



**Report of the Accreditation Committee
Bellevue Community College
Bellevue, Washington
March 12-15, 1995**

*Confidential Report Prepared for the
Northwest Association of Schools and Colleges
Commission on Colleges*

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**ACCREDITATION EVALUATION SITE VISIT
BELLEVUE COMMUNITY COLLEGE
March 12-15, 1995**

Introduction

The accreditation of Bellevue Community College by the Commission on Colleges of the Northwest Association of Schools and Colleges was reaffirmed following a team visit in 1985. In 1990, a one-person interim visit was made. As a result of that visit, a recommendation was made to the Commission to conduct a focused visit to Bellevue, which occurred in May 1991, to monitor progress on the general education and related instruction requirements (Eligibility Requirement 10 and Policy Standard V). The interim evaluator also focused on the assessment of the student outcomes process that was just getting under way during the 1990 visit.

This report is the result of the regular ten-year, full-scale review conducted by a Commission team of ten members which visited Bellevue Community College from March 12-15, 1995. The team was assisted by Dr. Margaret E. Kaus, Assistant Director of the Commission on Colleges.

The evaluation team found the Bellevue Self-Study useful in carrying out its work. It was laid out according to Commission standards, and incorporated the self-study elements in the Commission Handbook. There were places in the self-study document where the use of substantive data, and the application of more rigorous analysis could have served the college and the team more effectively. Team members were pleased with the availability of supportive materials and excellent resource people who helped complete the required profile of information. The team had the experience of continuing to discover new and exciting ideas in varying stages of discussion and implementation. Deficiencies in the self-study were partially attributed to changes which had occurred since the preparation of the self-study.

The college appears to have a fair sense of its strengths and weaknesses. On balance, the self-study was overly self-critical rather than overly self-congratulatory.

Team members were greatly impressed by the hospitality and courtesy extended to them throughout their visit.

Standard I Institutional Mission and Objectives

The Bellevue Community College Board of Trustees adopted the college mission, vision and goals statement in January, 1994. This was the result of a process that started in the Spring of 1992 and was connected with a major strategic planning process. All college constituents contributed to this major review and revision process. After it was a centerpiece for discussion in the 1992 orientation week, the All-College Council, consisting of equal numbers of students, faculty, staff and administrators, and the Board of Trustees engaged in a deliberate review.

It is apparent that a considerable amount of critical thought produced the mission, vision and goals statement and that it has provided direction to current planning and decision making. A summary version is published in the college catalogue, the class schedule and in other materials.

Although four of the five board members took their seats in the last two years, they understand the mission, vision and goals as an excellent guideline for the future.

It is noteworthy that the new statement modifies the more ambitious earlier version which was written "To provide full and equal access..." Because of the college's decade-long difficulty in providing access because it has lacked space, classes and resources to handle student demand, the new statement is a more cautious one, less given to overly optimistic expectations. Given the challenges this college has faced, this is a realistic re-shaping of its visualization for the future.

The college community is to be commended for broad participation in creating this vision and for the clear and concise goals which are grouped under four general themes: Educational Excellence, Teamwork, Pluralism, and Quality Service. Much of the planning and current action is directed toward achieving these goals.

Standard II Finance

Bellevue has been creative in dealing with flattening resources from the state and increasing pressures to serve more students and upgrade facilities and equipment. College leaders have made a major push to move from a state-funded community college to a state-assisted community college. It is noteworthy that college leadership has increased revenues through judicious management of tuition and fees, grants and contracts and auxiliary enterprises. Even though state appropriations dropped from \$12.8 million to \$11 million between 1991-92 and 1992-93, revenue increases have been realized for each of the past four years. At the same time, expenditures have been carefully made to produce an increase in fund balances. There has been a significant increase in expenditures in the category of instruction. This was largely due to leadership's initiative to increase instructional salaries (in spite of a state freeze) and improve the proportion of full-time faculty relative to part-time faculty.

Bellevue maintains a 3 percent contingency fund according to state budget guidelines. Other cash reserves have increased.

During the past five years, the records of the Finance Office have passed the required Washington State Audit with no findings. The Financial Aid Office was (in 1992 and 1993) cited for failure to file Pell Grant payment summaries and to process repayments to the federal programs in a timely manner. The college has hired additional staff and prioritized workloads to solve this problem.

Fiscal administration is very sound at Bellevue. Budget information and audits are publicly available. An annual budget calendar is followed that provides opportunities for departments and divisions to shape budget direction for their own areas and to submit ideas on college-wide questions of resource allocation.

Although there is obvious connection between planning, budgeting and decision-making, the integration of these systems could be strengthened. Starting the budget-building process earlier in the instructional year would open up more time for the creative exchange of ideas. Also, delivering more information to departmental and divisional decision-makers on the long-term (three or four years) budgetary outlook would stimulate more understanding for what is likely to occur and "buy" more time for solutions to potential problems.

The college and the college Foundation are commended for an excellent partnership.

Standard III Physical Plant, Materials and Equipment

Bellevue Community College was built in three major phases (in 1969, 1972, and 1975). The college offers an attractive and comfortable setting for academic, technical and community-related programs and activities. Since most of the campus facilities are over 20 years old and heavily used, the college has been facing the challenge of upgrading older learning environments to emerging needs. The growth demands on the facility have been significant.

The college team has been creative and innovative in finding ways to insure that the physical plant, materials and equipment are appropriate for the educational purposes of the college. A 1990 project added five general classrooms and improved or added four specialized spaces. In 1991, the college Foundation raised contributions for an 880 square foot addition to the library. In 1992-93, a 30,000 square foot Student Services/Bookstore building was constructed and seven new classrooms were added. This building is an example of the innovative approach exhibited by Bellevue's leadership. It was supported financially by a combination of local fund balances, self-supporting program funds, and minimal capital allocation dollars. In 1994, the college renovated space to gain new offices, five new classrooms, an expanded library study area, a new computer lab, a faculty/staff dining room, and additional space for students. In addition to renovation projects scheduled for this summer, several promising plans are underway. A regional archives building which would be built on the main campus within the next several years would give the college 22,000 square feet at a very low cost. The college is also "in the queue" for state construction dollars (around the year 2000) for a 37,000 square foot classroom: lab-office building and a 4,000 foot expansion of the library.

The current master building plan was completed in 1991-92. This plan is based on a 25 percent future growth projection. This plan was prepared by a consultant, presented to the campus community before being adopted by the college, and discussed with the City of Bellevue to insure its inclusion in their Growth Management Plan. The implications of the new Cascadia Community College, which will start-up around the year 2000 and occupy part of Bellevue's current district, need to be factored into Bellevue's capital and program planning. It may mean that the 25 percent future growth projection should be adjusted. There may also be a significant opportunity to join forces on certain ventures and articulate services with this new community college. Although considerable thought has been given to these issues, it will demand continuing focus.

The challenge of upgrading facilities and adding new space to accommodate growth, is mirrored by the need to maintain appropriate materials and equipment. Here again, although there are obvious gaps between where the college is and where it would like to be, most of the major areas of concern are in some stage of being addressed. For instance, state dollars have been allocated to fund completion of the HVAC replacement project; an ADA compliance self-study has been completed and a resource allocation plan to meet deficiencies is being implemented; a major effort is underway to help meet the need and promises of new technologies; there is an annual

instructional equipment budget of approximately \$425,000 and a method of prioritizing needs is in place. This is complemented by a separate allocation of \$60,000 for "big-ticket" items to support the purchase of instructional equipment costing more than \$7500.

It is also noteworthy that a complete list of the current inventory of equipment and costs is maintained in the computerized inventory system. The college also uses a computerized room scheduling program and maintains excellent records of classroom and laboratory utilization. College facilities are heavily used.

Although staff levels are only modestly adequate to keep pace with demands for plant and grounds operation and maintenance, strong leadership, effective and efficient staff members and a sense of teamwork are evident. All are commended for finding ways to make facilities and grounds an appealing, pleasant environment for teaching and learning.

At the same time, it is important to recognize that obvious and pressing needs still exist and resources and resourcefulness will be required to meet them. Other chapters of this report identify specific needs for additional and improved classrooms and laboratories, for expanded library and student study space and for instructional and non-instructional equipment.

Standard IV Library and Information Resources

During the three years prior to this evaluation, the college had undergone major changes in the administration and a re-focusing of mission, vision and goals. The Library Media Center (LMC) had weathered those changes without a full-time director. The staff reported low morale and some sense of isolation.

Goals

The LMC goals mirror the institution's focus on instructional quality and serving the teaching/learning process. They are also consistent with the college's focus on professional development of both LMC staff and BCC staff.

Although the LMC goals do not articulate adoption of "developing technologies", the actions of the group in using the Internet, automation, LANs, multimedia, etc. demonstrate support for the college goal. There is some sense among the LMC staff, that proponents of technology are competitors for resources rather than facilitators. There is a concern that the tool of technology is being marketed not as a supplement but as a replacement for traditional library functions.

There is one area where the LMC may be inconsistent with the parent organization. The college emphasizes partnering with the community. Current LMC policies do not allow the public to borrow materials from the library and there are few formal agreements with local libraries to share resources.

Resources

The staff of the LMC is well educated and knowledgeable. The librarians are active in campus committees, publish articles, participate in professional organizations and have each taken sabbaticals to update skills. The media staff are creating innovative services such as teaching students video editing so that they can produce video tapes in lieu of written papers.

The dominant staffing issue for the group has been the failure to replace the full-time Director. The group expressed appreciation for the support of the interim Dean of Instructional Services and Library Media services. It also expressed a sense of uncertainty created by the vacancy which has contributed to a morale problem. This issue of not being worthy of a "leader" and the perceived threat of technology has been expressed by some as causing them to feel "marginalized."

The position of Director of Library and Media Services is being advertised and will be filled by July, 1995. Under the new organization plan, the position will report to a Dean of Information Resources which will also supervise the functions of both instructional and administrative computing and telecommunications. The marrying of various groups providing materials for the teaching learning process is consistent with the revised Commission Standard on Library and

Information Resources. What is not clear is the rationale for including administrative computing within that group. At this writing, the college has not detailed the skills needed in the position of the Dean of Information Resources and there is concern that the incumbent have a philosophy grounded in instruction, not simply technology. There is also concern that the LMC will no longer report to the chief academic officer of the college and, therefore, be divorced from the instructional programs the LMC serves.

The self-study focused on the inadequate number of staff. Although the college administration states otherwise, there is a concern that a library faculty position soon to be vacant because of a retirement, will not be filled.

The self-study notes the strength of the library's magazine and electronic indexing collection and the evaluation team agrees with that assessment. It does need to be noted, however, that there are faculty who find the indexing and journal collections inadequate.

The book collection demonstrates careful selection but it does suffer from limited funding. Of the approximate \$100,000 spent on new materials each year, only about 24% goes toward new books. That buys fewer than 700 new titles each year. Because the college does not have reciprocal borrowing agreements allowing students to check-out books from neighboring libraries and because the interlibrary loan borrowing pattern is limited, the quality of the book collection is a concern. The collection is weakest in areas such as health, science and computer technology which change rapidly, but the budget limits buying key works published in all areas.

