

Five-Year Interim Accreditation Report



Bellevue Community College

March 6, 2000

Table of Contents

	Page
Report Development	2
Executive Summary	3
Part A – General Recommendations	
Preface	6
General Recommendation 1 – Administrative Structure & Communication	6
General Recommendation 2 – Integrated Budget & Planning Systems	10
General Recommendation 3 – Systematic Framework for College Outcomes	12
General Recommendation 4 – Faculty & Staff Manuals	19
General Recommendation 5 – Book & Media Access	20
General Recommendation 6 – College Catalog	23
General Recommendation 7 – Expanded Space and Equipment	24
Part B – Other Institutional Changes	
Question 1 – Changes in Mission & Objectives (none)	27
Question 2 – Graduation Requirements (none)	27
Question 3 – Degrees and Certificates	28
Question 4 – Graduate Programs (not applicable)	29
Question 5 – Graduate Non-degree or Credential Programs (not applicable)	29
Question 6 – Special Programs and Distance Education	29
Question 7 – Admissions, Grading, Non-academic programs & Student Services	35
Question 8 – Faculty	39
Question 9 – Physical Plant (see also Part A, #7)	41
Question 10 – Library/Learning Resources & Laboratories (see also Part A, # 5)	41
Question 11 – Finances	45
Question 12 – Leadership & Management (see Part A, # 1 & 3)	46
Question 13 – Future Plans	47
Question 14 – Institutional Effectiveness (see Part A, #3)	48
Appendices	
Appendix A – Memorandum of Understanding: Preparing for Education’s Future	51
Appendix B – Abbreviated BCC Mission, Vision & Goals Statement	52
Appendix C – Three-Year Summary of BCC Performance Indicators	53
Appendix D – IEG Mission Statement	54
Appendix E – Examples of Writing Benchmarks Applications	55
Appendix F – Online Faculty Evaluation Form & Program Questions	64
Appendix G – Distance Learning Program Budget	70
Appendix H – Current Board of Trustees and President’s Staff Members	71

Bellevue Community College Five-Year Interim Accreditation Report Development

In June 1995, Bellevue Community College's accreditation was reaffirmed on the basis of the college's comprehensive self-study and full-scale evaluation visit. The Commission on Colleges requested a written progress report in fall 1997, addressing two of the seven General Recommendations from the 1995 Evaluation Report (Recommendations 2 and 3). Recommendation 2 referred to coordination and integration of institutional systems for budget development coupled with the need for a timely decision-making process. Recommendation 3 referred to a systematic college-wide framework for outcomes assessment data (efforts to meet requirements of Commission Policy 2.2 – *Educational Assessment*). The college's interim progress report was accepted by the Commission in December 1997.

This report has been prepared for Bellevue Community College's (BCC's) regular fifth-year interim evaluation visit, scheduled for April 2000. It follows the report outline provided by the Commission, dated October 1999, along with the Accreditation Handbook, 1999 edition. The report preparation included input from the college audiences that are most concerned with the areas being described, as well as an overall review by the entire college community.

Phase 1 – Spring 1999

Steering Committee formed
Framework and timeline assignments for report established

Phase 2 – Report Preparation (Summer '99 – Winter 2000)

Section drafts prepared and shared with constituent groups
Sections assembled and edited
Report shared with entire college and revisions incorporated

Phase 3 – Report Publication (February/March 2000)

Final report shared with BCC Board of Trustees (March 6)
Report mailed to Commission on Colleges & posted on BCC website (mid-March)

Accreditation Steering Committee

Kae Hutchison	Special Asst. to the President for Institutional Effectiveness, Chair
Lucy Macneil	Vice President, Human Resources
Barbara Martin	Vice President, Administrative Services
Myra van Vactor	Associate Dean, Library/ Media Services
Tika Esler	Associate Dean, Enrollment Services
Ron Leatherbarrow	Executive Dean of Instructional Services
Mike Talbott	Associate Dean, Telecommunications
Alan Yabui	President, BCC Association of Higher Education
Beverly Lucas	President, Classified Staff Association of Higher Education
Nonna Akopyan	President, Associated Students of Bellevue Community College

Executive Summary

At the completion of the 1995 Self-Study, Bellevue Community College (BCC) was undergoing change on nearly every front. The college had just recently revised its mission statement to reflect a more student-oriented, globally-aware approach to education. BCC had become less reliant on dwindling state funds, but was concerned about the number of contracted credit classes that were offered without state funding support. The full-time/part-time faculty mix had improved from 45% full-time in the early '90's to approximately 51% full-time in 1994. The faculty was paid higher than average for the state and the college's negotiated agreement for full-time faculty was a model for the rest of the state.

