation status and academic standards, admission policies and program costs, athletic equity and student-athlete graduation data, campus maps, textbook pricing, and career

placement statistics, policies on grade appeals, copyright, drug and alcohol prevention, FERPA privacy rights, withdrawal and refund procedures, and disability access.

Additional disclosures include privacy policies, Title IX compliance statements, whistleblower protections, and links to statewide audits and financial reports through the Washington State Auditor's Office.

Required Evidence

Policies and procedures for reviewing *internal* complaints, including:

- **General:**
 - [Student Complaints: Right to Know](#)
- **Student academic-related grievances:**
 - [Student Concerns Involving Faculty: Introduction and Advice to Students](#)
 - [Formal Student Complaint Form for Faculty](#)
- **Discrimination:**
 - [Board Policy 3.30.01, Non-discrimination/Anti-harassment](#)
 - [Notice of Non-Discrimination in Vocational Education](#)
 - [Student concerns procedure for non-faculty employees](#)
 - [Student complaint form for non-faculty employees](#)
- **Title IX (for students):**
 - [Administrative Procedure 3.30.01-B, Title IX Grievance Procedure for Students](#)
 - [Sexual Assault and Relationship Violence Student Resources](#)
- **Title IX (for employees):**
 - [Administrative Procedure 2.30.01-A, Complaints of Discrimination, Sexual Harassment or Misconduct, Domestic or Dating Violence, Stalking and Retaliation](#)
- **Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint**

SCC provides students, prospective students, and the public with information about internal and external complaint options through the "[Right to Know](#)" section of its Public Disclosures webpage. Students are directed to the College's informal and formal complaint processes before pursuing external review. The webpage provides information about the Washington State Board for Community and Technical Colleges' (SBCTC) Title IV consumer-protection complaint process, the Washington Student Achievement Council's (WSAC) student complaint process, and the Northwest Commission on Colleges and Universities (NWCCU), SCC's institutional accreditor. It also provides

information for out-of-state students who may need to contact the designated complaint agency in their state of residence.

- **Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints**

SCC provides multiple pathways for submitting complaints or concerns, including academic grievances, complaints involving faculty or non-faculty employees, discrimination or harassment complaints, Title IX reports, student conduct reports, and student safety or wellness concerns. Information about these processes and their associated forms is publicly accessible through the [“Right to Know”](#) section of SCC’s Public Disclosures webpage. The [“Report It”](#) portal provides separate reporting options for safety, misconduct, behavioral, discrimination, and Title IX concerns.

Complaints are reviewed to determine their nature, jurisdiction, urgency, and appropriate institutional response and are routed to the office responsible for applying the relevant policy or procedure. For example, potential student conduct violations are referred to the Student Conduct Officer, while discrimination and Title IX matters are directed to the appropriate institutional officials. Reports involving non-critical student safety or wellness concerns may also be referred to SCC’s Behavior Intervention Team for coordinated support and early intervention.

SCC maintains records of qualifying student complaints for at least seven years. Associated case records are retained according to the applicable record series in the [Washington Secretary of State’s Records Retention Schedules: Community and Technical Colleges Records Retention Schedule \(version 2.2\)](#) and may be retained longer when required by the nature or circumstances of the complaint, a pending appeal or legal hold, or other applicable requirements.

Current complaint and case records are maintained in [Maxient](#), SCC’s secure, role-based case-management system, with access limited according to employees’ institutional roles. Historical records created before the implementation of Maxient are maintained on a restricted-access institutional drive. SCC reviews these records annually each summer and processes records eligible for archival or disposition in accordance with the applicable Washington State Archives records-retention schedule. Records subject to a pending appeal, legal hold, audit, or other retention requirement are preserved as required.

- **Policies and procedures for reviewing *external* complaints and grievances**

SCC’s complaint forms and reporting processes are publicly accessible through the [“Right to Know”](#) webpage and may be used to submit complaints involving the College regardless of whether the reporting party is a current student or employee. Complaints submitted by prospective students, parents, community members, or other external

parties are received through the same centralized intake process. Each complaint is reviewed, evaluated according to its subject matter, and routed to the appropriate institutional office for response under the applicable policy or procedure.

Complaints referred to SCC by an external oversight, licensing, or accrediting entity, including WSAC or NWCCU, are similarly reviewed and coordinated with the institutional office responsible for the subject matter. The specific review process and response depend on the nature of the complaint and the requirements of the referring entity.

Standard 2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Institution's Self-Assessment

SCC is meeting Standard 2.D.3 by adhering to Chapter 42.52 of the Revised Code of Washington regarding ethics in public service.

Conflicts of Interest

SCC and Spokane Colleges are committed to maintaining standards of conduct that comply with Washington State law and establish clear expectations for ethical behavior. This procedure provides guidance on key ethics requirements relevant to Spokane Colleges employees. The [Ethics in Public Service Act \(RCW 42.52\)](#) applies to all state employees and officers, and prohibits any financial interest or activity that conflicts with the proper discharge of official duties.

Under [RCW 42.52.020](#), employees may not hold a beneficial interest, financial or otherwise, engage in business or professional activities, or incur obligations that conflict with their official responsibilities. Likewise, except as permitted in [RCW 42.52.030\(2\)](#), Spokane Colleges officers and employees may not hold a direct or indirect beneficial interest in any contract, sale, lease, purchase, or grant made by or under their supervision, nor may they accept rewards or compensation from parties with such interests.

Spokane Colleges is responsible for ensuring that all employees, and anyone conducting federally sponsored programs or research under the institution, adhere to the highest ethical standards in managing potential conflicts of interest. To support this expectation, the institution has adopted [Administrative Procedure 2.10.06-D, Conflict of Interest in Research and Federally Sponsored Programs](#), which outlines requirements for disclosing and mitigating significant financial conflicts of interest in accordance with federal agency guidelines.

Employees are also prohibited from assisting others in transactions involving Spokane Colleges outside the scope of their official duties. In accordance with [RCW 42.52.040](#), employees may not provide direct or indirect assistance when:

- They have previously participated in the transaction;
- The transaction has been under their official responsibility within the past two years; or
- They would receive compensation for assistance they are not permitted to provide.

Required Evidence

Policies and procedures prohibiting conflict of interests among employees and board members

- [Chapter 42.52 of the Revised Code of Washington](#)
- [Board Policy 1.20.01, Board of Trustees Code of Ethics and Conduct](#)

Standard 2.E: Financial Resources

Reflection on Standard 2.E

Both SCC and Spokane Colleges recognize that effective fiscal management is essential to sustaining a strong and successful institution. Aligning financial decisions with the mission, vision, values, and priorities of the college is a central component of this commitment. To strengthen this alignment, SCC fosters an inclusive budgeting process that engages a broad range of stakeholders across campus. By incorporating diverse perspectives, SCC enhances the depth, scope, and impact of its annual fiscal planning cycle.

SCC's College Leadership Council and Fiscal Strategies Committee, along with Spokane Colleges' Budget Planning and Advisory Committee charge representative groups with reviewing and refining the processes and timelines that guide fiscal decision-making. Their work strengthens transparency, supports strategic resource allocation, and contributes to the long-term effectiveness and sustainability of SCC's operations. Both committees actively invite and recruit faculty, staff, and administrators to participate in this planning process.

Standard 2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Institution's Self-Assessment

SCC is meeting Standard 2.E.1 by delivering regular financial reports to the Board of Trustees and overseeing cash management, investments, and reserve policies to ensure fiscal stability. The district adheres to state law and board policies governing debt, reserves, and investment practices, and undergoes annual financial audits included in Washington State's Annual Comprehensive Financial Report (ACFR) and Single Audit, reinforcing strong governance and accountability.

District Finance and Auditing

Spokane Colleges, including SCC and SFCC, operates as a multi-college district with centralized administrative functions under the leadership of the Chancellor. In accordance with [Board Policy 1.50.01, Organization of Spokane Colleges](#), the Board of Trustees, Chancellor, and administrative staff are expected to maintain close working relationships in support of district operations. [Board Policy 1.50.02, Central Administration](#) charges Central Administration with providing essential support services such as financial reporting, accounting, budgeting, purchasing, payroll, cashiering, and retail operations.

The Chief Financial Officer (CFO), designated as the district treasurer under [RCW 28B.50.142](#), provides regular financial reports to the Board. These periodic updates, presented during monthly Board meetings, include key performance indicators that track financial activity throughout the fiscal year. The CFO is also responsible for informing the Board of any financial issues that may significantly affect the stability of the district or its colleges. Evidence of these updates can be found in [this example Board of Trustees Agenda Packet](#). Additional Agenda Packets are available on the [Board's Meeting Schedule, Agendas & Minutes page](#).

The CFO and district fiscal staff oversee the effective cash management of all district funds to ensure that SCC, SFCC, and district services can meet current and future student needs. Operating funds are invested in accordance with [Board Policy 5.20.02, Investments](#), which prioritizes maximum security, strong returns, and daily cash-flow requirements. Spokane Colleges uses debt sparingly and only in compliance with state law. To promote long-term financial health, reserve policies are codified in [Board Policy 5.20.04, Reserves](#), with the CFO

generally providing an annual fall review of reserve balances following the close of the fiscal year.

Spokane Colleges undergoes an annual financial statement audit and is included in the State of Washington's Annual Comprehensive Financial Report (ACFR) as well as the statewide Single Audit conducted by the Washington State Auditor's Office. The [most recent completed audits](#) cover the 2024 fiscal year ending June 30, 2024.

Required Evidence

Policies and procedures that articulate the oversight and management of financial resources

- [Board Policies, Chapter 5, Business & Finance](#)

Latest external financial audit including management letter

- [Financial Information: Audited Financial Reports](#)

For institutions for whom the most recent external financial audit is more than one fiscal year from the time of PRFR submission, also include for the most recent complete fiscal year:

- Statement of cash flow
- Income Statement (or equivalent)
- Balance Sheet (or equivalent)

See Appendix E, Section 2.E.1, for Spokane Colleges' FY25 preliminary financial statements. We plan to receive our externally audited FY25 financial statements on or before September 30, 2026.

Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Institution's Self-Assessment

SCC is meeting Standard 2.E.2 by engaging stakeholders in fiscal planning through regular communications, participation on the district-wide Budget Planning and Advisory Committee (BPAC), and the SCC-specific Fiscal Strategies Committee. These inclusive planning processes at SCC and district level involve faculty, staff, and administrators to align financial decisions with institutional mission and long-term sustainability.

Inclusive Fiscal Planning

Spokane Colleges engages stakeholders in the annual budget development process through regular communications from the Chancellor and the work of the Budget Planning and Advisory Committee (BPAC). BPAC meets monthly during the academic year to review financial reports, assess state and federal funding trends, and provide feedback to the Chancellor and college leadership on budget priorities and planning. The committee reflects a broad cross-section of Spokane Colleges, including executive leadership, union leaders from the Association for Higher Education and the Washington Federation of State Employees, administrators, faculty, classified staff, students, and district operational leaders. Membership is intentionally balanced across SCC and SFCC and is supplemented by advisory participants with expertise in budgeting, accounting, financial analysis, facilities, human resources, information technology, and resource planning. Additionally, two members of the Board of Trustees serve as Ex Officio members. This collaborative structure ensures that budget discussions incorporate institutional, employee, student, governance, and operational perspectives. Budget materials are shared with the college community and updated throughout the year to support transparency and informed decision-making.

Spokane Colleges also actively pursues and leverages a diverse portfolio of federal, state, and local grant funding to expand access, improve student success, and support workforce development. Current workforce and student support funding includes Basic Food Employment and Training (BFET), WorkFirst, Worker Retraining, Opportunity Grants, Student Emergency Assistance Grants (SEAG/SSEH), Perkins Career and Technical Education funding, Early Achievers grants, Recovery and Reentry Services grants, and federal U.S. Department of Labor (USDOL) investments, including the Strengthening Community Colleges grant. These resources

enhance student access to education and training while strengthening instructional programs, student support services, and employer partnerships.

In addition to managing existing grants, Spokane Colleges maintains an active and strategic approach to identifying and securing new funding opportunities that align with institutional priorities. Leadership, grant development staff, and program leaders regularly pursue competitive grants and partnerships that support new program development, reduce financial barriers for students through tuition and emergency assistance, expand workforce training capacity, and foster innovation in response to regional workforce and community needs. This ongoing commitment to external resource development strengthens the college's ability to respond to emerging opportunities while advancing its mission and strategic goals.

Risk is managed in alignment with Board policies that support long-term financial stability. The [Board Policy 5.20.04. Reserves](#) and its related Administrative Procedures ([5.20.04-A](#), [B](#), and [C](#)) establish the purpose, allowable uses, and required levels of reserve funds. Under [Administrative Procedure 5.20.04-C, Operating Reserves](#), Spokane Colleges maintains an operating reserve equal to 5% of the base operating budget. In total, the Colleges maintain reserves equal to approximately 15% of the operating budget across designated reserve funds. Additional financial protections include access to emergency repair funds from SBCTC and the State of Washington, participation in the state's self-insurance liability program, and supplemental commercial insurance policies for uncovered assets.