The minimal spending for audiovisual materials was the primary frustration of faculty interviewed. If instructional departments are buying video programs, as noted in the self-study, that is not widely known by the faculty.

Faculty interviewed expressed frustration with the age of delivery equipment. The self-study report on educational programs (Standard V) was replete with concerns about not enough electronic classrooms. Those concerns are somewhat counteracted by a sense that technology money is coming from the state and will help improve remote access to materials on the library LAN and student stations inside the LMC. The work of the Foundation is also viewed as a solution for aging equipment.

The self-study notes a concern about the inadequate size of the LMC facility and the evaluation team agrees. The staff is to be commended for working with existing space to create a fairly pleasant area which is heavily used by students. That should not detract from the serious concern about a facility which was the second priority to emerge from a major strategic planning effort by the BCC Foundation in 1992. The lack of space hinders students needing study space, it reduces the likelihood that materials will be used and it forces weeding of materials which should enrich the historic perspective of the collection. There is some hope that the expansion of the library can be funded as a state capital construction project.

The self-study notes that the budget of the LMC has not kept pace with the growth of the institution. Increasing it would contribute to improving services and the collection.

Services

Many of the services covered by the revised Standard IV fall outside of the LMC because of a 1992 reorganization, but they will be part of the newly constituted Information Resources unit (e.g. teleconferences, repair, faculty production) by 1997.

The LMC has a heavily used classroom delivery program. Library faculty provide an active library orientation program and have helped train faculty on the Internet. The college Technology Plan (1993), in fact, identifies the LMC as the group charged with helping staff learn how to use the new technologies. The one gap in services identified by the evaluation team was support for faculty wanting to learn how to create multimedia.

Use of Materials

Discussions between the evaluation team and faculty indicated that the faculty does encourage students to become independent learners and to find and evaluate information.

The faculty interviewed see the main functions of the LMC to help students identify what has been published (bibliography center) and to provide a reserve section for required readings. The faculty and library staff promote this "gateway" function. Some faculty take students on tours of the University of Washington libraries. Although the faculty are very supportive of the efforts of the library staff, they do not feel that the college can or has supported an adequate collection to meet instructional needs.

The view that the LMC collection is not adequate for the research needs of the college community is consistent with circulation figures which are moderate and reflect a reliance on reserve materials. Faculty use accounts for less than one percent of the total circulation. The book check-outs in the medical areas are low (1.7% of the circulation) and support a reported reliance on area hospital collections and journal literature.

Policies/Procedures

As the self-study noted, the policies manual for the LMC has not been updated since 1988 but most of the written policies reflect current practice. The collection is built with faculty input and in one area where faculty are not interested in selecting materials, the library has prepared and had approved a detailed criteria for selecting materials. The hours the LMC is open are adequate. LMC staff are involved in setting departmental policies.

One area of concern is faculty evaluation. Of the four library faculty, only one has been evaluated in the last three years and that is the person who has just completed the tenure process. While the lack of a full time Director makes that situation understandable, the evaluation schedule of the last three years is not in compliance with the Commission's Policy 25.

Curriculum Issues

The self study notes that LMC staff do not feel that they are aware of curriculum changes; the same complaint was voiced by advising staff in student services. The formal process for program revision involves the Director of Library/Media Services who sits on the Educational Services Cabinet; because there has been no LMC Director, curriculum changes have not been communicated to LMC staff. The LMC staff would also like representation on the faculty committee which recommends course changes so they can better serve students in those new classes.

Distance Education

The self-study notes that the College's upper campus which serves primarily continuing education programs, is not served by a library. The college currently plans to expand the LAN to serve that campus and provide access to the electronic components of the LMC. Because the satellite campus is only three blocks from the LMC, it does not seem to be a major concern. The college has begun offering credit classes outside the district via modem; library services for those classes are being provided by the parent institution, the high school.

Planning

The LMC has not been involved in a formal planning process recently. The strategic plan issued by the BCC Foundation did identify LMC facility concerns as critical. LMC staff have served on major planning efforts within the college such as that creating the Technology Plan. LMC staff have been involved in group processes meant to react to and help mold the recent reorganization of the college and the LMC program. Individual library faculty have studied issues which will impact the LMC future (e.g. full text products, the relationship of collection development to interlibrary loans.)

There are a number of issues which make a planning process for the LMC critical during 1995-96. The Department will have a new director who will need to understand issues and help define solutions. The Division will need to work through relationships between departments. The LMC will need to re-examine its mission in light of the virtual/electronic library made possible by advances in technology. It will need to decide if its strong program of buying magazines can be adjusted to employ electronic access rather than ownership. Based on those decisions, it may be able to strengthen book and media collections from the existing budget. The Technology Plan calls for the LMC to play a major role in instructing staff and students on the use of technology; the LMC needs to determine if and how it will meet that staffing mandate. The department also needs to examine options for forming partnerships with the community and other information providers.

Commendations

1. The LMC staff has created a very good program with limited resources and intermittent leadership.
2. The BCC faculty demonstrate a strong interest in using library and media in instruction.

Recommendations

1. The college and LMC need to explore options for increasing student and faculty access to a greater collection of books and media. Whether this is through budget increases or reciprocal borrowing agreements with other libraries, the college needs to better meet instructional needs for information. This recommendation echoes the 1985 Evaluation.
2. The college needs to continue its search for funds to expand the LMC facility.
3. The LMC needs to begin a planning process which evaluates services, budget allocations and external partnerships. The process should promote communication and effective use of limited resources.
4. The college needs to ensure that the new organizational structure of the LMC promotes the use of information resources in the teaching learning process.

Standard V Educational Programs

SCIENCE DIVISION

Introduction

The Science Division includes 23 full-time faculty, more than 40 part-time faculty, a full-time chair, and several support staff members. Together these people form a cohesive team committed to providing a quality educational experience to students and to creating and maintaining a stimulating, pleasant work environment.

The division has developed well rounded, rigorous programs in engineering, mathematics, life sciences, and physical sciences which effectively meet the needs of students transferring to four-year institutions.

Purposes and Objectives

The Science Division has identified several purposes and objectives appropriate to its educational mission. These purposes and objectives complement the institutional mission statement and goals and serve as a guidepost in the development of course outlines and curricula and in the day-to-day operations of the division.

It is clear that the decisions made in the division are based upon a sincere desire to more effectively meet the needs of students.

Financial Support

The bulk of the division budget is utilized for nondiscretionary items such as salaries. The remainder of the budget is allocated in a process which apparently allows considerable faculty involvement and negotiation. Faculty and Department Chairs agree that the process is fair and that final decisions are based on sound, objective criteria.

There is little doubt that a larger budget would allow more to be accomplished in the division. However, faculty and staff have used the available resources creatively and have done a remarkable job of meeting division objectives.

Areas of strong financial support include faculty development and technology to support classroom instruction. Weak areas include laboratory equipment and supplies and inadequate salaries to attract and retain knowledgeable lab technicians and assistants. The recent authorization to charge student lab fees may help alleviate some of the lab equipment inadequacies.

Physical Facilities, Materials and Equipment

While division faculty and administration have been creative in their use of facilities, inadequate space--lab space particularly--is one of the most serious impediments to the meeting of division objectives. Lack of adequate classroom and lab facilities has limited the number of sections that can be offered and led to long student waiting lists for some courses. Lack of space has also prevented the development of classrooms dedicated to technology-based instructional approaches. Faculty expressed considerable frustration at not being able to apply these new approaches, even though in many cases the necessary equipment is available, because the logistics of moving the equipment from one room to another and setting it up in the short amount of time available between class periods are prohibitive.

The need for improved physics lab facilities is especially critical. Poorly designed storage areas require faculty to interrupt classes to retrieve equipment and materials for other lab and lecture courses. This creates an untenable classroom environment; this problem needs to be rectified as soon as possible.

Apparently a new laboratory building, or a new addition to the existing science building, is in line for state funding. However, it is not clear exactly when this project will begin and it has been bumped down the list more than once.

As was mentioned in the preceding section, laboratory equipment is another area of concern. The life science labs, for example, are forced to use antiquated and dilapidated microscopes which in most cases are no longer repairable.

An exception to the general inadequacy of classroom and laboratory facilities is the planetarium. This is the only planetarium in the state at a two-year institution and it is provided with a superb, well-maintained projection instrument. The division makes the planetarium available to local school groups and it has been used in various fund-raising activities. It represents an invaluable resource to students and to the community.

Library and Learning Resources

Despite the severe space limitations of the library, most faculty in the Science Division felt that the collection is adequate to support their courses and programs. Several faculty members expressed appreciation for the library and media staff and the outstanding job they are doing on very limited resources.

Educational Program

The Science Division offers a well-rounded mix of developmental, survey, and more advanced courses to support specific majors. It appears that this mix is constantly in a state of flux and quickly adaptable to changing student needs. Course descriptions and content have undergone a major overhaul recently as faculty have attempted to identify, quantify, and strengthen elements of their courses which specifically address the institutional general education learning objectives.

Several instructors mentioned the value they had seen in this evaluation process, both for themselves and for their students.

New courses and changes to existing courses arise from the faculty and are presented to the college Curriculum Committee which examines issues of transfer, articulation, and the impact on other programs at the college. The Division Chair represents the Science Division on this committee.

The success of the educational program is attested to by studies conducted at state four-year institutions which indicate that BCC transfer students from math, science, and engineering programs perform in their third and fourth years at levels virtually identical to their counterparts who began their education at a four-year university.

One area of concern with the educational program is in the area of assessment. Faculty were unclear about how course/program evaluations should proceed but seemed to feel that the need for assessment has been recognized and that plans are underway to develop a systematic assessment program.

Instructional Staff

The Science Division has assembled an impressive faculty. These are skilled, dedicated professionals who work together exceptionally well. The atmosphere in the division is positive and cooperative and induces quality work.

Although faculty salaries are too low, they appear to be comparable with other similar state institutions and are not a major source of contention. Faculty contentment and retention appear to be tied more closely to a pleasant, stimulating work environment and a love for teaching than to monetary considerations.

Faculty are happy with their involvement in divisional and departmental affairs, but some expressed frustration with a perceived lack of meaningful involvement with decision-making processes at upper administrative levels.

Nontenured faculty in the tenure track as well as part-time faculty are evaluated quarterly by their students and by the Division Chair. Tenured faculty are evaluated annually by their students and every three years by the Division Chair to ensure that productivity and effectiveness remain high. Successful teaching, as evidenced by positive student evaluations, is apparently a primary element of the tenure review process.

Part-time faculty play an essential role in the division. Fortunately, there appears to be an abundance of well qualified individuals in the local community who are interested in part-time teaching, so serious problems in part-time faculty recruitment do not exist. Several full-time faculty members in the division began their careers at BCC as part-time instructors.

Faculty feel that academic freedom has not been an issue at BCC. Faculty are free to approach their subjects in the manner they see fit, using the techniques they feel are appropriate.