BCC had created a Cultural Pluralism vision and committee in the early '90's and was actively responding to concerns about how to maintain a positive climate on campus. The college had created an integrated technology plan to encourage the use of technology for faculty, staff, and students, but still lacked sufficient funds for computers and computer classrooms for students. BCC had just submitted a National Science Foundation grant to become a national model for its Information Technology (IT) programs, and was undertaking a fundraising campaign to build the Northwest Center for Emerging Technologies to house technology programs. The college was bursting at the seams and making do by utilizing every space, holding classes from 6:30 am until after 10:00 at night. There was an acute shortage of space and an urgent need for additional access to library and media materials. Significant growth had occurred in basic skills; continuing education and occupational programs were beginning to expand.

The 1995 visiting team commended the college for the enthusiasm and commitment of its trustees, faculty and staff, and their ability to translate the new mission, vision and goals into action. They found a dynamic professional development program for faculty; a college that was proactive in seeking and securing new funding sources, and good support for the college goal on pluralism. They identified a need for better communication between "front-line" departments and central administration, improved processes for college-wide budget and planning systems, and a more systematic framework for assessing outcomes. They recommended that BCC develop faculty and staff manuals, increase access to library and media materials, produce an accurate and clear college catalog, and address the increasing space shortage.

The Five-Year Interim Report shows that BCC continues to respond to its dynamic, growing community and has made significant progress in all areas of the general recommendations. Since Fall 1993 BCC's student headcount has increased by 28% and its FTE by 27%. The greatest FTE growth continues in areas that were also growing in the early '90's: basic skills, professional/technical programs and continuing education.

The Northwest Center for Emerging Technologies' building is a thriving, nationally recognized technology center that has more than doubled the number of computers on campus. Now, one computer serves every eight students in credit programs, compared to one computer for every 24 credit students in 1994. The college's space problems have been relieved by another new building that added 16 general purpose classrooms, laboratory space for the Interior Design program and a CAD lab, 24 faculty offices, a division office and a large study space for students. The college also has added four new laboratories to the science wing, 4,900 sf to the library, and 11,000 sf to the Student Union Building. Due to the loss in 1998 of rental space in the Robinswood School, the college has received funding to replace that space on campus with a 70,000 sf classroom and

office building, scheduled to open in fall 2001. The college plans to conduct a private fund-raising campaign to build a 22,000 sf early learning and childcare center by 2001-02.

Communication between "front-line" departments and central administration has been improved through an administrative reorganization that flattened reporting relationships. The administrative structure has been monitored and adapted to ensure greater clarity, improved communication and unit cohesiveness. Increased emphasis on communication has occurred both within the formal organizational structure and between faculty and staff unions and the administration. The entire college shares in college-wide budget development. Emphasis has been placed on ensuring that constituents understand the planning parameters and college-wide initiatives, and the process has been streamlined to reduce the amount of work for departments. Budget requests are reviewed for their impact on the college's strategic initiatives. Committees such as Curriculum and Institutional Effectiveness have been added or revised to include faculty and staff in meaningful work.

The college's work on outcomes has resulted in a comprehensive review at the course, program and institutional levels. The college has identified institutional performance indicators and tracked results for three years to help make positive changes in programs. The college has used the results from key state performance indicators to initiate a number of strategies to improve learning. A college-wide review of course outcomes is now being conducted by faculty and the Institutional Effectiveness Group is initiating a comprehensive review of program outcomes. General education outcomes have been updated; college-wide benchmarks for writing have been identified; student performance will be measured against those benchmarks this spring; a major project in critical thinking across the curriculum has been launched.

Policies and procedures now are readily available to all college employees. An employee's handbook has been developed and is available in print and electronic forms. A part-time faculty handbook was developed in 1998 and updated in 1999. The college's policies and procedures manual was revised and is available electronically. All college staff, including full- and part-time faculty, have access to e-mail accounts to enhance communication and access to centralized data sources.

Library resources now can be accessed through web-based databases that include full-text periodicals and online searches of BCC's library as well as the holdings of 19 other community colleges. Students and faculty can search the online catalogs of the King County, Seattle, and University of Washington libraries. The college catalog now is published annually, providing more up-to-date and accurate information. Its publication is centrally organized through a publications manager, who provides improved editorial continuity.

Degree and certificate additions and changes have occurred primarily in those professional and technical programs influenced by technology, although the college also has added options in Fire Science programs. Dramatic growth in the college's Distance Education program has been supported by strong faculty interest in developing online courses as well as by the college providing released time to faculty to develop courses. Telecourse enrollments doubled between 1996-99 and online enrollments more than tripled to just over 900 students in fall 1999. The college has developed special student and faculty support services for its distance program to ensure the same quality as is provided in the college classrooms. The new Faculty Resource Center, staffed by technology specialists, student interns and a curriculum designer, supports

curriculum improvements and effective use of new technologies. The college has added more gateway classes in math and English to help students obtain these courses earlier in their studies.