[Board Policy 5.30.05, Internal Control](#) provides overarching guidance to ensure Spokane Colleges maintains a system of internal controls consistent with [RCW 43.88.020](#). These controls ensure operational effectiveness, reliable financial reporting, and compliance with applicable laws and regulations. Transaction and approval processes are further guided by [Board Policy 1.40.01, Delegation of Authority](#).

SCC and Spokane Colleges recognize that effective management of fiscal resources is essential to institutional strength and sustainability. Aligning financial decisions with mission, vision, values, and priorities is central to this work. To support this alignment, SCC promotes an inclusive fiscal planning process that incorporates broad stakeholder participation. Diverse perspectives help strengthen the depth, scope, and impact of the annual fiscal planning cycle.

SCC's Fiscal Strategies Committee and Spokane Colleges' Budget Planning and Advisory Committee charge representative groups with reviewing and refining processes and timelines that guide fiscal decision-making. Their efforts enhance transparency, support strategic resource allocation, and promote the long-term sustainability of SCC's operations. Both committees actively recruit faculty, staff, and administrators to participate in these processes. Appendix E, Section 2.E.2 includes committee charges and sample meeting agendas.

Required Evidence

Policies and procedures for:

- **Planning and monitoring of operating and capital budgets:** [Board Policy 1.50.02, Central Administration](#)

- **Reserves:** [Board Policy 5.20.04, Reserves](#)
- **Investments:** [Board Policy 5.20.02, Investments](#)
- **Fundraising:** [Board Policy 7.05.01, Fundraising & Gift Acceptance](#)
- **Cash management:** [Board Policy 5.20.01, Cash Management](#)
- **Debt management:** [Board Policy 5.20.03, Use of Debt](#)
- **Transfers and borrowing between funds:** [Board Policy 5.30.05, Internal Control](#)

Optional Evidence

Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders

- Appendix E, Section 2.E.2: Charges and agendas for SCC's Fiscal Strategies Committee and Spokane Colleges' Budget Planning and Advisory Committee
- Appendix E, Section 2.E.2: Budget-building calendar for 2025-2026 (FY26)

Standard 2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Institution's Self-Assessment

SCC is meeting Standard 2.E.3 by developing and maintaining a system of internal controls. The control system provides reasonable assurance that organizational objectives are met, including effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations.

Business & Finance

Financial resources are managed transparently and in accordance with governing board policies, established governance structures, and applicable state and federal laws. Spokane Colleges operates under [RCW 28B.50: Community and Technical Colleges](#) and Washington Administrative Code [WAC Title 132Q](#). Internal budgeting, accounting, auditing, and financial procedures follow the criteria outlined in [SBCTC's ctcLink Accounting Manual](#).

Spokane Colleges undergoes an annual financial statement audit, and the audited financial statements are [published on the District's public-facing website](#) to ensure transparency and accountability.

Required Evidence

Description of internal financial controls

- [Board Policy 5.30.05, Internal Control](#)

Board approved financial policies, state financial policies, or system financial policies

- [State Board of Community and Technical Colleges: ctcLink Accounting Manual \(CLAM\)](#)
- [Revised Code of Washington 28B.50: Community and Technical Colleges](#)
- [Title 132Q of the Washington Administrative Code: Spokane Colleges](#)

Standard 2.F: Human Resources

Reflection on Standard 2.F

Commitment to Employee Success and Excellence

The work of the Human Resources Division aligns with Spokane Colleges' strategic goal of Employee Success and Excellence. Human Resources develops and maintains tools, processes, and procedures that strengthen employee engagement and build change-management capacity across the institution. This work is rooted in purposeful recruitment, development, and retention strategies that support high-quality faculty and staff.

The division's approach is grounded in clear expectations and consistent standards focused on performance, accountability, relevance, and efficiency, ensuring the institution is well positioned to serve students effectively.

Prior to the August 2024 appointment of the current Chief Human Resources Officer, the division maintained strong standards in HR Information Systems reporting and made significant progress in Talent Acquisition, Onboarding, Investigations/Title IX, Classifications, and Learning & Development. Over the past year, Spokane Colleges has continued to build on this foundation by focusing on the following key areas:

- **Talent Acquisition:** Recruitment processes were streamlined based on stakeholder feedback, resulting in an increase in the number of qualified candidates per posting.
- **Onboarding:** The "Welcoming Session" for new employees was extended to enhance employee orientation and strengthen connection to the institution.
- **Learning & Development:** Budget reductions led to the transition of the former Culture & Talent Development team into Human Resources. With this shift, training communication processes were updated and Supervisor Success became a renewed priority, providing supervisors with expanded leadership development resources.

As Human Resources continues to advance these initiatives, efforts will focus on strengthening communication with stakeholders and enhancing progress reporting. By 2029, Spokane Colleges aims to be recognized as a *Best Place to Work* by The Chronicle of Higher Education. In support of this goal, the division is evaluating a comprehensive set of metrics tied to workplace quality, employee satisfaction, and organizational culture. These indicators will be assessed through faculty and staff surveys and institutional audits, ensuring a data-informed approach to continuous improvement and employee engagement.

Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Institution's Self-Assessment

SCC is meeting Standard 2.F.1 by keeping our workforce informed of their conditions of employment, work assignments, rights and responsibilities, and the criteria and procedures for evaluation, retention, promotion, and termination. SCC uses the frameworks provided by the Administrative Policies & Procedures, the Faculty Master Contract, and the Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC) Collective Bargaining Agreement.

Human Resources

SCC and Spokane Colleges maintain a comprehensive set of policies that govern hiring and selection across all employee classifications. These standards are outlined in [Board Policies and Administrative Procedures](#), the [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#), and the [Collective Bargaining Agreement with the Washington Federation of State Employees Higher Education Community College Coalition](#).

Upon hire, exempt and faculty employees receive annual contracts detailing responsibilities, compensation and benefits, evaluation processes, and other terms of employment. Classified employees receive formal employment notices that include their job duties, compensation details, and, when applicable, a cyclical work calendar.

These governing documents guide the Human Resources Division in the following areas:

- Communicating employee rights and responsibilities
- Outlining professional development opportunities and processes for step advancement
- Defining justifiable causes for termination

For faculty, SCC follows the structured tenure process defined in the Master Contract. Tenure-track faculty complete a three-year probationary period during which they are evaluated on teaching effectiveness, professional development, and contributions to the college community.

Evaluation tools and processes are available to all employees through the internal intranet (*CCSnet*). The site provides detailed guidance on:

- Exempt Performance Appraisal System (E-PAS)
- Classified Performance Appraisal System (C-PAS)
- Academic Employee-Tenured System (F-PAS)

These systems offer employees access to digital evaluation forms that generate a formal printable report once completed. Reports must be signed and submitted to Human Resources for inclusion in the employee's official personnel file. Employees also have the option to save progress and complete evaluations at a later time.

Required Evidence

Human resource policies and procedures

- [Board Policies, Chapter 2, Human Resources](#)

Policies and procedures related to teaching, scholarship, service, and artistic creation

- [Board Policies, Chapter 4, Instruction](#)
- [Board Policy 7.50.10, Copyright – Definitions](#)
- [Board Policy 7.50.11, Copyright – Purpose](#)
- [Board Policy 7.50.12, Copyright – Works Created Without District Assistance, Support or Sponsorship](#)
- [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)
 - Scholarship, service, and other items relevant to faculty evaluation: Article 10
 - Artistic creations: Appendix A of the Master Contract

Policies and procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination

Note: Policies and procedures related to employee evaluations are listed in Standard 2.F.4.

- [Board Policy 2.00.01, Personnel Administration](#)
- [Board Policy 2.30.01, Equal Employment, Non-discrimination & Anti-harassment](#)
- [Board Policy 2.30.03, Drug Free Workplace](#)
- [Board Policy 2.30.05, Workplace Safety](#)
- [Board Policy 2.40.01, Leave Administration](#)
- [Board Policy 2.40.03, Appointment Letters and Employment Contracts](#)
- [Board Policy 2.90.01, Labor Relations](#)
- [Administrative Procedure 2.20.01-D, Early Notification of Intent to Separate from Employment](#)

- [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)
- [Collective Bargaining Agreement with the Washington Federation of State Employees Higher Education Community College Coalition](#)
- [Washington State Office of Financial Management: Job classes and salaries](#)

Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Institution's Self-Assessment

SCC is meeting Standard 2.F.2 by providing structured opportunities for all employees to improve and grow. In addition to the opportunities provided by Human Resources, the Teaching and Learning Center (TLC) provides SCC's faculty professional development focused on the SCC Faculty Core practices, which are designed to communicate to faculty high-priority skills and promote continuous improvement of classroom practices.

Human Resources-Learning & Development

The Learning & Development (L&D) program is a strategic initiative designed to equip faculty, staff, and administrators with the skills, knowledge, and resources needed to excel professionally and contribute to student success. The program supports:

- **Professional Growth:** Workshops, certifications, and leadership development opportunities that promote career advancement and personal enrichment.
- **Instructional Excellence:** Targeted training in pedagogy, technology integration, and inclusive teaching practices that strengthen student learning outcomes.
- **Organizational Effectiveness:** Programs that enhance collaboration, communication, and innovation to better align employee development with institutional goals.
- **Community & Inclusive Excellence:** Training that prioritizes culturally responsive practice and inclusive leadership to foster a strong and equitable campus community.

Training opportunities are organized by employee group for ease of access, and many completed sessions are tracked through the Online Training and History Report System (OTHRs). The L&D program supports employees seeking to deepen their expertise, explore new career pathways, or lead organizational change. Some of these opportunities include:

- **Campus Development Days:** Spokane Colleges supports employee development through two Campus Development Days held each academic year. These dedicated professional development events provide faculty and staff with opportunities to enhance their knowledge, skills, and effectiveness through workshops, training sessions, and collaborative learning experiences. By promoting continuous learning, cross-functional collaboration, and professional growth, Campus Development Days contribute to

employee success and help advance the Colleges' commitment to organizational effectiveness and service excellence.

- **Educational/professional leave opportunities:** Educational leave is available to all represented employees under the terms and conditions of that employee's relevant collective bargaining agreement. Additionally, Spokane Colleges provides educational leave opportunities for eligible exempt, administrative, and non-represented classified employees who have completed at least seven years of full-time service. Educational leave is intended to support professional growth and development and is awarded through a competitive review process that evaluates the value and feasibility of the proposed activities. Approved participants may receive partial salary support during the leave, subject to established limits and Board approval, and must agree to return to district employment following the leave. Recipients are also required to submit a report documenting the outcomes and benefits of their educational leave experience.
- **Higher Education Diversity, Equity, Inclusion and Antiracism (EDI-AR) training and assessment program.** In accordance with [RCW 28B.10.145](#), Spokane Colleges provides professional development opportunities for faculty and staff focused on diversity, equity, inclusion, antiracism, and fostering a sense of belonging. All employees are required to complete the EDI-AR Certification every two years. Spokane Colleges assesses participation and feedback, uses results for continuous improvement, and promotes ongoing engagement as part of their commitment to an inclusive and equitable learning and working environment.
- **Management/Supervisory Certification Program:** Spokane Colleges requires all managers and supervisors to complete a certification program that develops the knowledge and skills needed to effectively lead employees and fulfill supervisory responsibilities. New managers must enroll within six months of appointment, complete certification within three years, and maintain certification through periodic recertification or approved professional development. The program covers key areas such as supervisory roles and legal responsibilities, performance management, employee development, recruitment and selection, employee relations, and other topics that support organizational effectiveness. Maintaining certification is a condition of continued employment in a management or supervisory role.
- **SBCTC's Middle Leadership Academy:** Each year, SCC's President nominates and sponsors two employees to participate in [SBCTC's Middle Leadership Academy](#). The Academy is a year-long leadership development program designed specifically for middle leaders in Washington's community and technical colleges. Developed in partnership with the National Center for Inquiry & Improvement (NCII), the academy is grounded in the Aspen Institute's nationally recognized middle leadership curriculum, which has been adapted to reflect the unique context and priorities of Washington's community and technical college system.
- **Leadership Spokane:** SCC's President also nominates and sponsors one employee each year to participate in [Leadership Spokane](#), a nonprofit leadership development organization that brings together diverse current and emerging leaders to strengthen the Spokane community. It develops and connects diverse leaders through education,

community engagement, and servant leadership experiences. Its programs help participants better understand regional issues, build leadership skills, and work collaboratively to strengthen the Spokane community.

- **Washington State Employee Tuition Waiver Program:** Eligible SCC, SFCC, and Spokane Colleges employees may participate in the tuition waiver program, which provides reduced or waived tuition at participating public institutions on a space-available basis. Supervisors are encouraged to support employee participation in this program.

SCC's Teaching and Learning Center

Established in 2016, [SCC's Teaching and Learning Center](#) (TLC) supports SCC faculty by fostering collaboration, collegiality, inclusivity, and peer excellence. Its mission is to provide space, resources, and professional learning that strengthen teaching and learning practices in support of student success.