There is some concern among faculty about the tenure review process. Apparently there has been a lack of communication and clear direction about the requirements and evaluation procedures for tenure. Faculty mentioned specifically a skewed emphasis on committee work over the last year and an unreasonable expectation of peer reviews to evaluate committee performance.

Administration

The Division Chair is selected by the administration and serves for a term of four years. The chair may serve an additional term if at least 85 percent of the faculty in the division vote in support of another term. Department Chairs are elected by a vote of the faculty in the department and serve for a period of three years.

The Division Chair is responsible for managing the division budget, evaluating faculty and curricula, and arbitrating faculty, staff, and student concerns and complaints. In addition, the Chair represents the division on various institutional committees. Department Chairs hire part-time faculty and are responsible for maintaining the quality and integrity of the department curriculum and for tracking program changes at various transfer institutions.

Faculty in the division are very happy with the Division Chair and his management style; obviously he is a master administrator. Faculty input is conscientiously sought in decision-making, giving faculty an active role in the workings of the division. This combination of a collaborative administrative style and a collegial atmosphere has produced a productive, committed division.

Students

Faculty and Department Chairs in the division are aware of the needs of their students and informed about their success after transfer to four-year institutions. Data available from four-year transfer institutions indicate that BCC students are competitive with their counterparts who begin their college educations at four-year schools.

Special Services and Activities

The division offers some televised instruction, notably an introductory chemistry course. The program appears to be working well and providing additional educational opportunities to students and the larger community.

As mentioned previously, the planetarium is regularly used by local school groups and by the public. This seems to be a very successful program and it has fostered good will between the college and the local community.

Scholarship and Research

Because the institutional role of the college is primarily one of instruction, the opportunities for research and to a lesser extent scholarship are somewhat limited. However, the exceptional faculty development program at BCC has provided opportunities for scholarship and professional development rarely available at comparable institutions.

In addition, most faculty seem genuinely excited about their fields and they appear to be actively engaged in various scholarly or creative activities such as authoring textbooks, developing innovative approaches to instruction, and implementing new technologies in the classroom. Their efforts have clearly led to more effective teaching and an improved classroom learning environment.

Conclusion

The Science Division is a vibrant, effective, and creative element of Bellevue Community College (BCC). A combination of participatory government, well trained and committed faculty and staff, and excellent faculty development opportunities has produced an exceptionally strong academic unit with an enviable reputation for quality instruction and cooperation.

Commendations

1. An excellent faculty and staff committed to meeting the needs of students. This is apparent in the excitement demonstrated by faculty as they discuss their fields of expertise and their courses.
2. A superb faculty development program which allows faculty tremendous discretion in the use of development funds. The willingness of full-time faculty to share development funds with part-time faculty indicates a sincere concern for colleagues and for the quality of instruction as well.
3. The creative use of limited facilities and resources to provide first class courses and programs to students.
4. The exceptionally collegial and cooperative relationship which exists among faculty and between faculty, staff and administration.

Recommendations

1. Additional resources for equipment and facilities need to be allocated to the department. The condition of some laboratory equipment and the lack of adequate, usable space for equipment storage is a serious problem.
2. Issues of course/program assessment need to be addressed to ensure that the general education objectives are being conveyed to students as claimed.

SOCIAL SCIENCE DIVISION

Introduction

The Social Science Division encompasses eight transfer departments (anthropology, economics, geography, history, international studies, political science, psychology and sociology), as well as two occupational departments (administration of criminal justice and media communication and technology). Most of the full-time faculty and a few part-time faculty were interviewed.

Mission and Objectives

Faculty were familiar with the college's mission and understand the role of their individual programs. It would be helpful to track student placement/transfer success and share the information throughout the division.

Financial Support, Physical Facilities, Material and Equipment

The process for requesting equipment and materials seems clear. Classrooms are nice, but crowded. All faculty members expressed concern about space. Media Communications and Technology was an area in the division that seemed to be a "bottomless pit" with respect to resources; however, faculty seemed to be supportive of one another, understanding of the special needs of this department, and pleased with the support they receive.

Library and Learning Resources

Many faculty members expressed concerns about the size/number of library holdings. Some faculty members have donated staff development money accorded to them to the library. Consensus is that the librarians work extremely well with students who can gain access to the University of Washington for projects, should the need arise. The holdings in the library do appear to be satisfactory for a community college.

Educational Programs

Faculty are pleased with latitude accorded them in developing courses within the division and in experimenting and developing interdisciplinary courses. Many were quite proud of the impressive array of lower-division courses available to Bellevue Community College students.

Curriculum evaluation, as well as instructor evaluation, depends heavily upon student evaluation. Each course has an elaborate syllabus focusing on course objectives. The related instruction components are contained in both certificate and degree programs. Concerns were voiced over students admitted to transfer courses not capable of benefitting from the program. It was suggested by several faculty that placement tests early in the careers of BCC students would improve progress in the classroom.

Instructional Staff

The division has an excellent core of full-time faculty and access to a good number of qualified part-time instructors. Teaching loads are perceived as being equitable.

The orientation of new and part-time faculty seems adequate and faculty were aware of the Social Science Division Handbook outlining various policies and procedures.

Faculty in the Social Science Division agreed they had input to the development of institutional policies. There is a good amount of money (\$1,000 per faculty member) for faculty enhancement, which is universally appreciated. Salaries are competitive with other comparable schools in the state, and both the security (tenure) and equity provisions were judged to be adequate.

Faculty evaluation meets the standards and seems to be well accepted. Morale in the Social Science Division of Bellevue Community College is quite high and the preparation and experience of the full-time faculty is first rate.

Administration

The division chair received praise from virtually all faculty members. He was described as being responsive and supportive. Some frustration was expressed with "top administrators," however.

Students

Faculty at BCC are genuinely student-oriented. There seems to be a very good attitude towards students and a commitment toward building a learning environment. Students interviewed believe they are receiving outstanding instruction and are getting a good education.

Commendations

1. The division chair has arranged to allow for good faculty input and is responsive to faculty requests.
2. There is a good sense of collegiality and of the support of faculty and staff throughout the division.

Recommendations

1. Adequate space is a concern and requires attention.
2. Attention should be given to the large number of students admitted to transfer courses who are not able to benefit from instruction at that level.

EDUCATIONAL DEVELOPMENT AND HEALTH SCIENCES DIVISION

Introduction

The Educational Development and Health Sciences Division offers degree programs, a certificate program, a developmental education program, transfer courses and oversees the Fitness Center. The division has significant involvement in all areas of the comprehensive curriculum. Courses available in Physical Education/Health, and American Sign Language fit into the general education and transfer options available to students.

The following individuals were interviewed during the visit: Jim Bennett, Dean of Instructional Services and Interim Division Chair, Ed. Development/Health Science; Ron Radvilas, Program Chair Radiology, Nuclear Medicine; Cheryl Becker and faculty from Associate Degree Nursing Program, Associate Degree Nursing; Julius Armstrong, Program Chair, Radiation Therapy; Toogy Shepard, Program Chair, Early Childhood Education; Joan Baker, Chair, Diagnostic Ultrasound; Julie Soto, Director, Parent Education; Lynne Scott, Program Chair, Alcohol and Drug Studies. Also interviewed were Harriet Newton, Recreation Leadership Program; and Ray Washburn, Physical Education Department.

During the interview with Dr. Bennett we reviewed the organizational chart, discussed program accountability and responsibility as well as participation in the budgeting process. Based on his response there is evidence of participative management in the budgeting process. This was validated in later conversations with several program chairs. Also discussed was faculty evaluation and development. His responses were consistent with information in the Self-Study and the Faculty Union contract. Mr. Bennett, as Division Chair, meets with faculty being evaluated and the outcome of the meeting is an individualized faculty development plan which in turn is submitted to the State. Mr. Bennett stated that each faculty has \$1,500 each year for faculty development although there is some state restriction on out-of-state travel. Thus far, however, other sources of funds have been identified to help faculty attend national meetings. This statement was supported in meetings with both Nursing faculty, Radiologic faculty and Program Director for Ultra Sound, all of whom traveled to national meetings in the past year.

Health Sciences: Radiation Therapy and Nuclear Medicine are contract-for-service programs funded by the local hospitals. These programs, however, are completely under the control of the College--students earn college credits, faculty are employees of the college, and all policies of the college are applicable.

In discussing faculty scholarly work, Mr. Bennett related the specific activity of each faculty to their individual plan of faculty development. Some are involved in activities related to maintaining certification, some are writing grants, others are pursuing study in curriculum development.

Mr. Bennett identified the Division's strengths as diversity of programs, skill and dedication of faculty, and community focus as well as support. Issues identified included further technological development. It is hoped that the proposed new NSF grant will assist this effort. The issue of administrative placement of the developmental and basic skills courses is of concern. One additional issue is the proposal to centralize placement activities related to graduates of the College.

Objectives and Purposes

This Division has clearly stated purposes appropriate to higher education level and quality. All offerings are appropriate to the institutional purposes and responsive to the students' as well as community's needs. This was validated in meetings with Program Chairs and faculty. For example, a new course was initiated in the Radiologic Technology Program which will provide additional medical/office skills for graduates and better meet employer needs. The Early Childhood program has developed and will offer, with the Math department, an accredited math course needed by their graduates who will transfer to Central Washington for teacher certification/Baccalaureate degree.

Financial Support

Budgets are prepared by Dr. Bennett for the Educational Development and Health Sciences Division. He is ultimately responsible for administering the budget. All members of the unit have opportunity for input to the budget process.

The individuals interviewed were positive about the budgeting process. Each stated that they had the necessary resources to do their job. Several mentioned that it was important for them to provide timely and detailed justification and when they did administration was very accommodating to their requests. Faculty expressed satisfaction with their salary, fringe benefits and assistance with faculty development.

One exception to faculty satisfaction with salaries is in the area of Parent Education. That area is staffed by a full-time, exempt Program Chair who also has teaching responsibilities. All other teachers in the program are part-time and are on a lower pay scale than the "academic" faculty. In the last bargaining session there was a slight increase in their salaries but they are still low.

Physical Facilities, Materials, and Equipment

As noted in the Self-Study, pg.78, faculty and staff office space is very limited. There is a need for improvement in Child development space which is currently being shared with Parent Education.

Overall, the major issue for this division is that its offices and programs are spread over four locations, one of which is on the upper campus. Nursing as the one academic program on the upper campus expressed mixed feelings about its location. On the one hand, they have dedicated space which more than adequately accommodates their instructional needs. Also, students liked having their own space. Faculty have made a collaborative effort to stay involved with the main campus through service on a number of committees and through regular visits to the main campus each week. Students go to campus regularly for Library and other classes. They do not feel isolated by attending nursing classes on the upper campus.

Library

In general, those interviewed expressed satisfaction with Library services. The one issue is the absence of Library resources readily available at the upper campus. Although faculty and students

on the upper campus receive full Media Services, they must still come to the main campus for library services. One faculty had written a Helene Fuld grant to improve the technological services for greater library access on the upper campus. It is anticipated that this grant will be funded in June.