Faculty positions have increased to keep pace with the growth in college enrollments. The average full-time faculty salary has increased 12% from fall 1994, and adjunct faculty salaries have increased by 30% due to legislative support to address inequities in part-time pay and the college's commitment of local funds to improve their pay. The college consistently has led the state in providing salary increases at the maximum provided by law. Faculty evaluation has been strengthened through revisions to the tenure review process and improved student evaluation forms.

Financially, the college has further reducing its dependence on state funding by expanding its self-support programs and services, successfully competing for grants, and securing increased private contributions through the BCC Foundation.

In summary, the college is thriving by actively responding to its quickly changing, growing, technology-rich community.

Bellevue Community College Five-Year Interim Accreditation Report

Preface

This report is organized in two sections. In Part A, the college addresses the seven general recommendations of the 1995 accreditation visiting committee. The college was asked for an interim report in 1997 on General Recommendations 2 and 3. For those two recommendations the college has provided a summary of the 1997 report followed by an update of activities since then, and a summary of the results achieved. For the remaining general recommendations, the college has described the activities addressing the recommendation and a summary of the results. In Part B, the college responds to the 14 questions provided by the Commission on Colleges, in some cases referring the reader to the appropriate section(s) in Part A where that topic has been addressed.

Part A – General Recommendations, 1995 Committee Evaluation Report

General Recommendation 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, 1995 Standards VII—Instructional Staff and VIII—Administration.) Reference from 1999 edition of Accreditation Handbook: Standard Six, Governance and Administration

Administrative Structure Changes and Improvements

Since 1995, administrative changes have flattened the reporting structure, reorganized growing units, and clarified reporting and communication mechanisms. The college has reviewed key committees, activities and processes to improve communication and teamwork. It has worked diligently to involve faculty and staff in the decision-making process and ensure effective communication and teamwork, with positive results in the overall campus morale.

New Administrative Structure

The new administrative structure initiated in January 1995 made major changes in reporting relationships that flattened structure and clarified communication channels and information flow through the organization. Academic division administrators now report directly to the Executive Dean of Instructional Services rather than through an instructional dean. The Dean of Student Services reports directly to the college President, rather than the Executive Dean. College units heavily impacted by technology demands are combined in a new administrative unit. Information Resources and staff supporting the BCC Foundation, grant development and College Relations form one unit, Institutional Advancement.

President's Staff

In April 1995, President's Staff was expanded beyond the President's direct reports to include two division chairs, selected by Educational Services Cabinet. The Associate Dean for Telecommunications was added to the group in 1997, when the reorganization of Information Resources, begun in 1995, was completed. The Special Assistant to the President for Institutional Effectiveness also joined the group at that time.

When President's Staff considers proposed policy and procedure changes that impact instructional or student services, it seeks advice and recommendation from Educational Services Cabinet before taking action. When issues involve two or more constituents, they are referred to the All College Council for recommendations. President's Staff also organizes two special non-instructional days each year to address significant college issues. On these days the college community participates in shaping college direction and provides input to college-wide planning and budget processes that are explained in greater depth later in this report.

Workforce Vice-President

Because of the many state and federal changes impacting college instructional and contract programs, in spring 1999, a task force comprised of faculty and staff recommended a new administrative unit, Workforce Development, to bring together Continuing Education, Worker Retraining and Workfirst, professional-technical education administration, and other programs involved in workforce development. President's Staff approved the new administrative unit and the Vice President for Workforce Development position, which reports directly to the President.

Administrative Retreats

President's Staff has met in retreat twice a year, beginning in 1997, in order to review institutional progress toward achieving mission, goals, and college initiatives and to develop the framework for annual unit work plans. Educational Services Cabinet and other divisional administrators have been actively involved in administrative goal setting. Recently, leadership from the Faculty Association began participating in planning retreats. The retreats have fostered a sense of teamwork and unity around the major efforts of the college.

Committee Changes

The college has extensively reviewed its committees, eliminating or refocusing committee efforts, as well as adding constituents and reformulating purpose in others. For example, the purpose of the All College Council was restated to define better what items are to be brought before the group. All committees were realigned to the new reporting structure, specifying the administrator to whom committee reports are to be issued. In addition, the college added several new committees and task forces to address key institutional efforts such as institutional effectiveness, tenure review, academic standards, and creating a learning college. These efforts expanded college involvement in major college decisions.

Improved Communication Channels

More effective communication between, and among, the college's employee groups has improved the communication and teamwork between "front-line" departments and central administration. A number of examples are described below.

Refined Planning Process

Over the past five years, the college's planning process, described in detail in response to General Recommendation 2 below, has increased participation in setting the college's agenda and completing the annual unit work plans. With the implementation of these changes, and college-wide participation in recommending strategic initiatives to the Board of Trustees, members of the college community participate provide their input and feedback through a variety of venues.