TLC programming is grounded in the SCC Faculty Core Practices:

1. Learning-Centered Teaching Practices
2. Assessment of Student Learning and Performance
3. Holistic Student Support
4. Inclusive Classroom Climate
5. Continuous Professional Development

Given SCC's instructional diversity, including labs, clinicals, online courses, internships, and specialized learning environments, the college provides full-time release for the TLC Director, a tenured faculty member reporting to the VPI. This reassignment allows the Director to focus fully on educational development. The TLC also engages Faculty Fellows, who receive stipends to expand programming and contribute expertise, including recent fellowships for English Language Learning and Career and Technical Education.

Programming includes live synchronous sessions (15 minutes to one hour), recorded asynchronous resources, and hybrid offerings. Approximately half of events are stand-alone sessions, while the remainder are Communities of Practice (CoPs), which require quarter- or year-long participation and support sustained professional learning.

The TLC consistently meets accreditation standards by offering high-quality and relevant professional development for all tenured, tenure-track, adjunct faculty, and staff. Participation has grown from just over 400 total engagements in 2016-17 to more than 2,000 in 2024-25, with 404 unique participants in 2024-25 out of 674 employees. Over nine years, the TLC has expanded to approximately 250 annual professional learning opportunities, supported by partnerships with the Spokane Falls Center for Engaged Teaching and Learning and Spokane Colleges eLearning instructional designers. Programming topics are informed by faculty needs-assessment surveys and guidance from the TLC Committee.

Participation data are tracked each term and reported to the VPI, the TLC Committee, and campus stakeholders. The TLC maintains a strategic plan and the committee meets at least twice per quarter to shape programming, marketing, and outreach. In spring 2025, the committee prioritized increased engagement among faculty in Technical Education, Health and Environmental Sciences, and Business, Hospitality & Information Technology, with fall efforts focused on strengthening support for CTE faculty.

The TLC completed its first Program Review in spring 2024, which provided an opportunity to reflect on strengths, identify challenges, and advocate for new programming. The center is currently addressing action items assigned by the VPI's office.

Required Evidence

Employee professional development policies and procedures for faculty, staff, and administrators

- [Chapter 357-34 of the Washington Administrative Code \(WAC\): Employee Training and Development](#)
- [Board Policies, Chapter 2, Human Resources](#)
- [Administrative Procedure 2.00.01-B, Human Resources Training and Development](#)
- [Administrative Procedure 2.40.01-D, Educational Leave for Exempt, Administrator & Non-Represented Classified](#)
- [Article 3, Section 8; Article 7, Section 9; and Glossary \(Faculty/Campus Development Days\): Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)
- [Article 9: Collective Bargaining Agreement with the Washington Federation of State Employees Higher Education Community College Coalition](#)
- [SCC's Teaching and Learning Center webpage](#)
- Appendix F, Section 2.F.2: Examples of professional development and training opportunities for employees.

Standard 2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Institution's Self-Assessment

SCC is meeting Standard 2.F.3 by providing actionable data and communicating regularly with academic leaders at both SCC and SFCC.

Data-informed Staffing

Each quarter, SCC provides key operational data to academic leaders at both SCC and SFCC. Core indicators, such as annualized enrollments, student-to-faculty ratios, average class capacity, and course fill rates, are closely monitored and incorporated into forecasting models to ensure appropriate staffing across all points of the student lifecycle.

These data also guide proportional staffing for districtwide shared service areas, including Information Technology, Human Resources, Marketing & Communications, Facilities, and the Business Office. A full breakdown of employees across the District, including SCC and SFCC, is available in the [online Fact Book](#).

Faculty Position Requests

Each fall, the Office of the Vice President of Instruction (VPI) issues a call for new and replacement full-time faculty positions, which may be either tenure-track or annualized. Departments anticipating retirements typically submit replacement requests, while others request new positions to support program growth. Each request must include a justification of one page or less along with a five-year review of enrollment in the relevant program or content area.

Once requests are submitted, the President, both Vice Presidents, deans, and department chairs convene, and each department chair presents the case for the requested position. The President and Vice Presidents then evaluate each submission against program enrollment demand, regional employment demand, announced retirements, and the budget for the coming year, and determine which positions will be filled. Throughout the process, the college reinforces that tenured faculty positions are institutional resources rather than departmental property: they are assigned to the college and may move between departments as these factors change. Where growth is significant, but its durability is uncertain, an annualized position may be awarded in place of a tenure-track line.

The timeline for these requests begins in the academic year prior to the year the positions are needed. Table 2 shows the timeline for requesting faculty positions for the 2026-2027 academic year:

Table 2: SCC Faculty Position Requests for Academic Year 2026-2027

PROCESS	TIMELINE
Timeline and data dashboard distributed to Deans and Department Chairs	October 22, 2025
VPI's office emailed with Intent to Request (position, program/discipline, requestor, and Dean) <i>*Counseling, please also submit to VPSS</i>	November 6, 2025
Requests submitted to VPI's office and appropriate Dean <i>*Counseling, please also submit to VPSS</i>	November 26, 2025
Requesting faculty and administrators meet to discuss position requests and make recommendations (tentatively scheduled)	December 3, 2025
SCC Executive Cabinet discusses recommendations and makes decisions	December 9, 2025
Deans, Department Chairs, and HR notified	December 12, 2025

Other Position Requests

Because vacancies for classified, professional exempt, and administrative positions may occur throughout the year, SCC does not maintain a fixed annual timeline for initiating recruitment. Instead, supervisors consult with their management chain to evaluate staffing needs and review any proposed changes to a position's duties and responsibilities prior to requesting authorization to begin the recruitment process.

Required Evidence

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate

- [Chancellor's Statement regarding harassment, discrimination, and sexual misconduct](#)
- [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)
- [Collective Bargaining Agreement with the Washington Federation of State Employees Higher Education Community College Coalition](#)
- [Board Policy 2.30.01, Equal Employment, Non-discrimination & Anti-harassment](#)

Personnel hiring policies and procedures

- [Administrative Procedure 2-10-04-A, Personnel Selection](#)
- [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)
- [Collective Bargaining Agreement with the Washington Federation of State Employees Higher Education Community College Coalition](#)

Organization charts

- [Spokane Colleges Organizational Charts](#)

Standard 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Institution's Self-Assessment

SCC is partially meeting Standard 2.F.4. While we have a structured evaluation process in place for exempt, classified, and faculty employees and training is available to supervisors and deans through our Learning & Development efforts, the completion of formal evaluations is inconsistent.

Employee Evaluations

[Board Policy 2.00.01, Personnel Administration](#) and [Administrative Procedure 2.00.01-H, Performance Appraisal](#) establish the processes for evaluating all employees across Spokane Colleges, including SCC. Employees and supervisors can access evaluation forms, timelines, and instructions via the internal intranet (CCSnet). This information provides detailed guidance on the:

- Faculty Performance Appraisal System (F-PAS)
- Exempt Performance Appraisal System (E-PAS)
- Classified Performance Appraisal System (C-PAS)

The F-PAS system incorporates the structured tenure process outlined in the [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#). Through F-PAS, E-PAS, and C-PAS, employees complete evaluations through dedicated screens that generate a formal, printable report once finalized. All completed evaluations must be signed and submitted to Human Resources for inclusion in the official personnel file. Employees may save progress and return later to complete their evaluations.

While these systems support consistent evaluation processes, many evaluations occur with limited discussion of professional development or long-term career planning. This presents an opportunity to strengthen alignment between evaluation practices and institutional goals for employee growth, engagement, and excellence.

Required Evidence

Administrator/staff/faculty evaluation policies and procedures

- [Board Policy 2.00.01, Personnel Administration](#)
- [Administrative Procedure 2.00.01-H, Performance Appraisal](#)
- [Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#)
- [Collective Bargaining Agreement with the Washington Federation of State Employees Higher Education Community College Coalition](#)
- Appendix F, Section 2.F.4: Materials related to the evaluation of employees

Standard 2.G: Student Support Resources

Reflection on Standard 2.G

Each department within SCC Student Services engages in ongoing self-assessment to ensure alignment with institutional priorities and continuous improvement in student support and success. Many departments use clearly defined targets, timelines, and metrics to measure progress, identify strengths, and address areas for growth. Through reflective practices, data analysis, and stakeholder feedback, departments evaluate the effectiveness of their programs and services, adapt strategies to emerging needs, and implement evidence-based improvements. This commitment to accountability and innovation reinforces SCC's dedication to equity, operational excellence, and student achievement across all areas of Student Services.

The following sections highlight the reflective processes of SCC's Counseling, Advising, and Career Services; Financial Aid; Global Education; Multicultural Student Services; and Workforce Transitions departments, including identified strengths, areas for improvement, and planned next steps.

Counseling, Advising, and Career Services

Over the past year, the [Counseling, Advising, and Career Services department](#) has expanded its programs to strengthen student persistence and success. For new-to-college, transfer, and Adult Basic Education (ABE) students, the department implemented two redesigned orientations: group sessions for students without prior college credit and individualized orientations for students transferring academic credit.

The department also expanded its use of [EdSights](#) to identify student risk factors, provide timely resources, and gather direct feedback. Insights from EdSights inform program improvements, website updates, and the development of targeted interventions.

To increase accessibility and equity, the department implemented a more robust drop-in counseling schedule, resulting in a doubling of student participation. Academic counseling continues to be offered in multiple modalities, including in-person, phone, and online formats, and clear guidance for accessing advising services is provided on the SCC website.

The department uses ongoing self-assessment to identify challenges and respond quickly. It is currently implementing the [Council for the Advancement of Standards in Higher Education](#) (CAS) for Academic Advising. Based on its CAS self-assessment, the department identified several goals for the coming year, including developing written materials such as academic syllabi, checklists, and a student guidebook for all degree, certificate, and non-degree pathways. These will be distributed both in print and online.

The department is also reevaluating its data-collection processes. Errors identified in the current system prompted the decision to implement a new calendar and analytics tool. This improvement will support more accurate service tracking, enhance self-assessment, and help identify potential equity gaps in student access.

Additional feedback from students, advisors, and EdSights indicates that the academic criteria process needs to be re-envisioned. To address this, the department set up several work groups to assess the current processes and identified evidence-based practices to improve student outcomes. From these workgroups, the department established learning outcomes, a syllabus, strategically scheduled counselors to ensure broad coverage, and developed a mandatory advising model for transfer students. Additionally, the department will use [ConexED](#) to improve calendaring and appointment scheduling, and also provide the analytics needed for further improvements.

Staff onboarding and training have also been strengthened. The department is developing materials that clearly outline counselor responsibilities and set appropriate expectations for students accessing services.

To further improve accessibility and communication, the department plans to implement the ConexED student success platform. This system will streamline access to counselors, provide more accurate data on advising utilization, and support timely communication with students.

Financial Aid

The [Financial Aid department](#) made significant progress this year by adapting to the comprehensive [Free Application for Federal Student Aid](#) (FAFSA) Simplification changes implemented by the U.S. Department of Education. This overhaul required rapid learning, major workflow adjustments, and new processes to better support students, particularly first-generation and low-income populations. The department will continue refining communication and procedures to minimize confusion and strengthen student access to financial aid.

The goals of FAFSA Simplification were to:

1. Streamline the application process.
2. Reduce the number of questions on the FAFSA.
3. Expand eligibility for federal student aid.
4. Align aid calculations more closely with students' financial circumstances.

Summary of Major Changes

1. **Fewer questions:** The FAFSA has been reduced from over one hundred questions to as few as thirty-six, depending on a student's circumstances.
2. **Replacement of the Expected Family Contribution (EFC):** The EFC is now called the Student Aid Index (SAI), which is intended to provide a clearer picture of a student's financial need without implying what a family is expected to pay.
3. **Expanded Pell Grant eligibility:** Pell Grant access is broadened to include more low-income students, including those previously ineligible due to complicated income structures or lack of information.
4. **Data sharing with the IRS:** The process now uses direct data exchange with the IRS, making it easier and more accurate for applicants to report tax information.

5. **Simplified treatment of family size and income**
6. **Income protection allowances:** These were revised to reflect inflation and better account for household expenses, and family size is determined through IRS data where possible.
7. **Support for special populations:** Changes support students from special populations, such as those who are incarcerated or have unusual family circumstances, by making the process more accommodating.

Challenges During the Rollout

The Financial Aid department faced a particularly difficult year due to the flawed rollout of the new FAFSA. System failures and federal processing delays resulted in long-delayed financial aid packages, leaving many students uncertain about their ability to enroll and causing some to postpone or forgo college entirely.

The subsequent aid cycle presented additional challenges for institutions and students across the country. Technical issues and missed federal deadlines led to weeks or months of processing delays, prompting some colleges to adjust their admission and acceptance timelines.

Although the FAFSA Simplification Act introduced important changes, including direct IRS data exchange and the new Student Aid Index (SAI) used to calculate aid eligibility, ongoing system errors created a ripple effect. These issues significantly increased workload for financial aid staff and left students waiting far longer than usual for award information.