Educational Program

Admission criteria and testing to insure benefit from instructional programs is satisfactory in all programs. For example, of the programs visited, all have specific admission requirements in terms of GPA and/or completion of prerequisite courses. Additionally, the entry course in Early Childhood is designed to monitor student readiness for the program. In the Recreational Leadership Program there is a good mix of theory and practicums.

All degree programs have an identifiable component in general education or related instruction which meets the College requirement. For example, the Nursing, Radiologic, Early Childhood, and Ultra Sound have discrete cognate courses which meet general education requirements. In the Radiation Therapy program, related instruction is integrated in all courses in terms of interpersonal relations, written and oral communication, as well as computation. For example, in the Oncology classes students complete three oral case study presentations which must include rationale for all therapeutic interventions. In the Dosimetry class students are required to complete math and problem solving assignments. Another example is the assignment of a formal research paper in the Radiation Biology course.

The Parent Education Program, which awards a Certificate of Achievement, also incorporates related instruction skills throughout the course of study. Students have a number of written projects, and regular practicums requiring interpersonal relations in a variety of settings with diversified populations of children, other parents, as well as teachers. Problem solving is a key element in all courses and practicums.

There is evidence of instructional effectiveness in all programs. For example, Nursing had just completed its Self-Study for NLN accreditation and had excellent information available on instructional effectiveness. This was also true in other programs visited.

Additionally, these programs (with the exception of Recreation Leadership) had a regular system of follow-up studies of graduates and program evaluation. Information from these studies contained valuable information about the high employment rate within six months of graduation, employer satisfaction, and suggestions for curriculum changes. An example of curriculum changes based on follow-up studies of nursing graduates is the inclusion of some course materials in the second year seminar on cost studies and conflict management. Curriculum changes based on information from follow-up studies of graduates is the requirement of a student project during clinical practicum. Another example of this type of curriculum change is the inclusion of a Medical Skills course during the second year of the Radiologic Technology program.

Instructional Staff

Staffing patterns for all educational enterprises. Within each program, faculty are academically and experientially qualified to teach in their subject areas. All full-time faculty in Nursing have a

minimum of a masters degree. There is ample evidence of faculty staying current in their field through ongoing clinical practice and/or continuing education.

Continual professional growth for faculty is encouraged in conjunction with faculty evaluation and development. In spite of budget constraints, the use of professional development funds continue as a contractual obligation that is well utilized. Faculty also take advantage of summer grants when these are available. Dr. Bennett stated that each faculty has \$1,500 per year for faculty development, although faculty in different programs indicated different amounts (one program identified \$1,000 per year for development).

Faculty evaluations are conducted as stated in the Self-Study. This was validated in interviews with all individuals visited. The evaluation process utilizes primarily student evaluations although there is nothing to preclude peer as well as self-evaluations. All evaluation materials on faculty are reviewed by the Division Chair who is responsible for scheduling an evaluation conference with individual faculty members. Outcome of the evaluation session is a Professional Development plan for each faculty member. Each faculty receives a summary of his/her evaluation and a listing of comments.

There is no faculty rank at the College. All full-time faculty are instructors, librarians, or counselors. Achieving tenure, however, is considered to be a promotion, and faculty advance from Column I to Column II of the Full-time Salary Schedule. The current process has a positive influence on morale.

Teaching security provisions (academic freedom, competitive salaries and benefits) are satisfactory. As a Collective Bargaining campus, these items are negotiated. The next bargaining session and renegotiation of the contract is scheduled for Summer 1995.

Faculty expressed satisfaction with opportunities to participate in the development of institutional policies. Regular channels of participation include program meetings and an annual retreat planned and developed by faculty and staff representatives within the division.

Faculty Scholarly Activity

Faculty in this Division provide ample evidence of professional activity in professional presentations, scholarly writing, and active lobbying related to health care delivery.

Additionally, in the Ultra Sound Program there is evidence that students are also active in scholarly writing and publications. Each year several students have papers published in national, refereed journals. Additionally, one student was invited to compete in a presentation at the national meeting for Ultra Sound. This type of activity is encouraged and assisted by the Program Director.

Administration

The Division Chair takes care of all administrative needs of the Division including budgeting, resource allocation, evaluations, staffing, course developments, and curricular changes. Program Chairs function as facilitators for all instructional activities in their programs and as liaisons

between their programs and the Division Chair. Faculty expressed satisfaction with this type of administrative arrangement. In fact, both Program Chairs and faculty expressed great satisfaction with Dr. Bennett as Interim Division Director. He is perceived as a person who gets things done.

Students

Admission requirements are clearly stated and fairly administered. Faculty advisers have adequate access to student information for advisement purposes.

As noted above, a number of students are active in their field and involved in professional activities.

Student scholarships provided by local health care organizations are available through the Foundation and are awarded to qualified health science students. The major purpose of these scholarships is to assist students in financial need.

Program faculty provide on-going student advisement to students both prior to and following admission to the program. This type of advisement is helpful in facilitating student placement and progression in the program. Faculty described this activity as important and were generally satisfied with the process. Students expressed great satisfaction with faculty interest in their career and rated faculty very highly. There is an on-going working relationship with the Educational Planning/Advising Center to maintain current and accurate information for students.

The Educational Development/Health Sciences Division is committed to providing equal access for all students. All programs have a culturally diverse population and take affirmative action to assure admission of this population if they are qualified for the program.

Commendations

1. Dedicated and enthusiastic faculty who are highly motivated to provide the best educational program possible to help their students be successful. They excel in their teaching capabilities. Morale is high.
2. Collaboration with colleagues in community agencies is strong and contributes significantly to academic programs. There is a sense of partnership between faculty and practitioners in educating qualified health care professionals.
3. Strong evidence of diversity among students, faculty, and administrative.
4. Program evaluation and meaningful changes in the curriculum based on the evaluative process.

Recommendations

1. Need to continue to improve technology and its application in classroom instruction as well as library/internet access (Eligibility Criteria 14 and Standard III).

2. Continue to monitor changes in the health care delivery system as these impact curriculum development and/or employment opportunities for graduates (Standard V).
3. Need to develop articulation agreement for students in Radiation Therapy by the year 2000 so they will be eligible for the national certification exam (Standard V).

ARTS AND HUMANITIES DIVISION

Introductory Remarks

The Arts and Humanities Division is a large administrative area which unifies ten academic program areas and one occupational program. The Division also provides staffing, faculty and courses in developmental-level reading and writing for the Developmental Education Program as well as directors for both the Reading and the Writing Labs. The Programs within the Division provide numerous opportunities for cultural experiences for students through extracurricular programs in drama, journalism, broadcasting, music, dance, art history tours and exhibits. This large administrative unit appears to be flourishing under the leadership of an especially bright and sensitive administrator and the majority of the faculty are outspoken in their support of the College President and the Executive Dean of Instruction.

Mission and Objectives

The Arts and Humanities Division administrators and faculty participated in the development of the institutional mission and goals and, in turn, have adopted four divisional mission statements that feed into the institutional goals: 1) Provide an academic environment which encourages students to become responsible, analytical, creative and productive citizens; 2) Provide accessible services and educational programs that reflect excellence; 3) Meet changing educational needs of our diverse community; 4) Promote pluralism within our multi-cultural society. The relevance of the curriculum and program activities is driven in large part by the stated mission objectives. All indications point to a significant amount of input by the Division members into the institutional mission statement.

This writer's perception of the campus wide outcomes assessment process is that this Division feels highly involved in a number of significant outcomes projects that are directly related to divisional and institutional mission and the members feel a real kinship to the Outcomes office. The faculty feel confident that the projects are making significant differences in the manner in which instruction is delivered. They feel less confident that the outcomes efforts can all be articulated into an institutional statement.

Financial Support

The lack of financial support grows out of issues too large to address in an accreditation report. It perhaps begins with a national economic downturn and trickles down to a state-wide college funding formula issue and a legislature which is very fiscally conservative. However, as available resources go--this division fares well. There appears to be adequate funding for instruction. "Growth dollars" do go to growing areas, i.e., Developmental Education and service classes such

as English. This in turn limits the amount of money available for the visual and performing arts or other disciplines with quality programs and financial needs to insure that quality. Capital projects money seems to be a dramatic need. This evaluator believes this is a community college system issue, however, and not an issue unique to this college. Space, especially classroom space, is scarce. Conversely, adequate dollars are available for professional growth and development.

Physical Facilities, Materials, and Equipment

Much of this topic is addressed in the previous section. It may be added that the division of funds available for materials and equipment appears to happen in a very democratic manner. The program areas within this division appear to prioritize their needs and one program doesn't mind supporting the needs of another since they are assured that their turn will come. This writer observed a great deal of cooperation in the disbursement of dollars, cooperation that surpasses the norm with which he is familiar.

It deserves mention and emphasis that as the institution's technology needs are assessed, reassessed, and new technology is added, the space within which that new technology functions needs to be, likewise, reassessed and revised.

Library and Learning Resources

As technology changes, so does the way the library is being used by the students and the faculty. The majority of the comments from the Division related to the LRC commend the environment and the traditional library services. The comments also expressed the need for additional media support and/or other technological support as well as service and repair of the existing media equipment. Materials and assistance in curriculum development efforts appear plentiful. Library personnel are helpful and service oriented.

Educational Programs

The division has done an outstanding job of responding to the general education requirements. An infusion model which identifies competencies and skill levels within individual courses has been adopted. The general education objectives have been added to all the course descriptions in the English department less than a year ago. Similar revision and adoption is apparent in the other program areas. The Speech department has played a major role in the development of general education learning outcomes.

Worthy of special mention is the sincerity which the faculty exhibits as they address the goals related to cultural diversity and multi-cultural pluralism. Many faculty actually recruit international students and/or ethnically diverse students for their class sections that they might give all the students an experience in cultural diversity. In this environment the number of international students has dramatically increased.

The Division gives constant attention to assessment and placement, revisiting existing standards, tests, and procedures constantly and amending the existing in favor of that which may work better. An example to illustrate that point is the recent pilot study for "holistically" grading writing samples as a placement device. The pilot suggested that the cost of the process prohibited

its use exclusively but the study did lead them in yet a different direction. Constant challenge of the norm to promote quality! An English department assessment coordinator who is given one-third released time was formally designated two years ago.

The commitment of the institution to Developmental Education is really apparent. The decentralized system that is used to administer the Developmental program has worked well through the years, largely because of the commitment of the Arts and Humanities Division and the Science Division along with the other institutional contributors. The structure of that program is currently being studied and revision of the administrative unit may change because of the enormous increase in enrollment growth.

There is an increased dedication to linked courses, learning community concepts and interdisciplinary studies throughout the college but especially involving faculty from the Arts and Humanities areas. The evidence, once more, of quality learning environments and experiences is made apparent.

Instructional Staff

This is a huge Division comprised of a versatile and highly qualified faculty and staff. The diversity of gender and length of tenure appears appropriate. Of the 50 plus full-time faculty, 13 have 20 or more years with the college, 12 have six years or fewer. A good balance. Although a large number of adjunct faculty are used, quality part-time instructors are readily available; therefore part-timers pose no threat to the high standards established by the Division but, indeed, add to the diversity otherwise offered.

This writer found the core of the instructional staff dedicated to the mission of BCC.