New Communications Task Force

In Winter Quarter 1995, President Floten appointed a communications task force comprised of members of the classified staff, administration and faculty to assess communications issues and recommend solutions to the college community. The work of this task force was described in BCC's October 1997 report to the Commission. With data from interviews with all college departments and divisions, the task force identified issues and proposed solutions to the college community in Spring Quarter and requested feedback. Final recommendations went to President's Staff at the end of Spring Quarter '95, and focused on improving relations with bargaining agents, providing meaningful participation in college governance, clarifying job expectations and increasing job training, and improving general communication. After reviewing the recommendations and meeting with members of the task force, President's Staff developed a college-wide work plan to address the recommendations in June 1995. Each recommendation was carried out with positive results.

Employee Training

In 1996 the Faculty Association approached the President with a proposal to train key college staff in a more collaborative approach to labor/management discussions. Thirty-five faculty, classified staff, and administrative staff leaders participated in an intensive two-day training in fall 1996 on the principles of "interest-based problem solving." The participants signed a "Statement of Commitment" in March 1997, pledging to utilize the learned decision-making and conflict resolution skills throughout the college.

President's staff initiated staff development in routine college procedures to create a more consistent approach across the organization. The college identified processes like developing performance standards, writing performance appraisals, and effective supervision for training improvement. For the last four years, a staff trainer has taught supervisors management skills, how to write and give reviews, and how to provide constructive feedback. Workshops have been offered on customer service and responding to difficult situations. These have fostered greater unity of approach throughout the college.

Improved Contract Bargaining Techniques

Members of the bargaining teams involved in negotiating the BCCAHE (faculty) and CEABCC (classified staff bargaining unit A) began using interest-based problem-solving skills at the bargaining table in 1996. During contract negotiations in 1999, the faculty and the administration agreed to fundamental changes in the collective bargaining process and the agreement itself, which ensures communication and teamwork among the parties. Appendix K of the 1999-2001 Negotiated Agreement between the BCCAHE and the Board of Trustees clearly states the commitment of the parties (see Appendix A).

Designated College Issues Days

Since 1997-98, the college has set aside two days each academic year for campus-wide meetings on major college issues. The first "issues" day in fall, 1997 was devoted to finalizing

recommendations on initiatives to the Board of Trustees. The 1998-99 days covered implementation strategies for the strategic initiatives, and discussions on institutional governance, becoming a learning college, proposed changes in administrative evaluation systems, and other topics of institution-wide interest. 1999-2000 days provided discussion of future challenges, core values and desired employee characteristics.

Improved Communication Through Electronic Media

The college linked all full-time college employees to the computer network in 1995, enhancing the college's ability to share information and employees' ability to become involved. The network made it easier to disseminate information on college-wide issues, obtain feedback from employees, and secure participation in college decision-making processes. All formal communications to the college community are issued on the network. College employees have access to a wide variety of information contained in shared folders, including President's Staff notes, All College Council and Board of Trustees' minutes, committee participation, human resources forms, and the policy and procedures manual. In 1997, the college established an Intranet and provided even more information to the college community. During 1999 all part-time faculty were added to the BCC net. Now employees can easily view and use threaded discussions, an employee directory, links to program web pages, the latest employee newsletter (*The Grapevine*), or current job listings. Employees feel more connected and involved with all aspects of college life because of the ease of use of both the Intranet and email.

Other Communications Activities

Based upon the recommendations of the Communications Task Force, the President makes a formal presentation to the college community twice a year. At Opening Day in September, the President outlines the goals for the coming academic year. In June, she "wraps up" the year's activities at a celebration. These presentations frame the work of the college throughout the year, and form a connecting link for all college activities to BCC's mission and goals.

Another outgrowth of the Communications Task Force was the creation of the College Recognition Committee. This representative group has developed activities over the last several years to help employees feel more connected to the college and more valued as employees. The group has sponsored activities like "The Best of BCC," a humorous awards contest, a bowling tournament, job shadowing days, and employee appreciation week. One important way the college employees have received recognition and attention has been through "Breakfast with the President." During the year, the President and senior staff have breakfast or coffee with each organizational unit on campus to thank them for the work they do and provide them a face-to-face opportunity to tell the President what they have been doing or share concerns they may have. This activity has been enormously successful and employees look forward to the opportunity to talk in this informal arena.

Results

Communication and teamwork between "frontline" departments and the central administration, as well as among the classified staff, faculty and administration of the college, have improved significantly since 1995. The bottom-up approach to decision-making has encouraged employee participation and fostered a positive atmosphere. Throughout the year, the entire college is kept informed and involved about planning and decision-making through electronic and face-to-face communication. Recommendations of the 1995 Communications Task Force have been integrated into college operations. There is a sincere effort to engage in mutual interest problem-

solving among all employee groups. The morale among constituent groups is high. In June 1999, the college community celebrated President Floten's 10th anniversary at BCC in a college-wide gathering that clearly demonstrated today's more positive climate.