In response, SCC's Financial Aid department implemented an extensive communication and outreach strategy. The team updated the website to clearly explain changes to aid packages, launched a sustained communication campaign beginning the previous summer, and hosted webinars and FAFSA completion events to support accurate submissions. Staff also participated in comprehensive training to build familiarity with the new FAFSA structure, terminology, and processing systems, ensuring they were prepared to guide students through the transition.

Key Accomplishments During FAFSA Simplification (2024-2025)

The Financial Aid Department successfully navigated the transition to the new FAFSA system during the 2024-2025 FAFSA Simplification year. Despite significant national challenges, the department met new federal standards and ensured students continued to receive timely support. Key accomplishments include:

1. Seamlessly adapted to major structural changes in the FAFSA, including the shift from Expected Family Contribution (EFC) to Student Aid Index (SAI).
2. Integrated Department of Education updates, including new data-sharing protocols with the IRS via the FADDX (Future Act Direct Data Exchange).
3. The SCC Financial Aid Department worked hard to make sure students were funded in a timely manner.
4. Ensured timely updates to policies and internal procedures to reflect legislative changes (e.g., Consolidated Appropriations Act, 2021).

5. Despite delays and rollout challenges from the Department of Education, maintained aid processing efficiency.

During the FAFSA simplification period, the Financial Aid Department made significant progress and the number of students funded:

1. **Applications Processed:** 17,515 ISIRs loaded for 11,048 distinct students. 5,441 files completed.
2. **Total Aid Disbursed:** \$31,167,560 in grants, \$1,390,214 in scholarships, \$980,419 in work-study, and \$12,702,054 in loans.
3. **Average Award Package:** \$17,058 per student
4. **Verification Completion Rate:** 65%
5. **Satisfactory Academic Progress (SAP) Appeals Approved:** 78%, 707 approved out of 904 suspensions.

Areas of Opportunity

Building on this year's progress and lessons learned from the FAFSA Simplification rollout, the Financial Aid department has identified key opportunities to enhance the student experience and improve overall service delivery. The following areas of focus will guide improvement efforts in the coming year.

1. Communication Clarity & Transparency

Opportunity: Students would benefit from clearer information about award notifications, verification requirements, SAP status, and loan obligations to reduce confusion, repeat inquiries, and processing delays.

Planned Actions:

- Conduct quarterly analyses of student inquiry data across email, phone, and in-person services to identify common confusion points and revise messaging accordingly.
- Redesign award letters and notifications using plain-language principles and student-informed visual formatting.
- Implement a comprehensive communication plan with milestone-based campaigns triggered by system data (e.g., FAFSA received, verification pending, award packaged).
- Develop brief explainer videos and maintain an evolving FAQ informed by trending student questions.
- Track the time between notifications and student actions to evaluate communication effectiveness.

Success Indicators: Fewer repeat inquiries, faster document completion, higher student satisfaction.

2. Student-Centered Service Model

Opportunity: Students often navigate multiple offices to resolve interconnected issues; more seamless coordination would improve their experience.

Planned Actions:

- Map cross-department workflows and analyze case-resolution data to identify bottlenecks.
- Track referral patterns to develop warm-handoff protocols between Financial Aid, Counseling, Workforce Transitions, and other student-service units.
- Implement shared case-tracking tools to reduce duplication and support timely interventions.
- Adjust staffing models using traffic and appointment data, particularly during peak service periods.
- Conduct student satisfaction surveys to guide ongoing service improvements.

Success Indicators: Faster case resolution, higher first-contact resolution rates, improved retention for aid-dependent students.

3. Financial Literacy & Debt Awareness

Opportunity: Students would benefit from a deeper understanding of borrowing, repayment obligations, and long-term financial planning.

Planned Actions:

- Analyze borrowing patterns by program, completion status, and demographic group to identify high-risk trends.
- Monitor cohort default and delinquency data monthly to inform targeted interventions.
- Assess financial-literacy workshop outcomes through pre- and post-session surveys to refine curriculum.
- Partner with Student Services and Academic departments to align borrowing guidance with realistic wage projections.

Success Indicators: Reduced over-borrowing, lower default rates, greater student confidence in financial decision-making.

4. Staff Development & Technology Optimization

Opportunity: Regulatory complexity, manual processes, and seasonal workload spikes affect staff capacity and efficiency.

Planned Actions:

- Develop dashboards to track processing times, backlog volume, packaging accuracy, and appeal turnaround.
- Conduct quarterly error-rate analyses to shape targeted training.
- Review audit findings annually and update internal controls as needed.
- Conduct skills assessments and staff engagement surveys to identify professional-development needs and address burnout risks.

Success Indicators: Shorter processing times, fewer compliance errors, improved staff engagement, strengthened audit readiness.

Strategic Priorities for the Coming Year

The department plans to focus on the following areas in the coming year:

1. Improving Student Access

- Expand support and outreach for underrepresented and underserved populations.
- Increase flexibility in learning modalities, including hybrid and online options.
- Strengthen partnerships with K-12 and community organizations to support smooth educational transitions.

2. Operational Excellence

- Streamline internal processes using data-informed decision-making.
- Align budgets and resource allocations with strategic goals.
- Improve transparency, communication, and efficiency across administrative functions.
- Implement best practices in compliance, governance, and risk management.

3. Staff Empowerment

- Invest in professional development, mentorship, and leadership opportunities.
- Foster a culture of collaboration, recognition, and shared ownership of institutional success.
- Prioritize well-being, work-life balance, and inclusive practices.
- Strengthen internal communication and staff-engagement efforts.

4. Technological Innovation

- Modernize administrative IT systems.
- Use analytics and AI to improve decision-making and personalize student support.
- Expand access to digital tools that enhance teaching, learning, and collaboration.
- Promote digital literacy and continuous upskilling for students, faculty, and staff.

Global Education

The [Global Education](#) office engages in ongoing self-assessment to ensure programs and services remain responsive, effective, and aligned with institutional priorities. Key assessment tools include the fall international student survey, post-program evaluations for study abroad

participants, CRM yield analyses, and the institutional retention dashboard. Together, these tools provide both qualitative and quantitative insight into student experiences, enrollment patterns, and persistence outcomes.

Based on these assessments, the office sets clear targets and timelines. For example, the fall 2023 international student survey identified the need for additional on-campus employment opportunities for F-1 students. In response, the office increased institutional work-study funding and partnered with departments across both campuses to create new positions, resulting in more than 20 students securing on-campus employment the following year. Yield data also identified summer as a peak application period, prompting the hiring of a part-time seasonal staff member to strengthen application processing and outreach. Retention dashboard data further informs annual goals by enabling progress tracking across multiple quarters.

The reflection process is ongoing and collaborative. The office's annual report serves as a core tool for reviewing strengths, challenges, and opportunities and for informing strategic priorities for the following year. By systematically comparing survey results, yield data, and retention trends against established goals, the office identifies effective practices, areas needing adjustment, and opportunities for more strategic resource allocation.

Strong Points and Areas of Progress

A major area of progress has been the intentional focus on student retention and engagement. International student retention has improved consistently since 2022, including a 4.5% increase in first-to-second-quarter retention from 2022-23 to 2023-24, followed by an additional 2.4% rise in 2024-25. First-year retention reached 81.3%, the highest in recent years, and one-year retention increased to 50%, up 2.2% from the prior year.

These gains reflect the success of initiatives informed by the international student survey and ongoing data analysis. Examples include expanding work-study opportunities, streamlining Curricular Practical Training processes, increasing outreach on scholarships, and partnering with the Foundation to deliver award-focused workshops. The office also strengthened social and cultural programming through initiatives such as Global Connect, Campus Community Care, and Family & Community Connections to foster belonging and intercultural engagement.

These efforts demonstrated that retention is closely tied to attraction: students increasingly recommend Spokane Colleges to peers because of their positive experiences, which contributes to both persistence and enrollment growth.

Looking ahead, the office will continue expanding successful programs, increasing access to work opportunities, and using CRM yield data and retention analytics more proactively to anticipate needs and set targeted goals.

Areas of Opportunity

A key challenge lies in admissions conversion and data tracking. Because the CRM application system is shared between SCC and SFCC, application and enrollment data must be manually separated, creating inefficiencies and slowing progress-monitoring for campus-specific goals.

Application-to-enrollment conversion rates also remain an area of focus. For instance, in Fall 2024, SCC received 139 completed applications, yet only 19 students enrolled (13.6%). Winter and Spring 2025 showed similar patterns, with strong application activity but proportionally lower final enrollments. These trends indicate the need for stronger support between application submission, fee payment, visa approval, and arrival on campus.

To address these challenges, the office will pursue the following next steps:

- **CRM Improvements:** Work with IT and Admissions to streamline the disaggregation of SCC and SFCC data and strengthen real-time monitoring of conversion gaps.
- **Enhanced Yield Strategies:** Use CRM yield analytics to determine where students drop off in the process and deploy targeted interventions such as automated reminders, personalized outreach, and pre-arrival webinars.
- **Visa Support and Early Engagement:** Expand pre-arrival engagement through virtual Q&As, parent information sessions, and country-specific guidance to reduce attrition between I-20 issuance and campus arrival.

The office views these challenges as opportunities to refine systems, strengthen support at critical decision points, and improve conversion and retention outcomes.

Looking Ahead

To advance student learning and sustain positive outcomes, the Global Education office will continue strengthening governance, resources, and capacity. In alignment with Standard Two, priorities include:

- **Improving Fall Enrollment Conversion** by allocating resources strategically, including hiring temporary seasonal staff during peak application months.
- **Increasing Retention Rates** by implementing at least two new initiatives, such as mentorship programs, academic workshops, or community-building events, based on student feedback.
- **Strengthening Academic Pathways** through collaboration with faculty and advising to create clear Pre-Nursing/Nursing resources and workshops.
- **Expanding Study Abroad Access** by working with WCCCSA, faculty, and district partners to increase participation and equity, including launching the first faculty-led Paris program since the pandemic.

These efforts reflect the office's ongoing commitment to inclusive planning, effective resource allocation, and the creation of learning environments that support belonging, cultural exchange, and student success.

Multicultural Student Services

Within [Multicultural Student Services](#) (MSS), the 2025 academic year marked the pilot launch of two new initiatives: [Inspiring Minds to Promote Action, Change, and Transformation \(IMPACT\)](#) and the Student Academic Success Program (SASP). IMPACT was developed in response to [Washington State Engrossed Second Substitute Senate Bill 5227 \(2021\)](#), which

requires institutions to implement student professional development programs aimed at eliminating structural racism, promoting diversity, equity, and inclusion, and improving outcomes for historically marginalized students. The program is grounded in competencies created by College Access: Research & Action, and MSS assesses progress using pre- and post-surveys to measure competency attainment and compliance with SB 5227.

The [Passport to Careers \(P2C\) program](#), governed by the Washington Student Achievement Council, is evaluated annually based on enrollment, retention, graduation rates, and use of student support funding.

The SASP program also launched in 2025 and focuses on grassroots student support. MSS is working with Institutional Research (IR) to create a dashboard measuring student success outcomes, including GPA, persistence, retention, and graduation, for Center for Inclusion and Diversity (CID) Scholars, defined as students who have accessed CID services at least once. MSS also uses the SCC Student Success Outcomes Equity Dashboard to compare CID Scholar outcomes with the broader student population, ensuring its initiatives remain data-informed and responsive to student needs.

Strengths

- **Expanded Staffing and Capacity:** Two new full-time positions significantly increased MSS's ability to deliver individualized support and develop innovative, equity-centered programming. This additional capacity strengthened initiatives such as IMPACT and the P2C Small Needs Pantry, improving support for students with unmet needs.
- **Equity-Centered Practice:** MSS continues to center equity and inclusion in all services, empowering students from diverse backgrounds through advocacy, targeted resources, and culturally responsive programming that supports academic and social success.

Areas of Opportunity

One of the primary challenges is the absence of real-time, integrated data to effectively track CID Scholar outcomes. Because current tracking relies on manual sign-ins, not all student engagement is captured, resulting in incomplete outcome data and limiting the department's ability to measure program impact accurately.

To address this, MSS is collaborating with Institutional Research and campus partners to develop a comprehensive data-integration strategy that will consolidate engagement and success metrics across multiple systems.

Next Steps

MSS will partner with EdSights, the CRM team, and Institutional Research to integrate data systems and leverage predictive analytics for proactive student engagement. Improved data access will allow MSS to:

- Identify emerging student needs earlier
- Increase meaningful student interactions

- Implement more targeted, evidence-based interventions
- Track program effectiveness with greater accuracy

This data-driven, collaborative approach will enhance MSS's ability to support students holistically, improve retention and completion outcomes for CID Scholars, and further cultivate learning environments that promote equity, inclusion, and student success.

Sasquatch One Stop

The Sasquatch One Stop (SOS) is the primary point of contact for students who need help navigating college services. It supports students with admissions, financial aid, registration, and general questions related to getting started and staying enrolled. The SOS brings essential services together in one location so students can receive accurate information, timely assistance, and a consistent experience throughout their time at the college.