Administration

The program chairs and coordinators express a very high regard for their Division Chair. Upper level administrators were also, almost unanimously, described as responsive and supportive.

Students

The faculty assured this evaluator that the students come first and are held in high regard and treated with respect. Conversations with students revealed that they like the college and feel confident about the instruction and service they receive. A number of comments related to the pride the students feel about the appearance of the college grounds and facilities.

Commendations

1. Division faculty are very dedicated to cultural pluralism to the extent that international students are recruited for many classes to allow all students to share multi-cultural experiences.

2. There is a great dedication to linked courses, learning community concepts and interdisciplinary studies throughout the college but especially involving Arts and Humanities faculty.
3. Collegiality among faculty and administrators and respect for one another and for students are strong. The qualifications of and professionalism exhibited by faculty and instructional mid-managers are commendable.
4. Significant attention has been given the general educational requirements and an infusion model has been adopted which identifies competencies and skill levels within individual courses.

Recommendations

1. Space needs are apparent at every turn. (Standard III)
2. Although there are significant outcomes projects abounding within the Division, all of which appear to be contributing to the instructional mission, the composite of these projects and the results of the same need to be compiled and disseminated throughout the campus. (Standard V #25)
3. The college has an evident commitment to the Developmental Education students--the decentralized model of the Developmental Education Program has led to much involvement and support for the basic skills components which contribute to that Program. However, the significant growth of the basic skills student population has begun to challenge the effectiveness of that decentralized model. Conversations have already begun which are exploring an alternative administrative model. This recommendation is only to encourage continued conversations on this issue and that a reasonable solution for the organization may be reached within a reasonable time frame. (Standard V)

BUSINESS ADMINISTRATION AND COMPUTER SCIENCE

The Business Division offers eight vocational programs and two academic transfer degrees. Students can obtain Associates in Arts degrees or Associates in Arts and Sciences degrees as well as one-year certificates and Certificates of Achievement. Instruction is provided by 18 full-time and approximately 35 part-time faculty.

The transfer programs in Business Administration and Computer Science enjoy close relationships with the four-year schools. There has been considerable focus on articulation which has benefited students. In the Computer Science program in particular, an articulation agreement with University of Washington to accept Bellevue students has resulted in a significant increase in enrollment. This agreement is the only one of its kind in the State of Washington.

The General Business Management, Marketing Management and Paraprofessional Accounting programs prepare students for entry level positions. Total enrollment in these three programs has seen a slight decrease but it is not significant. Faculty have recently been through a process to review the curriculum. They are committed to revising programs to meet the needs of employers.

They are also committed to offering the highest quality programs possible. Faculty are well connected to their respective fields and this benefits the students and the programs. This is particularly true in Paraprofessional Accounting which has an active Advisory Committee. Marketing and General Business have reviewed the use of their Advisory Committee. Faculty have used innovative teaching strategies such as the AT&T Investment Challenge.

The Software Marketing program prepares students for entry level positions. This is a new program which was designed to respond to the needs of employers in the community. Since this is a new program, enrollments still need to be developed. It will be important to continue support for the program to develop the enrollment. The Program Chair has plans to aggressively market the program to ensure its growth. Access to the latest information and tools is essential to the success of this program. Consequently, providing CD-ROM and online database access for students is necessary.

The Real Estate program is a comprehensive program offering a broad-based spectrum of realty specializations such as appraisal, mortgage finance, property management and development. It is largely a contracted self-support program. Strengths of the program are the breadth of offerings and the expertise of the instructors.

The Administrative Office Systems program is relevant to the mission and purpose of the college. It develops skills in office administration and supervision, secretarial functions and software applications. The program has recently been revised to reflect current trends in the field. Program staff worked closely with the business community to identify needed skill sets and developed the curriculum to respond. Implementation of the new program has reversed the declining enrollment trend and is resulting in heavy demand for the courses. The curriculum provides a great deal of flexibility for students. Each certificate offered reflects a skill set and each certificate achieved can be applied to the next certificate or degree. This allows students to enter and exit at various points according to their needs. Currency and flexibility are the strengths of this program.

The Computer Information Systems has two areas of emphasis--Programming and Technical Support. The Computer Programming option educates students for entry level programmer analyst positions. The program has had a very active advisory committee which meets monthly and is the primary vehicle for coordination and articulation. Consequently, the program undergoes frequent and effective revision to meet the needs of the hiring employers. The Technical Support option trains students to provide technical software support. This is a new program which was developed in concert with the Washington Software Association--another remarkable example of the close relationships program staff enjoy with employers. The unique aspect of this program is that it provides an internship for students at the college to provide technical support to the campus. Feedback from the professional staff at the college has already resulted in revision of the program to further develop student skills.

The need for additional space is a problem for these programs. Space needs to be flexible to allow use of various teaching strategies. Space for small group work and projects, as well as dedicated space for programs using equipment is sorely needed.

There are three computer-equipped labs, two of which are used by the Administrative Office Systems program and the third by Computer Information and Accounting. The AS-400 lab is the result of a partnership with Costco and provides good instructional space. There is also an open lab available for students. Lab directors provide excellent support for these labs. Students pay fees when enrolling in computer classes. These funds, to date, have been placed in a special account used to upgrade equipment and software. However, it rarely meets the total need of the program so there is heavy reliance on dollars available to the whole college from state resources. These are allocated on a yearly basis. There does not appear to be an institutional plan for equipment upgrade and replacement. Nor does there appear to be a reliable schedule for funding of equipment since there is such dependence on state revenues.

These labs are minimally adequate to meet student learning needs. Since the computer is so critical to this program, the hardware and software will need continual upgrading and replacement to meet the learning needs of students and the needs of employers. Technology - hardware and software - is essential to the success of the business programs. Instructional objectives cannot be met without access to computer labs that contain up-to-date equipment. While the college has made efforts to meet this challenge, it will need ongoing attention. Increasingly, access to computers will be integrated into most business classes and the college must plan to meet this need.

While faculty believe library staff are working as well as possible, they cite the need for students to use library resources outside Bellevue Community College in order to complete research assignments.

All classes have been offered during a two-year rotation. There is a process for adding and deleting classes and it has been utilized. Faculty are committed to student success and believe that students are successful in finding jobs or transferring. There appears to be significant effort to apply measures of student success within the classroom. However, there is no formal process other than figures provided by the State of Washington, to capture information about student success once they have left Bellevue Community College, or at least is not known to faculty at the program level. Faculty collect this information through contacts with business and students. While there is an awareness of the need for measuring educational effectiveness, there is no formal system in place. Course syllabi are not written with clear outcome statements, nor are there measurements established to identify whether students have achieved desirable skills. There is a wealth of anecdotal information available which could be captured more systematically and utilized to determine effectiveness.

There is a substantial and coherent program of general education/related instruction required of students in the degree and certificate programs. Since Bellevue Community College has adopted the "infusion" model, courses are reviewed to ensure that they meet some of the 22 learning objectives to meet general education requirements.

This Division has done an outstanding job of working with external publics - Universities, employers - to analyze their needs and redesign curriculum. They have used Advisory Committees very effectively and they have made attempts to infuse pluralism into the curriculum.

The team spirit, enthusiasm, energy and dedication of faculty and staff were very impressive. Such close connections with, and response to, the employer community is rarely seen and contributes in an obvious way to the success of the Business programs.

Commendations

1. The Business Division is characterized by instructional vitality, energy, and a commitment to serving the needs of the community.
2. Staff is to be commended for continually redesigning and updating courses and the program to respond to the needs of the community and to facilitate increased choices for students.
3. Staff exhibit a genuine concern for student success and respond effectively to individual student needs.
4. Faculty and staff have effectively used Advisory Committees and unique processes to identify needed skill sets and develop curriculum accordingly.
5. Leadership of the Division is proactive and positive and results in a well functioning team which is productive and enthusiastic.

Recommendations

1. In order to comply with Commission Standard III and develop students with the necessary skills to work in the modern business environment, there needs to be a review of the computer equipment and related software and a plan developed for its regular replacement and/or upgrade.
2. The outcomes for each course and program should be reviewed and appropriate measures developed to formally assess whether the outcomes are being achieved. The assessment process should be systematic and utilized in planning and curriculum development in accordance with Policy # 25.
3. Space requirements to meet instructional objectives should be reviewed for compliance with Standard III.

Summary of Related Instruction

Commission standards require that "programs of study for which applied or specialized associate degrees are granted, or programs of an academic year of more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations." In addition, instruction in safety, industrial safety, and environmental awareness should be included as appropriate. Instruction in these areas may be embedded within program curricula or offered as separate blocks of instruction.

Team members have reviewed programs to which these requirements apply and are confident that they are being met. For example, Fire Command and Administration, Nursing, Radiology, Early Childhood, and Ultra Sound programs all have discrete cognate courses which meet these requirements. In the Alcohol and Drug Abuse Counseling Program, staff have agreed to better document how requirements are being met, particularly in the area of computation.

Summary of Educational Assessment

Assessment activities at Bellevue Community College are somewhat puzzling. There is a good amount of assessment activity ongoing, but little evidence that results of these studies are being utilized to impact the college or its programs. Several examples illustrate the point. In 1992, the college president appointed a Strategic Planning Committee (nine administrators, nine faculty and two classified employees) to develop a five-year strategic plan for the college. The plan was carried out, yet no mention was made of it in the institutional self-study. A second example involves faculty concern about students being admitted to transfer courses and not having adequate background to benefit from these courses. In 1992, studies were done at Bellevue Community College to show the value of identifying these students early on, of enrolling them in developmental courses (in this case developmental English), and consequently, of producing a much higher probability of success. No action or notice seems to have been accorded these findings. Finally, it should be noted that there is a newsletter, "Outcomes Assessment at BCC," that is widely distributed to the campus community along with an occasional bulletin, "Teaching Learning at BCC," as well as summaries of assessment projects. Somehow, these data and results have not yet "taken hold" to the best advantage of the institution.

Standard VI

Continuing Education, International Programs, and Self-Sustaining Degree Programs

Introductory Remarks

These programs are impressive in the quality of instruction provided and their responsiveness to community needs. With few exceptions, enrollment growth has been strong and is limited only by lack of appropriate instructional space. Programs are well-managed and faculty and staff morale is good. As is often the case with continuing education, non-traditional and/or non-credit programs, opinions vary as to the priority these programs have within the institutional mission. Generally, however, staff feel supported and valued by college administration and believe that there is increasing recognition of the importance of Continuing Education in creating visibility and support for Bellevue Community College in the community. Staff also appreciate the flexibility they have in designing and managing programs to meet college and community needs.

Mission and Objectives

Without specifically identifying these programs, the college mission statement includes the activities for which these instructional units are responsible. In addition, both Continuing Education and International Programs have separate mission statements which guide their offerings.

Financial Support

These programs are self-sustaining. With the exception of half the dean's salary, all direct and indirect costs are covered by program revenues. While challenging, the requirement that programs support themselves has resulted in a high level of efficiency and careful stewardship of resources. Flexibility in setting course fees and in determining instructor salaries contributes to program quality as does the ability to use revenues to purchase and maintain instructional equipment.