General Recommendation 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, 1995 Standard VII—Instructional Staff and VIII—Administration.) Reference from 1999 edition of Accreditation Handbook: Standard Six, Governance and Administration

Summary of 1997 Interim Report

In the 1997 interim report, BCC described its efforts to improve communications, particularly (1) increasing participation in decision-making and (2) developing mutual trust among campus constituencies. A representative "communications task force" met in two phases, the first moderated by an outside consultant and the second by a BCC faculty member. The task force gleaned ideas from all areas of campus and submitted recommendations for campus-wide review, prioritization, and implementation. As a result, BCC was able to report positive steps taken in four areas:

- Improved constituent relations through bargaining agents. "Interest-based problem solving" became the norm for negotiations with campus bargaining units and also was used to resolve other potential disputes on campus. Three of the major campus constituencies—students, faculty, classified staff—worked closely with the fourth, the administration, to improve communication and participation issues affecting the college as a whole.
- Governance. The annual planning and budgeting process was revised to provide greater opportunities for campus input and to tie budgeting more closely to overall college goals. Two division chairs became part of the President's Staff to represent instructional interests. Other related efforts focused on strategic planning and on publication of comprehensive employee handbooks.
- Employee relations. BCC focused on staff training (such as supervisory workshops and technology training) and performance appraisals based on updated position descriptions. Work described under "Improved Communication Channels" also contributed to improved employee relations.
- Improved general communication. Some improvements came about via computer technology such as expansion of the campus e-mail network and development of the BCC Intranet website. Other efforts included regular year-end "wrap-up" presentations by the President to recognize campus achievements; President's Staff breakfasts in various administrative areas; and posting of the college's mission statement throughout the campus (see Appendix B).

Update since 1997 report

Since 1995, the college has worked hard to develop and refine an inclusive planning and budgeting process that is tied to college goals and objectives and provides an opportunity for everyone to

participate. In the fall of 1995, a new process was developed for planning the 1996-97 budget. This process was presented to the campus and received a favorable response.

In addition to the improvements in communication that are reported under General Recommendation 1, the new process examined:

- Changes needed in programs and services to better fulfill the college's mission and goals;
- Resources (staffing, facilities, equipment, goods and services) needed to implement those changes; and
- Institutional priorities within the resources available to the college.

A planning committee comprised of constituents from administration, faculty, and staff compiled and distributed a set of "planning assumptions," such as demographic trends, local employment demands, and legislative initiatives, so that everyone participating in the planning process could have common knowledge. Departments and committees submitted proposals to their divisions, which developed unit priority lists, which in turn were forwarded to Deans and Vice-Presidents for ranking. President's Staff then compiled an inclusive, college-wide ranking of all proposals for new or reallocated funds. This list was circulated for campus-wide review and comment and adjusted accordingly. As new funding levels were established, the President determined how far down the list the college was able to implement the plans.

At the end of the academic year, faculty and staff were asked to suggest improvements in the planning process. Feedback themes were:

- Strengthen the link between the *planning* and *budgeting* aspects of the process; strengthen the link between planning and on-going campus evaluation and review;
- Provide better assistance with the budgeting aspects, such as help with costing out a proposal and/or accepting estimated costs in the early stages of the process;
- Enhance communications throughout the process;
- Improve use of current resources;
- Refine the process by simplifying forms, providing more resources online.

In the following years, the college streamlined the schedule and revised the proposal forms for clarity and ease of use. In 1997/98, planning and budgeting for the following year was tied to campus-wide work on new strategic initiatives. The Board of Trustees announced its new strategic initiatives in November 1997, in time for units to incorporate them into the planning and budget process for the 1998-99 operating budget.

Each year, the Executive Dean and the Vice President for Administrative Services, who have overall responsibility for the planning and budgeting process, review the steps and timelines with key staff members to further refine the process. For example, in 1998-99 departments submitted concept proposals and cost estimates only. The estimate was reworked into a detailed budget once a proposal received a fairly high-priority ranking. This change eased the burden of costing out scores of proposals, only a few of which could be accepted for funding.

The college is continuing to refine the process each year by working toward more complete integration of all the planning processes on campus, including space assignments, "area work plans," and activities that do not necessarily involve reallocation of resources.

Results:

Much of the ongoing work to improve communication and encourage college-wide plans and decision-making was discussed in Recommendation 1. These changes have helped improve the planning and budgeting process immensely. BCC's planning and budgeting process now utilizes a bottom-up, inclusive approach. It encourages participation from all units and levels within the college organization and ties budget decisions more closely to the college's stated goals, objectives, and outcomes reviews. It allows for review and feedback, and produces a single, comprehensive list of new budget items in priority order from an institution-wide perspective. The initial "wish list" impulse has diminished and in the 1998-99 planning for fiscal year 1999-2000, 113 proposals were submitted, with 36 funded.