Strengths

The metrics below provide an overview of SOS volume and operational efficiency:

- Student Inquiries Oversaw: 48,000 (walk-ins, calls, and online)
- Average Wait Time: Reduced from 12 to 6 minutes
- Resolution Rate at First Contact: 91%
- Self-Service Portal Usage: 63% of students used online services at least once/month

Opportunity for Growth

The SOS continues to see increased call volume and requests for assistance in person, as more students rely on campus services. Many of the calls we receive are routine questions that could be answered earlier in the process if the information were easier to find online or communicated more proactively. There is an opportunity to reduce unnecessary call traffic and improve student experiences by making information clearer and more accessible through the website, our CRM, orientations, and other digital tools.

Plan for Improvement

As we look to improve, we plan to focus on realigning current workloads and improving the way we share information with students. Our efforts will include:

- Ensuring staff schedules and responsibilities are structured so that switchboard coverage is strongest during peak times.
- Updating and reorganizing website content to make key information easier to find.
- Using CRM tools to communicate more proactively, especially around deadlines and common student questions.
- Reducing dependence on phone calls by expanding self-service options and improving the clarity of digital communication.
- Reimagining the student onboarding experience by creating a space with all student services in one area to better support onboarding and retention of students.

These changes will help students get answers more quickly, decrease call wait times, and support a more consistent experience across all student services. The goal is to strengthen access, responsiveness, and overall service quality in a way that aligns with standards for student support and institutional effectiveness.

Workforce Transitions

SCC's Workforce Transitions office administers a [broad range of financial and wraparound support programs](#), including Basic Food Employment & Training (BFET), WorkFirst, Opportunity Grant, Worker Retraining, Student Emergency Assistance Grant (SEAG), Supporting Students Experiencing Homelessness (SSEH), and services for veterans and military-connected students. These programs are governed by policies from DSHS and monitored by SBCTC, with some services delivered in partnership with community-based organizations. Information about these resources is published and accessible to both prospective and current students.

The department supports students holistically by connecting them to essential resources such as Basic Food benefits, childcare assistance, and exemptions from job-search requirements, reducing financial stress so students can focus on their education. Workforce Transitions also provides direct financial support, including tuition assistance, book vouchers, parking permits, and emergency help such as gas cards or car-repair aid.

Workforce Transitions engages in continuous self-assessment through quarterly team meetings, student satisfaction surveys, and routine reviews of service-delivery metrics. The department tracks the number of students served each quarter, grant applications submitted, and students awarded, while also monitoring persistence and retention data in collaboration with Institutional Research. Current targets include:

- Expanding access to culturally relevant food resources
- Increasing WorkFirst Work Study placements
- Improving intake processes for re-entry and ESL students

Timelines follow the academic calendar, and reflections are documented during strategic planning sessions. A recent “stay survey” provided additional insight into staff experiences and helped identify areas for team development and retention.

Program effectiveness is assessed through a combination of quantitative outcomes, student feedback, and staff reflection. Primary measures include:

- Student persistence, retention, completion rates
- The number of students supported through funding streams such as WorkFirst, BFET, Worker Retraining, and Opportunity Grant

The department also monitors referrals for housing, food, and other basic-needs services, using surveys and testimonials to evaluate impact.

To strengthen outcomes tracking, Workforce Transitions is partnering with Institutional Research to develop a centralized wraparound dashboard that consolidates data across all Workforce programs. Although currently in development, this tool will support more efficient monitoring of student progress, identification of equity gaps, and data-informed decision-making. At present, staff rely on multiple reports and manual tracking methods, as documented in the department's most recent program review.

Focus Areas

Ongoing challenges include increasing referrals to housing and basic-needs services, expanding outreach to justice-involved students, and improving engagement with veteran students. A major barrier is the absence of a centralized data system, which currently requires staff to synthesize multiple reports to understand student progress and outcomes. The new wraparound dashboard under development will help address this limitation by consolidating key indicators and improving efficiency.

Looking Ahead

Workforce Transitions will continue advancing equity and access by developing its centralized dashboard, strengthening outreach to justice-involved and veteran populations, and expanding partnerships with local agencies to streamline basic-needs referrals. These efforts support the department's ongoing commitment to continuous improvement and more coordinated, data-informed student support.

Standard 2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Institution's Self-Assessment

SCC is meeting Standard 2.G.1 by providing robust student support through our Counseling and Career Services, Disability Access Services, Financial Aid, Global Education, Multicultural Services, and Workforce Transitions functions.

Note: Detailed information regarding federal student financial aid is available within PRFR sections for Standards 2.G.4 and 2.G.5. Detailed information regarding Counseling, Advising, and Career Services is available within PRFR sections for Standard 2.G.6.

Disability Access Services

[Disability Access Services](#) (DAS) supports Spokane Community College's mission by providing accommodations, resources, and strategies that reduce barriers and ensure equitable access for all students, including those affected by disabilities, health conditions, or pregnancy-related needs. The department ensures full compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Washington Core Services legislation ([RCW 28B.10.910](#)).

Information about available accommodations, including those related to disabilities, health conditions, and pregnancy or pregnancy-related conditions (in alignment with Title IX), is shared widely through New Student Orientation, campuswide messaging, course syllabi, classroom presentations, the SCC website, the "Bigfoot 101: A Guide to Campus Resources" Canvas course, campus events, and referrals from faculty and staff when students disclose needs that may affect their learning. Campus event materials also provide guidance on requesting accommodations.

Accommodations for students with disabilities are defined in [Board Policy 3.20.01, Accommodations for Students with Disabilities](#), with accompanying procedures outlined in [Administrative Procedure 3.20.01-A, Accommodations for Students with Disabilities](#) and [3.20.01-B, Grievance Procedure for Students with Concerns About Disability Access Services](#).

Global Education

The mission of the [Global Education](#) office is to support students and the Spokane Colleges community by providing resources and guidance that expand opportunities and foster global engagement. In alignment with Standard 2.G.1, the office contributes to inclusive governance by

collaborating with district offices and with faculty, staff, administrators, and community partners across SCC and SFCC to inform planning, policy development, and decision-making. Through this work, the office ensures that international student needs and study abroad opportunities are represented in institutional conversations and integrated into shared planning processes.

Global Education advances student learning through international admissions, immigration advising, student support and retention services, and study abroad programming. These efforts promote cross-cultural understanding, broaden perspectives, and strengthen student achievement. The office's operational practices, from federal compliance and admissions processes to faculty-led study abroad coordination and global partnerships, reflect responsible stewardship of resources and support institutional goals related to access, equity, and student success.

The office meets this Standard by offering equitable, student-centered services that help international students, study abroad participants, and the wider campus community engage in global learning. Through immigration advising, orientation, intercultural programming, and responsive support, the office ensures students are well prepared academically, socially, and personally, reinforcing the institution's commitment to equity and meaningful support under Standard 2.G.1.

Assessment is integral to this work. Each fall, the international student survey provides insight into student well-being, challenges, and service needs. Recent feedback highlighted the need for additional mentorship, academic support workshops, and expanded institutional student employment, directly informing the year's retention initiatives. Study abroad participants also complete post-program evaluations that guide improvements to pre-departure preparation, on-site support, and re-entry programming.

In addition, the office uses CRM yield data to evaluate outreach and admissions effectiveness and analyzes international student persistence and completion trends through the institutional retention dashboard. Together, these tools (surveys, CRM analytics, retention data, and annual reporting) provide a comprehensive understanding of how Global Education supports student success at both SCC and SFCC and informs continuous improvement.

Multicultural Student Services

[Multicultural Student Services](#) (MSS) leads the programming offered through the Center for Inclusion and Diversity (CID), which supports students' academic and social success through empowerment and advocacy. MSS coordinates several key student success initiatives, including [Inspiring Minds to Promote Action Change and Transformation \(IMPACT\)](#), a peer mentorship program; [Passport to Careers \(P2C\)](#), a scholarship and support program for former foster youth and unaccompanied homeless students; and the Student Academic Success Program (SASP), which provides proactive academic support and engagement opportunities for all students. Together, these programs expand access to resources and foster learning environments that promote student achievement and belonging.

MSS meets this Standard by consistently centering student voices, listening to student needs, and developing responsive programming that supports equitable success. This commitment is demonstrated through data collected from engagement surveys across MSS programs, including IMPACT, P2C, and SASP, which provide direct feedback on program strengths, areas for improvement, and opportunities for growth. These insights inform program design, resource allocation, and ongoing enhancements to ensure that MSS initiatives remain student-centered and effective.

Workforce Transitions

[Workforce Transitions](#) meets this Standard by addressing equity gaps and providing targeted support services that help students succeed academically. The department assists students in overcoming personal and financial barriers by connecting them with essential resources such as DSHS Basic Food benefits, childcare support, and exemptions from job-search requirements. These services reduce financial stress and enable first-time degree seekers, especially those pursuing high-wage, high-demand careers, to focus on their education.

Food assistance further alleviates financial pressure, allowing the office to direct additional support toward tuition, books, parking permits, and emergency needs such as gas vouchers or necessary car repairs.

Workforce Transitions also offers holistic support through a range of specially funded programs. These programs are governed by policies from DSHS and monitored by the Washington State Board for Community and Technical Colleges (SBCTC), with some services delivered in partnership with community-based organizations. This structure ensures transparency, accessibility, and consistent support for students navigating financial and academic challenges.

Required Evidence

Listing of programs and services supporting student learning and success needs

- [For Our Students](#) webpage

Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Institution's Self-Assessment

SCC is meeting Standard 2.G.2 by publishing a comprehensive academic catalog and webpages that provide current and accurate information essential for students, faculty, and staff. The catalog includes details on academic programs and courses, degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion. It also presents the institutional mission, admission requirements and procedures, grading policies, names and credentials of administrators and full-time faculty, refund policies and withdrawal procedures, student conduct rules and responsibilities, tuition and fees, the academic calendar, and opportunities and requirements for financial aid. This ensures transparency and supports informed decision-making across the institution.

Catalog

SCC and SFCC publish a [shared catalog](#) that serves as the official source of information for students, faculty, and staff. Maintained by subject matter experts under the leadership of the Vice Presidents of Instruction at both colleges, the catalog is hosted on a district server and displayed on each college's website. Historically published every two years, the catalog transitioned to an annual publication beginning in the 2025-2026 academic year to better align with the colleges' course update cycles.

The catalog is available online and as a downloadable PDF, with archived editions dating back to 2005. Revisions are submitted by the Business Office and curriculum managers, and the Business Office manages the editing workflow. Final approval is provided by the Chief Financial Officer. Because accurate catalog information is essential for institutional integrity and student success, the catalog is carefully reviewed and maintained.

Catalog Management and Future Enhancements

SCC and SFCC are transitioning from a home-grown catalog system to [CourseLeaf](#), which will streamline catalog production by integrating submission, review, approval, and publication into a single platform. Full implementation is planned during the 2026-2027 academic year.

In preparation for this transition, the Business Office is collaborating with Human Resources and Disability Access Services to enhance accessibility in both digital and printable formats. Planning for the 2026-2027 catalog began in Fall 2025, with coordinated updates across departments to ensure accuracy, compliance, and improved user experience.

Required Evidence

Catalog (and/or other publications) that provide information regarding:

- **Institutional mission:** [Mission Statement](#)
- **Admission requirements and procedures:** [Admission](#)
- **Grading policy:** [Grading Policy](#)
- **Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion:** [Degrees and Certificates](#) and [Course Descriptions](#) (includes Course Learning Outcomes)
- **Names, titles, degrees held, and conferring institutions for administrators and full-time faculty:** [Academic Credentials](#)
- **Rules and regulations for conduct, rights, and responsibilities:** [Student Rights and Responsibilities](#)
- **Tuition, fees, and other program costs:** [Tuition, Fees and Waivers](#)
- **Refund policies and procedures for students who withdraw from enrollment:** [Right to Know - Academic Policies](#)
- **Opportunities and requirements for financial aid:** [Financial Aid](#)
- **The academic calendar:** [Academic Calendars](#)

Standard 2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Institution's Self-Assessment

SCC is meeting Standard 2.G.3 by providing information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession via SCC's "What to Study" website and other documents.

Certifications and Licensure

SCC's instructional deans and program chairs regularly review regional, state, and national licensure requirements for programs that lead to licensed occupations. Current requirements and related information are published on [program-specific pages within SCC's "What to Study" website](#), typically in the "Overview" or dedicated "Licensure" sections, ensuring that prospective and current students have clear access to essential licensure details. Faculty in these programs further reinforce this information during student orientations and throughout students' progression in their programs.