Physical Facilities, Materials, and Equipment

Finding adequate facilities is the biggest issue for Continuing Education and International Programs. Upper Campus is a former elementary school. The HVAC system is less than optimum and the building overall lacks the amenities that businesses have come to expect in work-related training. The two converted houses occupied by International Programs have been improved but still leave much to be desired for faculty and staff offices and activities. Classroom space on campus can be problematic as well since non-credit classes are scheduled after credit classes have been accommodated. The Computer Program does have six dedicated computer labs in leased space which is very well designed for instructional purposes. With the explosive enrollment growth in this area, these labs are in constant use seven days a week. The Fire Command and Administration Program has excellent instructional facilities since classes are held in area fire stations. Options for improving space for other programs may lie in pursuing more such partnerships with community agencies. In the International Programs area, a vision for the future is an international education center on campus which would include both credit and non-credit offerings and which might be financed at least in part through program revenues. As instructional technology becomes increasingly important to maintaining excellence, the identification of better, more permanent facilities for these programs will be important.

Library and Learning Resources

For many continuing education students, access to a library is not an issue. For programs such as foreign language instruction and the intensive English language programs for foreign students, library staff are viewed as helpful and accommodating, though the resources available could be improved. For non-credit instructors, however, access to slide collections is a problem. The Media Center provides excellent service. In the case of Fire Command and Administration, the fire departments where classes are held have extensive reference collections on technical issues and soon will be tied into national resources through the Internet.

Educational Program

Strong enrollment growth and attention to quality go hand in hand. Continuing Education computer courses enroll over 3,000 students per term and operate day and evening seven days a week to suit students' schedules. Another unit provides instruction in twenty foreign languages to over 800 students a term. Arts programs have increased their identity and visibility by separating from personal enrichment offerings and have formed many active partnerships with arts organizations in the community. These arrangements have allowed the program to leverage its resources to support high quality programming and have created excellent visibility for the college

in the community. Both the Arts Program and the Personal Enrichment program have benefited from this clearer identity. The college's location in a highly educated community creates a strong demand for continuing education and also contributes to the wide availability of excellent part-time instructors. The development of programs is primarily market-driven, though there is also a concern for addressing community needs.

International Programs should be commended for its innovative approaches in providing intensive language instruction, often in combination with instruction in culture and business practices. Program quality is enhanced in the University Preparation Program by the presence of five full-time faculty, and thorough evaluations are conducted on a regular basis. The program also benefits from strong support for professional development by its administration.

In the self-sustaining degree and certificate programs, Fire Command and Administration and the Alcohol and Drug Abuse Counseling Program, courses must be approved by the Curriculum Committee in the same manner as regular credit courses. All new instructors in Fire Command and Administration go through an instructor training class, and the same evaluation methods and tools are used for these courses and instructors as for regular credit programs.

Courses in Continuing Nursing Education are accredited by the American Nursing Association while the State Board of Nursing oversees offerings in the RN refresher program. Offerings conform to the guidelines for CEUs. Courses in American Sign Language continue to have strong demand and have been approved as foreign language transfer courses by the University of Washington and some other four-year institutions.

In the Home Economics area, courses are offered in Child Development as support for the Early Childhood Education Program and in Human Nutrition.

Instructional Staff

All new instructors are evaluated by a careful review of credentials, classroom observation and student evaluations. Some departments evaluate every class and all instructors are evaluated at least once a year. Continuing Education has acquired a Scantron which should assist in this effort when staff are trained in its use. In an effort to keep part-time instructors better informed and to make them feel more a part of the campus community, a newsletter is being developed by the Dean's office.

Administration

Administrative accountability is clear, and there is strong support for professional and staff development among all employee categories.

Students

Student services vary according to student needs from minimal services in personal enrichment offerings to extensive support services in the intensive English language courses for foreign students. Follow-up on students to determine how programs have contributed to their success is limited and might be improved in some areas.

Special Services and Activities

Continuing Education students are well-served by a knowledgeable Customer Service unit.

Scholarship and Research

Efforts in this area are appropriate to the community college mission. Instructors are encouraged to participate in a variety of professional development activities and to make presentations at conferences. In addition, a high level of marketing expertise is required for these successful continuing education programs.

Concluding Remarks

Faculty, staff, and administration in Continuing Education, International Programs and self-sustaining certificate and degree programs clearly take pride in their work, and their efforts are reflected in high quality, community-responsive offerings. While the inadequacy of facilities is a continuing challenge for several programs, staff are optimistic that creative solutions will be found. Program staff believe that their efforts are supported and appreciated by college administration. A goal for the future is greater contact and coordination with credit offerings in related areas.

Commendations

1. Skilled and committed management has resulted in strong demand and high quality. Programs are rigorously assessed and instructor morale is high.
2. Programs which combine a particularly high level of innovation and instructional quality are the Computer Training Program, foreign language instruction, the Arts program, and the intensive English language instruction programs.
3. A well educated district population and flexibility in instructor pay have resulted in highly qualified, dedicated part-time instructors in the non-credit area.

Recommendations

1. As non-credit students begin to demand more support services such as career counseling, and credit students demand more flexible instructional formats, the boundaries between credit and non-credit are becoming blurred. At present, there is little contact between the two areas. Opportunities for cooperative programs and coordinated efforts with an emphasis on student success should be encouraged.
2. As technology becomes an increasingly important component of instructional delivery, it will be important to identify high quality classroom space with predictable scheduling.

3. Each program handles instructor orientation in its own way. While this appears to work reasonably well, there may be an opportunity here for the development of some common material which can then be customized for different areas.

Standard VII Instructional Staff

The team was impressed by the qualifications, commitment, and accomplishments of the Bellevue Community College faculty. Particularly notable is the fact that this faculty is very responsive to student needs and student success.

Faculty recruitment and selection policies have recently been evaluated. A joint faculty/administration committee reviewed the process during a year long process. This resulted in the draft of a policy on faculty recruitment and selection which will be submitted for approval after comment by the faculty at large. This policy appears to be comprehensive, includes faculty in the process, and establishes criteria for diversity in the pool of applicants consistent with Bellevue's Cultural Pluralism Policy.

Faculty salaries are generally thought to be competitive although there is a perception that salaries are lower than those at adjoining K-12 schools. Although severely limited by the State of Washington's policy on salary increases, the college has moved the average salary from ninth in the state to second in the last five years. Unfortunately, the college is beginning to see faculty who turn down job offers at this college because they deem the salaries unacceptable which could present a problem in the future.

Academic freedom is covered under faculty rights in the Agreement.

Teaching loads in the instructional area are deemed equitable, particularly after a recent adjustment in the last faculty negotiations for instructors who teach lab. classes in the sciences.

The performance evaluation has recently been changed to comply with Standard VII. Tenured faculty are subject to student evaluations in three classes each year selected on a random basis. This feedback is provided to the faculty member at the end of term, following submission of grades and is the subject of a conference either in writing or in person between the Division Chair and the faculty member. In the third year of this process, the Unit Administrator completes a summary evaluation based on these student evaluations and an optional self appraisal by the faculty member. If the evaluations indicate a need for improvement, there is a progressive process which may result in a full evaluation including self- peer- administrator- assessment in addition to the student evaluations. Some faculty were unclear as to the current process. Other non-teaching faculty indicated they had not been evaluated in a number of years which is not in compliance with Policy #26.

While this system is dramatically improved from the prior system, both in timeliness and in relieving the significant administrative workload, it minimally meets Policy #26. While it includes access to primary or "raw" data, it does not allow for collegial participation or utilize multiple

indices as recommended by the Commission. Part time faculty are evaluated by students although the frequency of application varies across divisions.

Professional Development is well supported by the administration. A decentralized process is used which allows faculty to develop their own plan for use of professional development funds.

The Tenure Review process is taken very seriously at Bellevue Community College. It is both supportive and rigorous. Most faculty find the sub-committee instructive and helpful in improving performance. Concern was raised that perhaps the sub-committees are uneven across campus. The Tenure Review Committee is embarking on an effort to improve communication and clarify the expectation for sub-committees.

Comments were mixed on the faculty's opportunity to participate in the development of instructional policy. The Education Services Council which also serves as the Curriculum Committee is made up entirely of administrators. However, the Division Chairs are closely connected with faculty and represent one vehicle for input, and some faculty feel that there is adequate opportunity to be heard if they so desire. However, there is a strong belief that faculty ought to be involved earlier in the planning and decision making process. Faculty gave recognition to the fact that the Reorganization process was slowed down to allow full and meaningful discussion by the faculty such that there is more investment in the outcome. Faculty would like to see similar processes instituted for other major planning initiatives that impact them.

Progress has been made in the full-time/part-time faculty ratio. Most program chairs spend time to orient part-time faculty and to work with them on an ongoing basis but there appear to be different degrees of interaction between core and adjunct faculty depending on the discipline, ranging from frequent discussions of instructional-related issues by telephone, to little or no contact except for sharing of course syllabi. There is no formalized process or procedure for how this should occur.

Commendations

1. The instructional staff are to be commended for their commitment to the students, their colleagues and their evident pride in, and support of, their Divisions.
2. Division Chairs and faculty demonstrate a team approach to solving problems and there is a real feeling of cohesion within Divisions.
- 3 The model used for providing funds for professional development is well accepted by the faculty.

Recommendations

- 1 While the evaluation system meets Policy #26, it is recommended that it be reviewed so that there is a clear understanding of the process and it is implemented consistent with Policy #26. This review should explore the inclusion of a formal peer appraisal in the process.

2. Handbooks for both faculty, both full and part-time, should be developed. These should include all the policies and procedures that affect faculty in carrying out their instructional responsibilities.

Section VIII Administration

The college president is regarded as a visionary leader who has helped the college form strong partnerships with the Bellevue community. She has assembled an energetic and impressive administrative team which is managing numerous creative initiatives.

Bellevue Community College is governed by a five-member Board of Trustees. Trustees are appointed for five-year terms by the governor. Four of these members have served less than two years, but all have significant leadership experience from their professional and community service roles. The Board is actively involved in deliberation and decision-making with respect to college policy. There is no indication that Board members intrude into the management of the college. Nor do Board members have contractual, employment, or personal financial interest in the college. This evaluator was greatly impressed by the levels of sophistication and commitment of Board members. They are knowledgeable, enthusiastic, and supportive of the college mission, vision, and goals--even though only one of the current Board members participated in the adoption action of the Board in January 1994. This Board is eager to fulfill its role of steering the college into the next century by:

- a. confronting the challenge of constrained resources;
- b. developing non-traditional resources and becoming more entrepreneurial;
- c. strengthening current partnerships and developing new ones;
- d. addressing space, equipment, and technology needs;
- e. boosting community support from the business community and the legislature for Bellevue's maintenance, growth and development plans.

Board members are proud of Bellevue and their connection with its future.

Although the Board has a clear sense for its role and is aware of board policies, a board policy manual which synthesizes current policies into one easily accessible document should be available.