General Recommendation 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. (1995 Policy Statement 25—Educational Assessment.) Reference from 1999 edition of Accreditation Handbook: Standard 2.2—Policy on Educational Assessment

Summary of 1997 interim report

In the October 1997 interim report, BCC reported steps taken to collect and use data to improve performance. The college established institutional performance indicators, identified desired cross-disciplinary outcomes in writing, worked on critical thinking outcomes and course outcomes in several occupational programs, and conducted a series of reviews of major administrative units. Most of these efforts were at the identification stage. In a few areas, data had been collected, reviewed, and used to influence budget processes and guide further work. At the time of the report, the institutional performance indicators were almost complete. The institutional research office, then in its third year, had just produced a number of reports used by college staff in its planning.

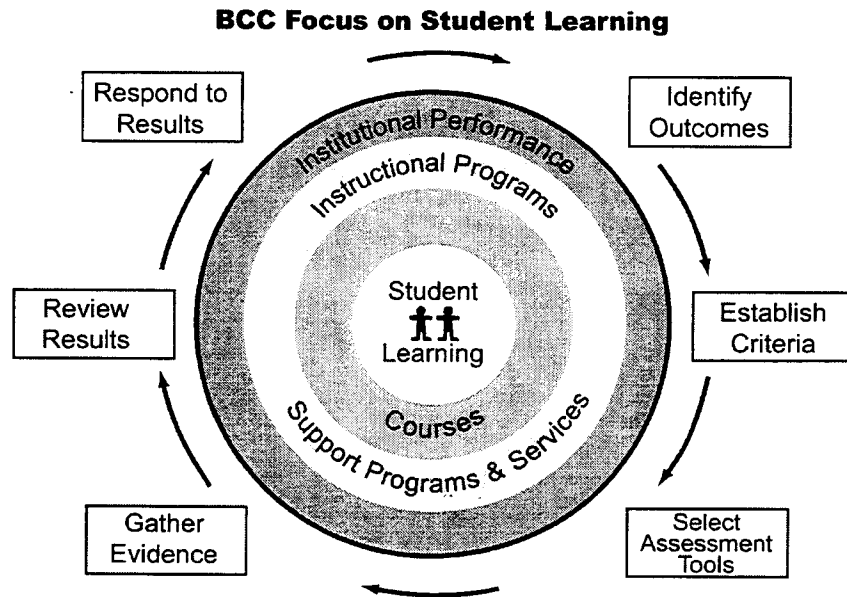
Several projects were pending, including a review of English 101 courses to see how well they met student demand, and a restructuring of the Teaching & Learning Council (TLC), which was initiating much of the work on instructional outcomes.

Update since 1997 report

Since 1997, the college has continued to progress toward a comprehensive accountability system. It has identified data collection instruments for its institutional indicators, refined that list of indicators, and collected three years of data on most of them. It incorporated state-mandated performance indicators beginning fall 1997. It has revised its general education outcomes and has begun identifying criteria and assessment measures for them as well as outcomes for all credit courses.

The college's outcomes and assessment model applies at course, program (both instructional and support), and institutional levels. A similar cyclical improvement process occurs at all three levels, as illustrated in Figure 1.

Figure 1.



Different groups are assigned the implementation and monitoring of the outcomes, depending on the level or function being evaluated. The Curriculum Committee, facilitated by the Office of Instruction and the Faculty Resource Center, guides the process for course outcomes and monitors course contributions to general education outcomes.

The Institutional Effectiveness Group (IEG) is responsible for implementing the outcomes review process at the program level, for all but General Education. Beginning this year, the college is using a reporting model developed by Dr. James Nichols, to standardize this program outcomes work. For the General Education program, the Teaching & Learning Council (TLC) identifies core outcomes, develops assessment tools, and reviews the results.

At the institutional level, the President's Staff established performance indicators, assisted by the IEG and the programs involved in the indicators. The college performance indicators are shared with the entire college campus in December of each year, in time for use by unit heads in developing their next annual plans and budget proposals. The IEG, President's Staff, and the Educational Services Cabinet review the indicators and the results annually. The report also is now available on the Institutional Research Office website <<http://www.bcc.ctc.edu/InstResearch>>.

The state's community and technical college system also sets performance indicators. These, too, are reviewed by the IEG, President's Staff and Educational Services Cabinet, and as much as possible, aligned with the college's performance indicators. Figure 2 outlines work at the three levels--course, program, and institutional--with corresponding committees, showing how results are fed into college decision-making processes.