Required Evidence

Samples of publications and other written materials that describe:

- **Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered**
- **Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials**

Samples:

- [Associate in Nursing Direct Transfer Agreement/Major Related Program-Nursing](#)
- [Certificate - Practical Nursing](#)
- [Certificate - Nursing Assistant Certified](#)
- [Associate in Applied Science - Cosmetology](#)

Optional Evidence

A list of programs leading to fields with licensure requirements

- Educational programs with national and/or state legal requirements for licensure or entry:

Program	License/Certification Required
Aviation Maintenance Technology	Federal Aviation Administration, Aviation Mechanic Certificate with Airframe and Powerplant ratings
Cosmetology	Washington state Cosmetologist, Barber, Manicurist, Esthetician, Master Esthetician, or Hair Designer licensure
Culinary and Baking	ServSafe Food Handler Certificate
Dental Assisting	Certified Dental Assistant exam
Diagnostic Medical Sonography	American Registry of Diagnostic Medical Sonography, Abdomen and OB/GYN registry examinations
Echocardiography	Washington state licensure
Emergency Medical Technician	Washington state certification
Expanded Function Dental Auxiliary	Washington state licensure
Invasive Cardiovascular Technology	Washington state licensure
Medical Assistant	Washington state licensure
Nursing	Washington State Board of Nursing, Registered Nurse and Nursing Assistant Certification
Pharmacy Technician	Washington state certification
Radiology Technician	Washington state licensure
Respiratory Therapist	Washington state certification

Surgical Technology	Washington state registration
Vascular Technology	Washington state licensure

- Educational programs leading to optional certifications (certification is helpful but not required):

Program	Certification
Administrative Assistant, Administrative Office Management, Customer Service Representative, Front Office Professional	MOS (Microsoft Office Specialist)
Cloud Computing	AWS certified cloud practitioner
Health Information Management	RHIT (Registered Health Information Technician)
Medical Office Specialist, Medical Office Billing and Coding	CPC (Certified Professional Coder)
Network Design and Administration	CCT (Cisco Certified Technician), CCNA (Cisco Certified Network Associate), CompTIA A+ certification, MCP (Microsoft Certified Professional)

Standard 2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Institution's Self-Assessment

SCC is meeting Standard 2.G.4 by integrating financial aid into a broader network of student support services. Financial aid staff provide guidance, outreach, and counseling that help students make informed financial decisions, persist in their studies, and access other resources like housing or food assistance when needed.

Financial Aid

[SCC's Financial Aid office](#) conducts ongoing self-assessment to evaluate how its services support student success. Rather than viewing financial aid solely as the distribution of funds, the office examines its broader role in providing counseling, workshops, Satisfactory Academic Progress (SAP) support, appeals, outreach, and referrals to campus resources.

Key targets include improving students' understanding of financial aid processes, increasing timely completion of required steps, and supporting students at risk of SAP concerns. Progress is monitored through indicators such as reduced student confusion during advising interactions, fewer repeated inquiries on the same topics, and higher rates of completed documentation.

Assessment timelines align with academic quarters, allowing the office to reflect on outcomes at the end of each term and adjust outreach or communication strategies accordingly. This reflective, student-centered approach aligns with wraparound support models in higher education and strengthens the office's ability to connect students with resources that promote persistence and academic success.

Workforce Transitions

[Workforce Transitions](#) supports the institution's commitment to maintaining an effective and accountable financial aid program by addressing equity gaps and ensuring students have access to the resources they need to succeed. The department's work aligns with the college's mission to promote learning and achievement, particularly for first-time degree seekers pursuing high-wage, high-demand careers.

Workforce Transitions meets this Standard by delivering targeted support services that help students overcome personal and financial barriers. Staff connect students with essential

resources, including DSHS Basic Food benefits, childcare assistance, and job-search requirement exemptions, so they can remain focused on their education.

The Fiscal Year 2026 annual report analyzed headcount growth across key funding streams such as Worker Retraining, WorkFirst, and Opportunity Grant, alongside qualitative data from student testimonials and case studies. The review also included usage data from the SCC Food Pantry and results from housing-insecurity surveys, both of which highlighted increased student reliance on these services. Collaboration with Institutional Research has supported the development of dashboards that track persistence, retention, and completion rates. These tools, combined with quarterly team reflections and cross-campus coordination, help the department assess where standards are being met and identify opportunities for improvement.

Required Evidence

Published financial aid policies and procedures including information about categories of financial assistance

- [How to Pay for College](#)
- [Financial Aid 101](#)
- [Right to Know](#)

Optional Evidence Submitted by Institution

- Appendix G, Section 2.G.4: Workforce Transitions Annual Report for Fiscal Year 2026

Standard 2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Institution's Self-Assessment

SCC is meeting Standard 2.G.5 by regularly monitoring its student loan programs and publicizing our loan default rate on our website.

Loan Repayment Support

SCC helps students understand their loan repayment responsibilities and provides regular communication about repayment obligations. The college partners with the Educational Credit Management Corporation (ECMC), which offers free, ongoing support to students throughout their higher-education experience. ECMC provides education, outreach, and counseling during repayment, supports default prevention initiatives, and develops tools, such as the Loan Tracker system, to help students manage their loans effectively.

SCC's Financial Aid Office is closely monitoring the Cohort Default Rate (CDR) following the resumption of federal loan repayments in October 2023. With an anticipated increase in the CDR, ECMC is implementing proactive strategies to support borrowers and help prevent loan defaults.

Required Evidence

Information to students regarding repayment obligations

- [Right to Know - Academic Policies](#)
- [Financial Wellness](#)

Policies and procedures for monitoring student loan programs

- SCC follows the Federal Direct Loan Program Policy and Procedure Manual. See Appendix G, Section 2.G.5 for the manual.

Most recent loan default rate published on institutional website in accessible location

- Our most recent loan default rate report is located on our [Financial Wellness](#) webpage. Direct link to report:
<https://shared.spokane.edu/ccsglobal/media/Global/PDFs/SCC/Accreditation/Annual%20Status%20Reports/SCC-Cohort-Default-Rate-report.pdf>

Optional Evidence

Sample letter to students regarding award and repayment obligations

- Appendix G, Section 2.G.5: Samples of letters to students

Standard 2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Institution's Self-Assessment

SCC is meeting Standard 2.G.6 by providing equitable, student-centered support services that help students define and achieve their goals. Through holistic advising, orientation, teaching and informing and supporting students' success strategies, and other responsive student services, SCC works to ensure students are well supported academically, socially, and personally, which directly contributes to their success and aligns with the institution's commitment to equity and meaningful student support.

Counseling, Advising, and Career Services

The [Counseling, Advising, and Career Services department](#) serves as SCC's holistic hub for student development and success, integrating academic advising, [career exploration](#), and [mental health and wellness support](#). As a central component of the student experience, the department empowers students through individualized guidance, fosters emotional well-being, and supports academic achievement. By addressing a wide range of academic and personal needs, the department plays a critical role in promoting retention, persistence, and overall student success.

SCC's academic counseling model is centralized, with counselors serving as liaisons to academic and student service departments to remain current on curriculum, program requirements, and graduation pathways. This model ensures that SCC's 14 full-time academic counselors are well equipped to help SCC's 10,000-11,000 award-seeking students understand their responsibilities and achieve their academic goals.

Counselor Training

Counselor training begins with a structured onboarding process led by the counseling supervisor, who reviews institutional policies, procedures, HR onboarding materials, department operations, and the culture and expectations of the advising team. New counselors

are then trained through a collaborative, peer-based model in which they receive guidance from experienced counselors across the advising center rather than a single designated trainer.

Training emphasizes extensive job shadowing, observation of advising appointments, and gradual transition to independent practice based on the counselor's comfort and readiness. New counselors may observe counseling sessions, review relevant resources and procedures, or conduct appointments with an experienced counselor providing real-time coaching and support. Counselors also have access to a centralized SharePoint repository containing policies, procedures, and reference materials used across the institution. The Counseling department is further strengthening training consistency through the adoption of CAS standards, standardized advising practices and documentation procedures, and the implementation of ConexED, which is expected to improve alignment across advisors and support more consistent onboarding and professional development.

Assessment and Evaluation

The department continually evaluates and refines its programs and processes to strengthen student success. Over the past year, it implemented revised New Student Orientation structures for students with and without prior college credit. Related advising requirements, such as orientation completion, Guidance 102, and processes for students entering with transfer credits, are communicated through email, Canvas, and ctcLink holds.

Clear, accessible communication is essential. To ensure students understand advising expectations, the department is developing Advising Syllabi tailored to different student groups. These materials outline the respective responsibilities of academic counselors and students, helping students know what to expect during appointments. Syllabi will be available online and provided during advising sessions.

The department conducts ongoing self-assessment through several methods, including improving data collection on the number and demographics of students served, administering student experience surveys, and implementing the CAS Self-Assessment Guide for Academic Advising. SCC is actively working to align its advising model with CAS standards. The department has completed the 2023 CAS Self-Assessment Guide and established goals for the current year based on the CAS criteria.

Based on these assessments, advising and counseling services have improved through a systematic review of counseling practices using the CAS self-assessment process. Through this review, the advising team identified opportunities to increase consistency in how advising services are delivered and how expectations are communicated to students. In response, the department developed advising syllabi tailored to different student populations, clearly outlining the roles and responsibilities of both students and counselors and helping students better understand what to expect from the advising process.

The department has also implemented more standardized advising practices and documentation procedures. Using ConexED, advisors now utilize a structured appointment review form that captures key components of each advising session and documents them in the student record.

Additionally, the counseling team established consistent meeting wrap-up procedures and incorporated clearly defined expectations into a mandatory advising model for transfer students. Students receive guidance on how to prepare for advising appointments, what topics will be discussed, and what responsibilities they share in the advising process. These improvements promote greater consistency across advisors, enhance transparency for students, and support more equitable delivery of advising services.

Required Evidence

Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages-please note specific pages or areas)

- [Counseling & Academic Advising](#)
- [Career Services](#)
- [Mental Health & Wellness](#)

Description and evidence of systematic evaluation of advising

- See Appendix G, Section 2.G.6 for the 2025-26 Counseling Department Annual Plan and Report.

Professional development policies and procedures for advisors

- [Article 3, Section 8: Master Contract between the Spokane Colleges Board of Trustees and the Association of Higher Education](#) (Note: Counselors are members of this association)

Standard 2.G.7

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Note: Institutions should refer to [NWCCU's Distance Education Policy](#) for guidance and definitions related to the required evidence.

Institution's Self-Assessment

SCC is partially meeting Standard 2.G.7. SCC employs a comprehensive, multi-layered approach to verify the identity of enrolled students, including students in online courses, and to uphold academic integrity. However, SCC and Spokane Colleges encourages faculty to participate in Regular and Substantive Interaction but does not have formal policies or procedures requiring it.

Commitment to Academic Integrity

Spokane Colleges is committed to maintaining a secure, equitable, and trustworthy learning environment. Through layered identity-verification methods, instructional best practices, and privacy-conscious monitoring, the Colleges reduce the risk of fraud and reinforce meaningful student engagement and academic integrity.

Admissions and Registration

The SCC Admissions Office meets Standard 2.G.7 through their utilization of and reliance on established business practices to ensure they are matriculating real students to the college. When application patterns, data irregularities, or other indicators suggest potential fraud, Enrollment Services Coordinators place the application in a deferred status pending identity verification. The applicant is notified via official college email communication and instructed to verify their identity either in person or through a secure Zoom meeting by presenting a valid government-issued photo ID or passport. Identity verification procedures apply to all applicants, including both in-person and distance education students. Applications confirmed to be fraudulent are denied admission immediately. Applications successfully verified are promptly cleared for matriculation. Through this structured review and verification process, the College

ensures the integrity of its admissions practices and helps safeguard institutional and federal financial aid compliance.

Distance Education

Spokane Colleges employs a comprehensive framework to verify student identity, protect student privacy, and support academic integrity in distance education. This framework integrates secure authentication practices, student participation oversight, instructional and assessment strategies, and faculty training to ensure that the student who enrolls in an online course is the same student who participates and receives academic credit. The colleges also provide guidance and professional development to help faculty implement regular and substantive interaction, design authentic assessments, promote academic honesty, and safeguard student information in compliance with FERPA and institutional policies.

Required Evidence

Policies and procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit

- **Secure Login Credentials.** All SCC and Spokane Colleges students are assigned unique usernames and passwords to access the district's secure learning management system (Canvas) and other instructional technologies (e.g., Panopto, Zoom). This protects course access and ensures that only enrolled students can participate.
- **Multi-Factor Authentication (MFA).** Students accessing Spokane Colleges systems are required to complete multi-factor authentication to verify their identity beyond Standard login credentials, enhancing security across the colleges' platforms.
- **Proctored Assessments.** For selected courses or assignments, students may be required to complete assessments under supervision, either through approved online proctoring services or in-person at designated Spokane Colleges locations, to ensure academic integrity.
- **Participation Monitoring.** Faculty and support staff monitor course participation through login records, assignment submissions, and interaction metrics. This helps identify patterns and anomalies that may indicate academic dishonesty or unauthorized account access.
- **Privacy Protection.** SCC and Spokane Colleges maintains strict compliance with FERPA and institutional policies to protect student privacy throughout all identity verification and monitoring processes.
- **Authentic and Holistic Assessment:** Instructors use cumulative, multi-modal assessments, such as projects, reflections, and portfolios, to evaluate student learning over time and detect inconsistencies that may indicate misconduct or misuse of AI tools.
- **Synchronous and 1:1 Engagement:** Faculty use Zoom and other conferencing tools for live class sessions or individual meetings, providing opportunities for real-time identity verification and strengthening student-faculty connection.

- **Monitoring and AI Awareness:** Faculty are encouraged to track engagement patterns and performance trends and are provided training to recognize and address potential misuse of generative AI.