Recommendations for proposed policies and policy revisions are processed by the All-College Council, which is comprised of a similar number of faculty, classified, students, and administration. Although the Council is chaired by the Vice President for Human Resources, the President receives and evaluates policy proposals which are recommended for Board approval.

A new administrative structure was recently approved and is currently being implemented. The proposal to accomplish this new structure was intensively and extensively discussed by the campus community. (One vehicle was an all-staff meeting conducted by the President.) Some concern was expressed by faculty that the new structure will lead to an under-representation of their concerns at the President's Council. The new organizational structure is intended to help Bellevue achieve its mission, vision, and goals (adopted January 1994). Continuing evaluation of this new design will be in order, especially as it relates to the achievement of College goals.

Certain goal statements under Educational Excellence, Teamwork, Pluralism, and Quality Service will be useful in evaluating the intended improvements of this new model, especially as they relate to faculty concerns.

Evaluators concluded that the goal to "foster a college community in which individuals, campus committees and organizations...form mutually supportive relationships and partnerships for the common good" needs to be addressed with special emphasis. It is observed that exceptional teamwork exists in many departments and divisions throughout the organization. It is also observed that the college enjoys strong, mutually-supportive relationships and partnerships with many community groups. However, there is not the same sense of team, nor the strength of cooperation and communication between "front-line" units and central administration. It is not clear that the central administration has fully assessed this perceived problem. For instance, a low percentage (about one-third) of the classified staff responded to a survey aimed at analyzing administrative effectiveness and one-half of these respondents were dissatisfied. Similarly, while a 50 percent return of the questionnaire from faculty may be laudable by some research standards, the identified concerns warrant a more thorough review of what appears to be a problem. Of the faculty who did respond, 30 percent believed that the administration does not make good decisions or provide effective leadership in curriculum development. Other faculty concerns related to the appropriateness of goals for educational technology and the effectiveness of the budget/planning process. It is observed that some groups on campus feel as though they are in too much of a reactive mode on strategic issues.

The college is commended for engaging in self-evaluation regarding perceived relationships between the administration and other constituent groups. As one would expect with a large and complex organization like Bellevue, morale, teamwork and communication vary among departments and divisions. "Local" and central administrative leadership are both important in creating the high performance organization.

However, the visiting team concluded that focus should be given to strengthening this important facet of organizational behavior. Accordingly, options for strengthening communication and teamwork between "front-line" departments and central administration should be analyzed and pursued.

In addition, it is concluded that the college review and pursue options to improve the understanding, coordination, and integration of systems used for budgeting, planning, and decision-making. The visitation team believes that these systems must be aligned more closely if improvements in communication and teamwork are to be achieved. The development of outcomes measures and strategies for assessment needs to continue so that departmental (micro) approaches and college-wide (macro) approaches are synthesized and understood by decision-makers. Such efforts should be an important ingredient in synthesizing the budgeting, planning and decision-making systems.

Related to the communication issue, employee handbooks (for all groups) are not available. These should be published and regularly updated. Information in the handbooks might address the decision-making process and the manner in which each staff member is connected to it. Handbooks should include the duties and responsibilities of the chief administrative officers, the

pattern of faculty, classified and student organization, provisions regarding tenure and advancement, and all policies and regulations that effect members of the faculty, the administrative staff or other college personnel.

An excellent upward evaluation of administrators is practiced. An anonymous composite profile from those who are supervised is delivered to each administrator by the Human Resources Office. The process also includes peer evaluation. This should be an excellent tool in addressing some of the coordination and communication issues referred to earlier.

Section IX Student Personnel Services

Introduction

The Student Services programs at BCC provide comprehensive support for students. Programs reviewed by the evaluators are relevant to the college mission in providing accessible services which promote student success. Student services staff are energetic, have a student centered focus, and support the college mission.

Administration

Since the 1985 Commission visit, student services have been centralized in one new facility and implemented through a new organizational structure. Leadership for all student services is now provided through one Dean who reports directly to the President beginning Spring term, 1995. He is an experienced administrator, employed in 1989, who has comparable status with other top-level administrators. Obviously, these changes have enhanced BCC's ability to provide services to students as well as positioned the division to increase its role as a significant and integral part of the college.

Student Services programs are organized and supported to have the capacity to execute their respective department missions and goals at a high quality level. Indicators of high quality include the excellent facility, what appeared to be adequate budgetary support, well qualified staff and excellent technology support. As evidenced by the Program Review of Student Services Report, by the Dean of Student Services, division staff have contributed greatly to continually improving services. However, primary division administrators including two Associate Deans and the Financial Aid Director are also recently new to the college. With the changes cited here, staff communications become more critical. Although the evaluators want to commend staff for their progress, they also feel strongly that priority be given to staff communications which can continue to streamline services for students. As cited in the 1985 accreditation report, roles and relationships between student support services need to be well articulated. As encouraged by some staff interviewed by the evaluators, student service leaders should exercise strong positive leadership to pull the staff together in a manner that is supportive of one another.

Collaborative efforts have increased with instruction for student assessment, academic advising and student outcomes research. However, the evaluators encourage accelerated development of this vital function with instruction.

The college catalog is produced every two years and this makes it a challenge to provide current institutional information. Overall, the catalog information is somewhat fragmented and sometimes repetitive -- as in stating the Incomplete grade policy twice, for example. In other cases the information lacks clarity, as evidenced by the definition of a full-time student load as being 12 to 15 credits, or placing the statement of the college's right to revise the catalog with a listing of student rights. The placement of program degree requirements and course descriptions in two separate places in the catalog appeared to be confusing for catalog users. Neither the catalog or class schedules contain student rights and responsibilities, grievance, and student discipline policies. It is recommended that an abstract, at the least, should be included in the catalog to meet the intent of the Commission's standard (also previously cited in the 1985 accreditation report). As important, quarterly class schedules and student advising materials should be reviewed and edited for the same reasons as cited for the catalog.

Admissions

The admissions policy is clearly expressed, supports the college mission, and widely published for students. Some discussion has been given to including an ability to benefit process for student admissions, advising and financial aid purposes. Provided this develops, it is suggested that the complete admissions policy be reviewed, including further defining what constitutes "special permission" admissions -- routinely applied for dual high school enrollment. College admissions are centralized through the admissions office, including all special technical program admissions. Experienced staff serve in student admissions. The admissions process is formal, completed prior to student registration and considered an important contribution to building student commitment and retention.

There is no clearly defined policy for the probation, suspension or readmission of students for academic reasons. Students may continually enroll regardless of academic performance. The Commission standard for a clearly defined policy is not met. It is suggested that this be developed in consideration with the college's mission and academic performance requirements for degree candidates. Readmission of students dismissed for non-academic reasons follows prescribed student discipline policy.

The policy for acceptance of transfer credit is clearly defined. However, with the elimination of matriculation, students are not required to submit official transcripts until an evaluation leading to graduation. Transfer credit policy and procedural matters are being reviewed and this is encouraged by the evaluator as a positive response to confronting an increasing transfer credit evaluation workload.

Although some student involvement is recognized, it will be increasingly important that students and faculty are involved in the development of all new college policy (Commission eligibility requirement #7). Policy matters discussed with the Educational Services Cabinet, for example, should be forwarded to the respective student and faculty associations.

Registration

Student registration and records systems offer an efficient, quality service for students. Telephone registration and registration scheduling have combined to eliminate significant wait time usually expected during student registration.

Permanent records are automated and conform to Washington records retention standards.

Enrollment management reports are readily accessible.

All evaluation of graduation applications are completed through the records office.

International Student Services has recently become a significant part of the college Enrollment Services area. Located closely to admissions and records, the function has grown to serve a maximum 300 FTE identified by the college. Recruitment has resulted in students attending BBC from over 60 countries. Staff efforts have contributed to an heightened awareness of the importance of international students and their contributions to the college community.

Student Orientation

The student orientation program is coordinated by the Director of Student Programs and the Director of Educational Planning/Advising. Assessment, course selection and individual department orientations are part of the process. In addition, a letter from the ASBCC President is sent to incoming students encouraging them to become involved in student activities and to seek out services available. Soon thereafter, students are invited to new student orientation activities which include student and administrative welcomes and a drama club educational presentation. Orientation activities are concluded with a welcome back barbecue sponsored by the College President.

These activities give students many opportunities to interact with college staff and other students. The college is commended for the number of activities and the involvement of students in acquainting new students with Bellevue Community College programs and services.

Advising, Counseling, Testing

The Human Development Center, the Multi-Cultural Center, Disabled Student Services Center, and the Women's Center provide needed services to the students at Bellevue Community College. The staff is well trained and highly dedicated to assist students in their personal and career plans. Statistics clearly show an ever increasing number of students using the services available. The consolidation of these departments into the same geographical area has undoubtedly increased activity and a better utilization of the services by students. Even though the departments are now housed in the same location, continued efforts on communication links among the departments are needed to maximize the number of students served and the quality of the services.

Advising is coordinated by Human Development Center staff. Counselors, curriculum assistants and faculty are responsible for advising activities. The establishment of a faculty advising cadre has been well received and has added to the quality of advising available to students. Advisors do

lack, however, information regarding success of graduates, both transfer and professional/technical, which is detrimental when explaining to potential and enrolled students the opportunities and benefits of the instructional programs.

The assessment program is well organized and provides students, in a timely manner, essential information about their skills and aptitudes so that proper course and program selection occurs. The present assessment programs consists of local instruments. It is highly recommended that the present review of the assessment process be completed and the standardization of assessment tools be in line with the ability-to-benefit requirements outlined for students receiving financial aid. In addition to meeting the financial aid requirements, adoption of a new assessment tool should ease scoring difficulty and provide local and national norms on the incoming students and lead to student success in the college courses and programs.

Financial Aid

The financial aid function has been carefully reviewed over the past three years and significant positive changes are already becoming apparent. The financial aid program is now administered by a new director, hired in January, 1995. Previous to this, the program was coordinated by a classified assistant director. Although staffing is minimum, it reflects an increase from previous years. Staffing changes have resulted in an immediate challenge to quickly train new staff.

The BCC program is expected to award about 4.5 million in student assistance to well over 2,000 recipients. This represents about the same level of funding for the previous year. Considering all financial aid and scholarship programs, some form of aid is generally available for all qualified students who apply.

The most recent federal review of all Title IV programs occurred in 1989, resulting in required changes to clarify satisfactory academic progress requirements, among others. Equally significant, the college has used the services of two external agencies to implement and/or change policy and procedural controls. Internal reviews have also had a positive impact on recommendations for change.

BCC has been successful in monitoring the Stafford and Supplemental Loans for Students (SLS) program, as evidenced by a 7.8% default rate for 1990 and a 12.9% rate for 1992. The Perkins loan program is not offered to BCC students. It is noted that the financial aid office provides debt management assistance for students and they recognize the continued importance of improving this service.

A review of the 1992 Veteran's program audit indicated no compliance requirements. Veterans student enrollments have experienced a significant increase.

The financial aid function appears to be positioned for further significant improvements. Student tracking automation is now being applied, service efficiency from application to award is being addressed, and staff are supported for important staff development training. These and other factors cited above will need to be evaluated again as to their impact on student demand for financial aid services. College considerations for addressing student ability to benefit issues

appears in keeping with the college's affirmation of inclusion philosophy. Student financial aid demand could be significantly impacted by such a policy change.