BCC's performance indicators and the results for the past three years are summarized in Appendix C. Improvement plans and activities have focused on the state performance indicators, to which

Figure 2. BCC Outcomes – Workgroups & Decision-making

<p>Institutional Outcomes</p>	<p>Institutional Effectiveness Group --Review institutional performance indicators --Draft system performance plan & review results</p>	<p>President's Staff --Draft Board Initiatives Indicators --Review Inst. Performance --Prioritize institutional initiatives & budget requests --Review plan & results for system indicators</p>	<p>Educational Svcs. Cabinet --Supervise activities to support inst. & system performance indicators --Direct program review --Provide input on academic standards</p>	<p>Institutional Research Office --Publish annual inst. performance report --Collect data for system performance indicators --Provide research design support for IEG & TLC --Serve on IEG, TLC, Ed. Svcs.</p>	<p>Institutional Effectiveness Position --Lead IEG --Carry IEG proposals to Pres. Staff --Coord. with Inst. Research office --Chair Curr. Comm. --Carry Curr. Comm. proposals to Ed. Svcs & faculty --Co-lead TLC --Carry TLC proposals to Pres. Staff --Carry curr. bdgt. proposals to Pres. Staff --Serve on Pres. Staff, Ed. Svcs, IEG, TLC, Curr. Comm.</p>
<p>Program Outcomes</p>	<p>--Facilitate dev. of program outcomes --Select assessment criteria & instruments (instruction & support units) --Implement process for reviewing results --Recommend to President's Staff</p>	<p>Teaching & Learning Council --Ensure currency of general education outcomes --Develop performance expectations for outcomes --Select assessment tools --Review results --Recommend changes to Exec. Dean & faculty</p>	<p>Curriculum Committee --Review programs (discipline/dept) --Establish & review academic standards --Establish criteria for courses to fulfill general education outcomes --Review course proposals for course & gen ed outcomes --Oversee course outcomes review project --Recommend to Exec. Dean</p>	<p>--Manage course proposal process at division level --Recommend to Pres. Staff & Faculty</p>	
<p>Course Outcomes</p>					

funding was tied for the 1997/98 and 1998/99 fiscal years. Special projects to improve performance in the three areas required by the state performance reporting will continue.

Two examples illustrate the college's improvement processes. Several strategies were implemented to improve math completion rates. Faculty discussed teaching methods, staff intervened with non-attending students early in the quarter, and the college piloted a new tutoring process called "Supplemental Instruction." Because math data, to date, have not shown consistent improvement, college staff are refining these strategies and identifying others. The tutoring process appeared to show success in some of the college-level courses, so funding was requested in the budget process and partial funding was received. Another funding request in this year's budget will be made to broaden that effort.

In the area of transfer, two strategies were chosen: connecting potential transfer students with representatives from four-year institutions, and increasing the number of English composition sections to help students progress more quickly. Even though these efforts have not yet shown a measurable impact on the college's transfer rates, they have received positive response from students and have been funded to continue.

Committees

Institutional Effectiveness Group (IEG). In fall 1997 the IEG was formed, with a mission "to integrate, coordinate and support a college-wide focus on learning." This 15-person committee includes six faculty (including the president of the faculty union), three classified staff, one student, and three administrators, plus the Director of Institutional Research and the Curriculum Specialist from the Faculty Resource Center. It is led by the Special Assistant to the President for Institutional Effectiveness. The IEG organizes the overall work of the college on outcomes, and connects the work that occurs at the course, program and institutional levels.

The IEG organizes processes to identify and measure outcomes at the program and institutional level, and reviews those plans and data on a rotating basis. The IEG looks to the Teaching & Learning Council (TLC) to identify general education outcomes and assessment tools and to organize the development and review process. It looks to the Curriculum Committee to focus on outcomes at the course level.

Its mission is also to help the entire college become more learning-centered. It tracks how college units use the assessment results to improve services, creates communication to promote improvement efforts, and champions mechanisms to include all faculty and staff as learners. (See IEG mission statement in Appendix D) In 1998 the IEG organized a college-wide discussion on what it means to be a learning college; and in spring 1999, it sponsored discussions related to a national teleconference on "The Learning College."

As described above, the IEG is a key participant in the review of the college's plan for state Performance Funding indicators, and for the college's own performance indicators. It reviews the college's annual plan, and also reviews the results and recommends how the college might respond to the results. The responsibility for carrying out projects related to each year's plan rests with the appropriate unit administrators. The IEG also reviews the usefulness and results of BCC's performance indicators. Last year it made several recommendations for changes to the indicators, which were approved by President's Staff in spring 1999.

In 1999/00, the IEG representatives participated in the Learning Colloquium project, which brings together six colleges from Washington and British Columbia to further "learning-centered" work. The BCC team went to a 3-day workshop in Victoria, B.C. in August, and is guiding a year-long project that will showcase good learning-centered practices at the college and implement a program outcomes review using the Nichols model. James and Karen Nichols (Institutional Effectiveness Associates) provided training to IEG members in November. By spring 2000, the IEG will have used the Nichols model to review the new career center, two professional/technical programs and one or two additional service units at the college. In addition, the TLC will begin using the model to collect the results of its work on General Education outcomes. Over the next 3-5 years, the plan is for all college programs and major service units to use the Nichols model to identify outcomes and collect results.

The IEG created a website to share information about learning-centered practices, development of outcomes and assessment tools, and curricular information. That website can be accessed internally and externally at <<http://bcc.ctc.edu/frc/bcclearning>>.