Policies and procedures make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy

- **Privacy Protection.** SCC and Spokane Colleges maintains strict compliance with FERPA and institutional policies to protect student privacy throughout all identity verification and monitoring processes.

Notification to students at the time of registration of any additional charges associated with verification procedures

- The institution does not assess any additional charges related to verification procedures. As no such charges exist, notification of charges at the time of registration is not applicable.

Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs

- **Regular and Substantive Interaction (RSI).** In compliance with federal and state regulations, online faculty are offered RSI training to incorporate substantive interaction in their courses through timely feedback, announcements, discussions, and direct student engagement.

Standard 2.H: Library and Information Resources

Reflection on Standard 2.H

Library Services

The [SCC Library](#) supports the college's mission to "provide all students an excellent education that transforms their lives and expands their opportunities" by equipping students with essential research, digital literacy, and information literacy skills. This transformation is reflected in students' ability to confidently engage with information, think critically, and apply research skills in both academic and real-world contexts.

The library expands access to learning by providing diverse information resources, collaborating with faculty to embed information literacy into coursework, and fostering student engagement through workshops, research consultations, and instructional support. Outreach efforts, including campus events, flyers, online announcements, and coordination with instructional departments, ensure that both in-person and online students are aware of available library services. Faculty librarians deliver instruction in multiple formats (in person, online, synchronous, and asynchronous) to meet varied student and faculty needs.

Library Services' mission is to empower students, faculty, and staff by ensuring equitable access to high-quality resources, collaborative instruction, and inclusive spaces that promote academic success, lifelong learning, and critical engagement with information.

The library remains committed to aligning its operations and strategic initiatives with SCC's broader goals and regional accreditation criteria, especially those centered on access, equity, student achievement, and academic rigor.

Strengths

- **Qualified Staffing and Leadership Structure:** The SCC Library maintains a strong staffing model with four full-time faculty librarians and two adjunct librarians, all holding MLIS degrees. Its clear leadership structure, embedded within the Instructional Division, demonstrates institutional integration and support.
- **Comprehensive Assessment and Planning:** The library uses a robust, multifaceted framework to assess and develop its collections, including a regularly updated Collections Development Policy, program-level collaboration through five-year Program Reviews, and a liaison model that keeps collections aligned with curricular needs.
- **Strong Information Literacy Integration:** Information literacy is one of SCC's five core literacies, and the library delivers instruction across multiple modalities (in-person, hybrid, and online) to support students in credit and noncredit programs, including those in Northern Counties. This integration ensures consistent, high-quality instruction across disciplines.
- **Equity and Accessibility Focus:** The Library demonstrates a strong commitment to inclusive and accessible practices through diverse and culturally responsive collection

development (e.g., graphic novels, TTRPGs, zines, ESL materials) and through the use of universal design principles in instruction.

- **Collaborative Partnerships:** Strong liaison relationships and active participation in Program Reviews ensure the library remains deeply connected to academic programs and responsive to evolving instructional and student needs.

Areas of Opportunity

- **Assessment Data Utilization and Funding:** Although assessment systems are in place, librarians would benefit from software that tracks program-level information literacy outcomes. A proposal was submitted in Spring 2025; however, funding reductions have delayed implementation.
- **Technology Infrastructure and Support:** The library frequently experiences shortages of loanable laptops and hotspots due to high demand. Without dedicated IT support, technology checkout and sourcing place additional burdens on library staff.

Standard 2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Institution's Self-Assessment

SCC is meeting Standard 2.H.1 through its structured assessment of collections, integration of information literacy instruction, qualified staffing, and comprehensive support for academic programs and student learning.

Robust Support for Student Learning and Academic Programs

Library Services meets Standard 2.H.1 by:

- Providing qualified faculty and staff who offer library instruction, reference services, and research support.
- Curating responsive collections aligned with curriculum and student needs across all programs.
- Participating actively in college-wide Program Reviews to inform discussions about instructional quality, resource sufficiency, and student learning.
- Maintaining systems to assess student learning outcomes in information literacy.
- Providing equitable access to library and information services across all modalities and locations, including Northern Counties and online learners.

The library's collaborative, data-informed, and equity-centered approach ensures continued alignment with this standard and institutional goals. These practices are documented in the SCC Library Services May 2025 Program Review and in supporting exhibits listed in the evidence section of this report.

Library Collections

SCC's Library evaluates the adequacy and relevance of its [collections](#) through a multifaceted and integrated approach:

- **Collections Development Policy:** The [policy](#) is reviewed and updated regularly to ensure the collection continues to meet the needs of students, faculty, and staff.
- **Program-Level Collaboration:** Each academic and professional-technical program's five-year Program Review includes a library component, allowing departments to assess how well existing resources support instructional goals.
- **Liaison Model:** Librarians serve as [departmental liaisons](#) and gather feedback during Program Review cycles to ensure collections remain aligned with curriculum needs.

- **Targeted Resource Reporting:** The library maintains internal reports that link specific resources to individual programs, supporting data-informed decisions about acquisitions, weeding, and collection development.
- **Equity and Relevance:** Recent efforts focus on building more inclusive and responsive collections, such as graphic novels, tabletop role-playing games, zines, and ESL materials, to support both academic and co-curricular learning.

Library planning and evaluation occur through departmental workgroups, including the Space Planning and Library of Things workgroups. Librarians and staff also contribute to strategic college and district committees such as SLAC (Student Learning and Assessment Committee), Guided Pathways, and DEGA (Diversity, Equity, and Global Awareness). Collection development is further supported by annual budget planning to ensure equitable allocation of acquisition funds.

Information Literacy and Instruction

Spokane Community College integrates five [Key Literacies](#) into its instructional programs, including Information Literacy. Students are expected to develop the ability to identify, locate, evaluate, and responsibly use information relevant to their academic work. The SCC Library is a key instructional partner in supporting this literacy by collaborating with faculty to ensure information literacy instruction is embedded throughout students' academic pathways.

Instructional programming remains central to the library's services. Library faculty provide information literacy instruction for both credit-bearing and noncredit programs, including ESL and Adult Basic Education (ABE). They offer workshops on research skills, citation management, and digital literacy, as well as tailored professional development for faculty and staff. [Library Guides](#) (LibGuides) further support teaching and learning by providing accessible, discipline-specific information literacy resources.

Librarians deliver instruction synchronously and asynchronously across in-person, hybrid, and online formats. Information literacy instruction is deeply integrated into programs such as English Composition, ABE/ESL, Healthcare, professional-technical fields, and the college's growing suite of BAS programs. In 2021-2022, Program-Level Student Learning Outcomes (PL-SLOs) were developed to assess students' research and information literacy competencies. Assessment methods include rubrics, pre-/post-surveys, and faculty collaboration through a [public-facing portal](#) that shares outcomes data and tools. Library instruction also incorporates universal design and accessible pedagogy to ensure equitable learning experiences.

The library supports academic programs undergoing Program Review by proactively engaging departments to evaluate the adequacy of library collections, services, and instructional support. Librarians gather faculty feedback to identify gaps, update materials, and refine instructional approaches to align with evolving program outcomes. Students also evaluate library instruction through regular assessments, ensuring services remain relevant, responsive, and integrated into the college's academic mission.

Library Staffing

Spokane Community College Library Services is part of the Instructional Division and is led by an Associate Dean who reports to the Vice President of Instruction. Beginning in January 2026, Library Services will join Tutoring Services and the Faculty Work Center to form a new Instructional Support Services division. The Library is staffed by four full-time faculty librarians and two adjunct librarians holding MLIS degrees, two full-time Library & Archives Paraprofessionals in Circulation and Technical Services, two part-time hourly paraprofessionals, and four part-time student work-study employees.

Faculty across the college regularly collaborate with liaison librarians on in-course instruction, collection development, and research assignment design. Librarians maintain professional currency by participating in state and regional groups, including the [Washington Community and Technical College Library Consortium](#) (WACTCLC), the [Library Leadership Council](#) (LLC), and the [Washington Library Association](#) (WLA), while library staff engage in relevant professional development opportunities, including WACTCLC and the [Ex Libris Users of North America](#) (ELUNA).

Required Evidence

Procedures for assessing adequacy of library collections

- [Collections Development Policy](#)

Library planning committee and procedures for planning and collection development

- [Library Liaison Model](#)
- See Appendix H, Section 2.H.1 for the latest Library Program Review packet.

Library instruction plan; policies and procedures related to the use of library and information resources

- [ACRL Framework for Information Literacy for Higher Education](#)
- [Library Website](#)
- [Research Guides](#)
- [College-Wide Key Literacies](#)
- [Information Literacy LibGuide](#)
- [Library Outcomes Data](#)
- [Library Policies & Procedures](#)
- [Copyright Compliance](#)
- [Interlibrary Loan](#)
- [Accessibility & Assistive Technology](#)

Library staffing information; policies and procedures that explain faculty/library partnership for assuring library and information resources are integrated into the learning process

- [Faculty & Staff page](#)

- [Library Liaison Model](#)
- [Course Reserves](#)
- [Liaison Librarian New Faculty Support](#)

Standard 2.I: Physical and Technology Infrastructure

Reflection on Standard 2.I

District General Services

In accordance with [Board Policy 6.00.01, Facilities & Sites](#), District General Services ensures that all Spokane Colleges facilities are effectively maintained and strategically developed to support current operations and long-term institutional goals. Oversight is provided by the Chief General Services Officer, with implementation carried out by Facilities Maintenance & Operations and Capital Planning & Development. Together, these teams maintain functional, secure, and mission-aligned facilities across SCC, SFCC, and multiple regional sites spanning 12,302 square miles.

Facilities operations, compliance, and evaluations are monitored through several tools and processes, including:

- **Facilities Condition Surveys (FCS):** Conducted biennially by SBCTC to assess infrastructure needs. The 2025 survey guided capital decisions for the 2027-29 biennium; the 2023 FCS informs decisions for 2025-27.
- **Megamation DirectLine Computerized Maintenance Management System (CMMS):** Used to track preventive maintenance, work orders, and safety-related requests and to establish key performance indicators for facilities teams.
- **User Satisfaction Surveys:** Annual feedback from students, faculty, and staff informs prioritization.
- **Facilities Master Plans:** Updated periodically to reflect enrollment trends, growth, and deferred maintenance. SCC's most recent plan was completed in 2017 and SFCC's in 2019.
- **Accessibility Audits:** Conducted by SBCTC every 8-10 years. SFCC was audited in 2019 and SCC in 2024.

Facilities Staffing and Operations

Spokane Colleges employs approximately 90 in-house facilities staff, including skilled trades, custodial, grounds, and administrative personnel. Maintenance teams are divided by geography (East for SCC and West for SFCC), with each led by a Director of Maintenance and Operations. All work complies with state bidding laws ([RCW 28B.50.330](#)) and is managed through [Megamation DirectLine](#). Key responsibilities include:

- Preventive and scheduled maintenance
- Emergency repairs
- Building Improvement Requests (BIRs)
- Key and access control

- Event and classroom support

Capital Planning and Sustainability

The Capital Planning & Development team oversees long-range planning and capital project implementation aligned with institutional priorities. Funding is provided through SBCTC mechanisms, including:

- Minimum Operating Allocation (MOA)
- Minor Works (Preservation, Repair, Program)
- Major Capital Projects (competitive funding)

Sustainability principles are incorporated into all projects, including energy-efficient systems, LEED-aligned design practices, and environmentally responsible waste-management protocols.

Space Utilization

Spokane Colleges uses [CollegeNET's 25Live](#) scheduling system and SBCTC's Capital Analysis Model (CAM) to monitor space utilization, evaluate adequacy, and ensure alignment of facilities with instructional needs based on student FTE.

Safety, Security, and Emergency Management

Campus Security operates under a district-wide model with East and West divisions. Services include 24/7 patrol coverage, the [RAVE](#) emergency notification system, and recently expanded surveillance and electronic access systems, with more than 700 new cameras supported by \$9.5 million in safety investments.

Compliance with the Jeanne Clery Campus Safety Act and Violence Against Women Reauthorization Act (VAWA) is maintained through Annual Security Reports, regular training, and coordination with local law enforcement. Accessibility and emergency-procedure requirements are addressed through established Spokane Colleges administrative procedures.

Hazardous Waste and Environmental Health

Environmental Health & Safety (EHS) manages hazardous-waste storage and disposal, with weekly inspections at each campus. All processes follow Washington State Department of Ecology regulations. Emergency abatement projects are eligible for funding through the SBCTC Hazardous Materials Mitigation and Abatement Pool.

Spokane Colleges regularly evaluates the effectiveness of its physical infrastructure through:

- Monthly CMMS data reviews and monitoring of work-order response times
- Annual user satisfaction surveys
- Updates to Facilities Master Plans
- Participation in SBCTC Facility Condition Surveys
- Internal audits of accessibility and safety practices

These evaluations guide strategic resource allocation and ensure facilities continue to meet evolving academic and operational needs.