All student assistance is centralized through the financial aid office. Although space appeared totally utilized, students have adequate access.

The college financial aid and administrative services functions fulfill separate awarding and disbursement and collections efforts.

Program compliance requirements for a policy and procedurals manual appears marginal. Although basic policy is included, attention must be given to the development of procedures to assure consistency in administering the function. The financial aid refund policy is not included in the catalog or class schedules, as required by federal regulations. This and other catalog copy deserves editing.

The financial aid function does not have an advisory committee for either policy and appeal matters or scholarship selections. The director and staff serves as decision makers for student appeals, with further appeal to the Associate Dean. The Commission requirement for use of an advisory committee is not met.

Bookstore

The bookstore is meeting institutional needs. Adequate textbooks were found to support instructional activities. A variety of other merchandise was also available. As an ancillary service, the bookstore has been profitable. The profits derived from its operation helped fund its new location and the new Student Services building.

Housing and Food Services

There is no housing offered by the institution.

Food services are centrally located and directed by an experienced manager and staff. Accounting for this auxiliary service is the responsibility of the college.

A review of the 92-93 year end and 93-94 budget included a small net income, even though margins are tight and long-term staff are compensated with full benefits. Two factors greatly contribute to this ongoing achievement: college support in purchasing of capital items attached to the facility and generation of vending machine revenue.

A balanced offering of food is available for day and evening students and menus are changed according to student demand. Students interviewed were satisfied with food services.

Seating capacity is at a premium. Facility modification options have been identified and supported by the administration, providing evidence the college values offering quality food services, and that the service is efficiently managed.

Health Services

Health Services are available to students. The program is moving from a primary care program to a program with a focus of education, health promotion and disease prevention. Over the counter medications are provided. Vision, hearing and pregnancy testing are available.

At the present time, no medical consultant is available to the health services staff. It is recommended that this might be an excellent addition to the health services to better ensure that the processes and procedures are adequate.

Extracurricular Activities

A wide variety of activities are available to students. A budget of over \$500,00 enables student government and the Director an opportunity to greatly add to the campus climate. Students are given primary responsibility to allocate Services and Activities Funds and an excellent relationship exists between the student body and the administration.

An ASBCC constitution has been adopted and is being followed. By-Laws, revised 01/95, are in place and being followed. Club chartering procedures, a budgeting manual and a Financial Code are available so that both the student body and administration are aware of mutual understandings and requirements. These types of materials better ensure that misunderstandings between constituencies are unlikely to occur.

Special commendation is given for the implementation of new activities since the last accreditation visit, e.g., recycling program, development of a student handbook, news/information readerboard, and sponsorship of lecture programs.

Athletics

A comprehensive athletic program is provided. With the recent addition of a women's softball program, equal opportunities for participation are provided for men and women. The athletic teams are competitive in their region and represent the College well. Appropriate procedures are in place to ensure compliance with the NWAACC eligibility requirements. Fund raising activities do provide scholarship support for the program.

Placement

The Job Center offers BCC students the opportunity to obtain part-time employment while attending college, provides work-study placement services, and limited services for program graduates. Funding for the program is primarily through the financial aid work-study program. In addition, some technical programs are actively involved in job placement and facilitating student internships through their divisions.

The President has appointed a task force to pull together all job development and placement services and student tracking, and make recommendations on how to accomplish this goal. A preliminary needs assessment points to faculty support for such a change. Provided the services

are centralized, staffing and resources will be a consideration, but graduates and workforce retraining completers will benefit from quality job placement support services. In addition, students underprepared to apply for part-time employment would be provided needed assistance which could increase their chance for job success.

Although state compliance reports provide an indicator of job placement, it does not provide local student graduate satisfaction or employer follow-up data essential as an educational assessment measure (identified by BCC in the self-study).

Alumni Relations

Alumni Relations have not been developed by BCC, although there is a growing awareness and interest in this area.

Commendations

1. The college is commended for their support of student success, as evidenced by centralizing core student services in one new facility and through one organizational structure.
2. All student services personnel are commended and encouraged to celebrate their program accomplishments.
3. The number and the scope of orientation activities, which include presentations by staff and returning students in acquainting new students to the services and activities available at Bellevue Community College, are well designed and well received by students.
4. Food service staff are recognized for their spirit of customer service and fiscal efficiency.
5. Student government provides funds for a variety of campus services and activities which greatly enhance the campus climate.
6. The addition of a women's softball program has equalized athletic opportunities for women and men.
7. The Jobs Center is recognized for their success in working with employers and locating part-time jobs for students.

Recommendations

1. The student service administration is encouraged to strengthen roles and relationships between all student service functions in continued efforts to streamline services for students (1985 Accreditation Report, Recommendation #9, Standard IX).
2. Review and edit the college catalog for accurate, concise information and include a summary of student rights and responsibilities, grievance and discipline policies (1985

Accreditation Report, Recommendation # 6, Eligibility Requirement #19, Policy Statement #5, and Standard IX).

3. Develop a clearly defined policy for probation, suspension or readmission of students for academic reasons (Standard IX).
4. Adoption of a new assessment tool that meets ability-to-benefit requirements and better predicts and ensures student success would add to both the efficiency and effectiveness of the assessment process. (Standard IX)
5. Open discussion regarding the mission, resources, and staffing in Human Development Services, Multi-Cultural Services, Disabled Student Services and the Women's Center needs to occur. Coordination and collaboration of these four services are essential to ensure that the needs of students are being met. (Standard IX)
6. Complete the financial aid policy and procedural manual and involve students and faculty in an advisory capacity to the financial aid operation to review institutional policies and procedures (Standard IX)
7. The establishment of a medical consultant to health services would better ensure that processes and procedures are adequate. (Standard IX)
8. Conduct ongoing graduate and employer followups which include useful information on which to base program planning (1985 Accreditation Report, Recommendation # , Policy #25, Educational Effectiveness, Standard IX).

Standard X Scholarship and Research

Bellevue, like most community colleges, has chosen to focus on faculty scholarship because it promotes good teaching and renews faculty interest in their subject matter.

In the college mission, values and goals statement, the college emphasizes professional development of staff and the creativity of its faculty. It has encouraged the scholarship of each individual through:

- a. professional development funds (\$1000 per faculty person);
- b. allocation of 12 non-instructional days for planning and development;
- c. summer stipends for curriculum projects;
- d. support for interdisciplinary courses which encourage a dialog between peers;
- e. sabbaticals and unpaid leaves;

- f. an active outcomes assessment program;
- g. an attempt to reduce faculty load by controlling class size;
- h. recognition of teaching excellence through the Foundation Margin for Excellence awards;
- i. special projects which encourage adoption of change within the college culture (e.g. pluralism, technology, partnerships);
- j. a library program which provides a gateway to the world's research;
- k. affiliation with programs such as Great Teachers, Student Success.

Evidence of scholarship was documented in the 1994 college survey; eighty faculty reported about 100 projects for each of five years. About 40% involved presentations and papers. Thirty percent centered on curriculum development.

The evaluation team was impressed with the commitment of the faculty and its involvement with teaching. Various faculty explained that their academic experience prepared them for rigorous research but that time and financial constraints in the community college setting precluded formal research projects. They realized what they were doing was anecdotal and applied but they valued it because it helped them teach.

In exploring how the college might further promote scholarship, the team found these comments:

- a. Because the tenure and evaluation process relies on student evaluations which are often conservative, faculty felt their creativity and classroom experimentation were inhibited rather than encouraged.
- b. Consistent with the literature on faculty development, the BCC faculty felt that the single most relevant factor promoting scholarship was time to interact with peers.

Constraints on scholarship were, predictably, time and teaching load.

Commendations

- 1. The college has created a good support system to allow faculty to pursue scholarly activities.
- 2. The faculty of the college exhibit enthusiasm for learning.

Recommendations

- 1. The college needs to evaluate whether its reliance on student evaluations in the tenure process does inhibit faculty experimentation in the classroom.
- 2. As faculty are able to suggest ways to schedule time with each other to explore issues of teaching or subject matter, they should be supported in that effort.

General Commendations

1. Despite a major change in the membership of the college governing Board, the current Board is commended for its sense of continuity with the previous board, its enthusiasm for college mission, vision and goals and its understanding for functioning in the role of formulating policy and strategic direction.
2. Bellevue College staff, faculty and administration are commended for their commitment and enthusiasm for translating the college mission, vision, and goals into effective, purposeful action.
3. Staff, faculty and administration are commended for their creative and entrepreneurial spirit in finding alternative ways to maintain high quality programs and services in a period of diminishing state resources.
4. Faculty are commended for being enthusiastic, dedicated and highly motivated to provide quality educational programs.
5. The college is commended for its support of student success, as evidenced by locating core student services in a new facility and through a centralized organizational structure.
6. The faculty development program is commended for being a dynamic, decentralized program directly related to faculty evaluation. This program assists faculty in staying active, current, and enthusiastic about their teaching responsibilities. Faculty give their programs a high rating.
7. The President and the Foundation Board are commended for their success in developing and expanding the circle of friendship and "fund-ship" in the Bellevue district.
8. Bellevue is commended for its efforts to define and implement its goal on pluralism. Considerable accomplishment is noted in "providing an environment that supports a diverse student body, faculty and staff."
9. Standards for related instruction have been met by ensuring the inclusion of communication, computation, and human relations components in applied and specialized academic certificate and degree programs. Significant attention has been dedicated to the general education requirement, as well as competencies. Skill levels within individual courses have been identified.

General Recommendations

1. It is recommended that the new central administrative structure be monitored to assure communication and teamwork between "front-line" departments and central administration. (College goal statement on teamwork, Standards VII and VIII)

2. It is recommended that options for improving the understanding, the coordination and the integration of systems for developing the budget, for updating and refining the college-wide plans, and for on going decision-making be analyzed and pursued. (College goal statement on Teamwork, Standard VII and VIII)
3. Although outcome measures to assess achievement of mission and objectives have been identified, focus is needed to put data collected into a systematic college-wide framework that is understood, monitored and used by staff. (Policy Statement 25)
4. It is recommended that accurate and complete faculty and staff manuals be developed. These publications should include all policies and regulations that affect full and part time members of the faculty, administration and the classified staff. (Standard VIII)
5. It is recommended that options be explored to increase student and faculty access to a greater collection of books and media. Whether this is through budget increases or reciprocal borrowing agreements with other libraries, the college needs to meet the growing instructional needs for more information. (Standard IV)
6. It is recommended that the college catalogue be reviewed and edited for accurate, current and concise information which includes a summary of student rights, responsibilities, grievance, and discipline policies. (Eligibility Requirement #19, 1985 Accreditation Report, Recommendation #6, Policy Statement #5, and Standard IX).
7. It is recommended that high priority continue to be placed on meeting the obvious and pressing need for additional and improved classroom and laboratories, for expanded library to include student study space and for instructional and non-instructional equipment to match emerging technologies. (Standard III)