Strengths

- **Qualified Staffing and Organizational Structure:** Each campus has a dedicated, well-organized facilities team with strong leadership and clear geographic accountability.
- **Robust Maintenance and Tracking Systems:** The Megamation DirectLine CMMS supports efficient, data-driven maintenance and planning.
- **Sustainability Integration:** Capital projects incorporate energy-efficient design, LEED principles, and waste-reduction practices.
- **Accessibility and Safety Compliance:** Regular internal and external audits ensure adherence to ADA, safety codes, and best practices.
- **Significant Investment in Security Infrastructure:** Major technology and infrastructure upgrades enhance campus safety and improve emergency response capacity.

Areas of Opportunity

- **Deferred Maintenance Backlog:** Like many institutions, Spokane Colleges faces resource constraints in addressing all deferred-maintenance needs.
- **Capacity for Rapid Growth:** Aging infrastructure and growing enrollment may exceed current space and utility capacity.
- **Technology Infrastructure Limitations:** Limited IT support for facilities-related technologies (e.g., security systems, CMMS) impacts workflow efficiency.
- **Data Integration for Planning:** Stronger integration between facilities data and academic planning systems would improve forecasting and long-range planning.

District Information Technology (IT)

Spokane Colleges' Information Technology (IT) supports the Spokane Colleges mission by providing and maintaining the technology infrastructure, enterprise systems, cybersecurity protections, accessibility compliance, and technical support necessary to advance teaching, learning, student services, and college operations. Technology resources support instructional delivery, administrative effectiveness, communication, collaboration, and access to institutional services across the district and the colleges.

Evaluation and Continuous Improvement

Spokane Colleges' IT division regularly evaluates the effectiveness, security, accessibility, and sustainability of its technology environment through institutional planning, governance, operational assessment, and continuous improvement activities. Technology planning is guided by [Chapter 8 of the Board Policies](#), the Information Technology Master Plan, cybersecurity policies and procedures, and institutional strategic priorities.

In 2025, Spokane Colleges engaged *CampusWorks* to conduct a comprehensive assessment of the Information Technology environment. The review included documentation analysis, stakeholder surveys, leadership interviews, peer benchmarking, technical assessments, site visits, and strategic recommendations designed to strengthen technology services and institutional support. The assessment identified opportunities to strengthen governance, project

management, strategic planning, service delivery, organizational alignment, and cross-functional collaboration. These findings continue to inform technology planning, prioritization, continuous improvement efforts, and the implementation of the Information Technology Master Plan.

Strengths

- **Dedicated and Highly Engaged Technology Professionals:** IT staff support students, employees, and institutional operations through responsive service, technical expertise, collaborative problem-solving, and a demonstrated commitment to serving the institution.
- **Cybersecurity and Risk Management:** Spokane Colleges maintains cybersecurity planning, security awareness training, vendor-review processes, access-control standards, and data-governance practices consistent with [Board Policies, Chapter 8](#), and related administrative procedures.
- **Accessibility and Compliance:** Spokane Colleges incorporates accessibility reviews, accessibility standards, and accessibility considerations into technology planning, procurement, implementation, and support processes to support equitable access to digital resources and services.
- **Technology Planning Aligned with Institutional Priorities:** Technology planning processes support student success, accessibility, operational effectiveness, security, lifecycle management, and stewardship of institutional resources.

Areas of Opportunity

- **Cybersecurity and Risk Management:** Continue strengthening security awareness training while maintaining compliance with cybersecurity insurance requirements.
- **Technology and Data Governance and Project Management:** Continue strengthening governance, procedural updates, project intake and prioritization, and project management practices to improve transparency, resource stewardship, and institutional alignment.
- **Service Delivery and Collaboration:** Continue improving coordination, communication, service expectations, and collaboration across technology teams and institutional partners.
- **Technology Lifecycle Planning:** Continue advancing inventory management, replacement planning, and long-term sustainability of technology resources.

Next Steps

Moving forward, Spokane Colleges IT will:

- Continue implementing and evaluating recommendations identified through technology planning, operational assessments, and continuous improvement activities.
- Strengthen technology governance, project management, and service delivery practices.

- Continue implementation of the Information Technology Master Plan, including lifecycle management, cybersecurity, accessibility, infrastructure sustainability, and training initiatives.
- Maintain ongoing assessment processes to ensure technology resources remain aligned with institutional priorities and future needs.

Because some cybersecurity documentation and risk-related materials contain sensitive information, only redacted versions or attestations may be provided in evidence.

Standard 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Institution's Self-Assessment

SCC is meeting Standard 2.I.1 by engaging in strategic facilities planning, maintaining consistent and reliable maintenance operations, and upholding a strong institutional focus on safety, accessibility, sustainability, and equitable resource allocation. Through continuous assessment, coordinated planning, and adherence to established safety and accessibility criteria, Spokane Colleges ensures that its physical and technological infrastructure effectively supports academic programs, student services, and the broader institutional mission.

Facilities

The Spokane Colleges Facilities teams support this work by:

Maintaining Facilities: The Facilities team routinely conducts preventive maintenance, timely repairs, and ongoing infrastructure assessments to ensure that campus buildings remain safe, functional, and operational. Additionally, biennial SBCTC-conducted Facilities Condition Surveys identify minor areas (i.e., roofs, HVAC, infrastructure) considered deferred maintenance priorities. This process is funded through capital appropriations at the SBCTC level.

SCC's President has also established an Infrastructure Council, which provides a collaborative forum for overseeing resource management, facilities planning, and operational consistency across the college. The Council supports transparent, equitable, and data-informed decision-making by developing policies, procedures, and prioritization processes related to space utilization, building improvements, capital projects, equipment upgrades, and infrastructure needs. Working closely with college leadership, the Council helps ensure that resource allocation and facilities planning align with institutional priorities and support the effective stewardship of college resources. A copy of the Infrastructure Council's charge is available in Appendix I, Section 2.I.1.

- **Planning Renovation and Replacement Projects:** Campus Master Plans contain proposed strategic investments, primarily focused on long-term and major capital or building replacements and are aligned with long-term facility upgrades, academic needs, state funding processes, and capital project prioritization.
- **Ensuring Safety, Security, and Accessibility:** The Facilities team maintains compliance with safety codes, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and emergency preparedness protocols.

Workplace safety is governed by [Board Policy 2.30.05, Workplace Safety](#). Spokane Colleges participates in monthly district safety meetings and ensures compliance with local, state, and federal regulations. Accessibility is also prioritized under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

SCC and SFCC undergo periodic federal accessibility audits conducted by the SBCTC on an 8-10-year cycle. SCC was last reviewed in 2024, and SFCC in 2019. Findings from these reviews result in mandatory voluntary compliance plans.

Construction projects must adhere to state and federal accessibility codes, including WAC 51-50 (International Building Code), ANSI A117.1, and ADAAG standards.

Accessible parking is provided as follows:

- SCC: 2,600 paved stalls, 71 accessible
- SFCC: 2,400 paved stalls, 81 accessible

Information Technology

Spokane Colleges' Information Technologies teams maintain and support technology infrastructure, enterprise systems, cybersecurity practices, accessibility processes, and technical support services that support the institution's mission, academic programs, student services, and administrative operations.

Maintaining Accessible Technology Resources

The Colleges maintain accessibility review processes and accessibility standards designed to support compliance with state and federal accessibility requirements and promote equitable access to digital resources and services. Technology procurement and implementation processes incorporate accessibility reviews and accessibility documentation, including Accessibility Conformance Reports and Voluntary Product Accessibility Templates (ACR/VPATs), as part of technology evaluation activities.

Maintaining Secure and Reliable Technology Infrastructure

Spokane Colleges maintains technology infrastructure designed to be secure, reliable, and sufficient to support instructional delivery, student services, administrative operations, and institutional effectiveness. Cybersecurity practices include security awareness training, access

controls, cybersecurity monitoring, risk management, and the implementation of institutional cybersecurity policies and procedures.

Supporting Quality, Sustainability, and Institutional Effectiveness

Technology planning and decision-making are guided by [Chapter 8 of the Board Policies](#), the Information Technology Master Plan, established technology planning processes, and institutional strategic priorities. These frameworks support technology governance, accessibility, cybersecurity, lifecycle management, technology replacement planning, informed decision-making, and stewardship of institutional resources.

Assessing and Improving Technology Services

Technology services are evaluated through accessibility reviews, cybersecurity monitoring, governance activities, technology planning, stakeholder feedback, and institutional assessments. Findings from these activities inform technology planning, project prioritization, and continuous improvement efforts. Findings from these activities are incorporated into technology planning, project prioritization, and continuous improvement efforts to help ensure that technology infrastructure remains accessible, safe, secure, and sufficient to support the institution's mission, academic programs, and services.

Required Evidence

Facilities master plan, including:

- **Equipment replacement policies and procedures (physical plant)**
 - [SBCTC Policy Manual, Chapter 6: Capital Expenditures and Real Property Transactions](#)
 - Appendix I, Section 2.I.1: 25-27 Biennium Major Works (MW) Appropriated Funds and Projects List
 - Appendix I, Section 2.I.1: SCC Facility Condition Survey
- **Procedures for assessing sufficiency of physical facilities**
 - [Board Policies, Chapter 6, Facilities & Sites](#)
 - [Administrative Procedure 6.00.01-A, Building Improvement Requests \(BIRs\)](#)
 - [Administrative Procedure 6.00.01-B, Preventive Maintenance \(PM\)](#)
 - [Administrative Procedure 6.00.01-C, Corrective Maintenance \(CM\)](#)
 - [Administrative Procedure 6.00.01-D, Construction Design Standards](#)
 - [SBCTC Policy Manual, Chapter 6.70: Facility Guidelines](#)
 - Appendix I, Section 2.I.1: SCC Infrastructure Council Charge
 - Appendix I, Section 2.I.1: SCC Facility Condition Survey
 - Appendix I, Section 2.I.1: Documents for SCC North Spokane Corridor Interface Planning (Phases 1 and 2)
 - Appendix I, Section 2.I.1: 2017 SCC Master Plan Map
- **Policies and procedures for ensuring accessible, safe, and secure facilities**
 - [Board Policy 2.30.01, Equal Employment, Non-Discrimination & Anti-harassment](#), along with all associated Administrative procedures

- [Board Policy 2.30.05, Workplace Safety](#), along with all associated Administrative Procedures
- [Administrative Procedure 6.00.01-F, Security Cameras-Approved Use & Design Standards](#)
- [Administrative Procedure 6.00.01-G, Security Alarm Systems Approval and Procurement](#)
- Appendix I, Section 2.I.1: Spokane Community College Voluntary Compliance Plan – Accessibility
- Appendix I, Section 2.I.1: Spokane Community College ADA Improvement Study
- **Policies and procedures for the use, storage, and disposal of hazardous waste**
 - [Administrative Procedure 2.30.05-AB, Dangerous Waste Management](#)
 - [Administrative Procedure 2.30.05-D, Chemical Hygiene for Laboratory Settings](#)
 - [Administrative Procedure 2.30.05-G, Hazard Communication Program](#)
 - [Administrative Procedure 2.30.05-T, Biosafety for Laboratory Settings](#)
 - [SBCTC Policy Manual, Chapter 6.60.10 Hazardous Materials Mitigation and Abatement Pool](#)
- **Technology master plan and planning processes**
 - See the Information Technology Master Plan in Appendix I, Section 2.I.1.
- **Link to Clery Annual Security Report posted on website**
 - [Annual Security Report](#)
- **Equipment replacement policies and procedures (IT)**
 - See Appendix I, Section 2.I.1 for the Information Technology Master Plan
- **Cybersecurity Policies and Procedures, including description of training**
 - [Board Policy 8.10.02, Information Technology Security](#)
 - [Administrative Procedure 8.10.02-A, Information Technology Security](#)

Additional Evidence Related to IT and Accessibility

- [Board Policies, Chapter 8, Information Technology](#)
- [Administrative Procedure 8.00.01-A, Accessible Technology](#)
- [Spokane Colleges' Accessibility and Title II webpage](#)
- [SCC's Accessibility and Title II webpage](#)
- [SFCC's Accessibility and Title II webpage](#)

Moving Forward

Spokane Community College and Spokane Colleges recognize that higher education is entering a period of significant change marked by declining numbers of traditional college-age students, increasing competition, budget pressures, and more complex student needs. In response, Spokane Colleges is refreshing its mission, vision, values, and strategic plan, through an extensive stakeholder engagement process, ensuring that its long-term direction reflects the aspirations of students, employees, and the communities it serves.

These renewed guiding statements will provide the foundation that strengthens the fundamentals that drive student success: attracting students, improving onboarding, increasing retention and completion, and ensuring every student feels supported, connected, and able to thrive. The institution is committing to a student-centered approach that supports learners throughout their educational journey, ensuring they have the resources, guidance, and opportunities needed to persist, complete their goals, and thrive.

Looking ahead, Spokane Colleges aims to strengthen its role as a regional leader in workforce development, educational access, and community impact. Through investments in student support, academic innovation, employer partnerships, and institutional effectiveness, the college seeks to build a sustainable future where students, employees, and the broader community can flourish together while meeting the evolving needs of Eastern Washington.



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