Teaching & Learning Council (TLC). The Teaching & Learning Council (TLC) was restructured to expand its leadership to a team of three faculty and one administrator. From 1997 to 1999 the TLC focused on reconnecting the college's general education outcomes and the work on "abilities" that had occupied the TLC over the prior three years, while continuing to assess writing.

In fall 1999, faculty reviewed and approved a revised set of General Education Outcomes. During 1999/00 the TLC is planning to assess the writing skills of the college's exiting students, and is developing the benchmarks and criteria for assessing critical thinking and problem solving. During 2000/01 the TLC will develop benchmarks for performance and pilot assessment tools for at least one additional component of General Education Outcomes. The new General Education Outcomes will be used in the college-wide course outcomes review process coordinated by the Curriculum Committee (see below).

The TLC has made the most progress in benchmarking writing, and disseminating those standards across the campus. Over the past three years, writing workshops have been held in each instructional division, and with nine groups of program faculty. Six programs now have courses in which benchmarks have been rewritten with discipline focus and are designed to share with students. These benchmarks have been incorporated into the revised general education outcomes. (See Appendix E for examples)

During 1998/99 a subcommittee of the TLC developed a pilot assessment of problem-solving skills, surveying a sample of new and exiting students. This project was intended to both test the instrument and a process for surveying students. This year the college is revising this work to incorporate the new General Education critical thinking and problem-solving outcomes, and to develop an evaluation system to garner a sufficient number of students to give us valid information.

Curriculum Committee. In spring 1998, the Curriculum Committee was restructured, moving from approximately 25 administrators and staff to a group of 15 comprised primarily of faculty. The former Curriculum Committee focused on reviewing new course and program proposals, and gave cursory attention to how each course met the college's general education objectives. The new committee shifted from being reviewers of details to reviewers of how well faculty are developing

and articulating course and general education outcomes, as well as discussions and reviews of all issues related to curriculum.

The new committee meets bi-monthly during the academic year. In fall 1999, the committee completed a revision of forms that simplified the work and allowed electronic collection of course and program proposals. The committee shifted from "objectives" to "outcomes" in the forms and educated itself to better review proposals for both course and general education outcomes. By the end of the year the committee will have a database to track the general education outcomes that faculty have claimed for their courses. The TLC and other groups then may identify courses that focus on particular outcomes, and help compare student course/enrollment patterns with those courses that emphasize each general education outcome, a project planned for the academic year 2000/01.

Task Forces formed by the Curriculum Committee have reviewed Academic Standards (grading procedures, grading standards and prerequisites) and developed guidelines for program review. New task forces this year are working on developing an academic progress policy, and on a program review process that will include department/discipline review. A third group, formed of liaisons from each of the divisions, is assisting the Instruction office and program chairs in a review of all course outlines and outcomes officially on file. The project will be completed in October 2000 and is intended to ensure timely, accurate, and consistent course information, as well as help faculty identify course outcomes. The updated materials will be submitted electronically, providing the college an accessible record.

Other Outcomes and Assessment Activities

CTILAC. The 1997 interim report described the ILAC project initiated by library faculty to address the technological and critical thinking skills needed to use electronic information resources. After the first year, its title was changed to "Critical Thinking and Literacy Across the Curriculum" (CTILAC), to reflect the project's critical thinking emphasis. In 1998 this project received an NSF grant for expansion. In fall 1998, the CTILAC project coordinator joined the TLC. CTILAC's work will help benchmark the General Education outcome of critical thinking and problem solving.

BCC-University of Washington Pilot Project. In 1997/98 BCC and the University of Washington (UW) began an examination of how well BCC's transfer students perform in courses at the UW after taking the prerequisite courses at BCC. The overall goal was to improve curricular links between the two institutions. The initial results of the study were reviewed in winter and spring 1999 by the heads of all instructional units. Selected course areas now are being reviewed at the program level. Math faculty from both institutions are considering the data and the college and UW plan to hold a joint meeting later this year to discuss the implications of the findings.

Student Course/Instructor Evaluations. For the last four years, the administration and faculty association have conducted pilot projects to identify a student course evaluation form to improve information about the quality of instruction. The first pilot with a new form (1996/97) resulted in mixed feedback. A two-year pilot with forms designed by the UW (1997/98 and 1998/99) resulted in the development of a new form that is a hybrid of the old BCC form and the UW forms. The primary use of the old forms was to provide individual feedback to faculty, particularly useful in the tenure process. The administration sought to develop a process that also would allow these data to be reviewed at the program and college level.

The newly designed form was first used in fall 1999. A committee will meet in winter quarter 2000 to identify useful data to describe faculty performance at the program and college levels. A new database will aid review of performance, while addressing the concerns of faculty about potential applications of the data.

New Positions. In 1998, an administrative position was redesigned to oversee institutional effectiveness and the professional development of faculty. The position leads the Institutional Effectiveness Group and oversees new faculty orientation, summer grant awards, and the Curriculum Committee. The position is a member of the leadership team of the TLC, the faculty professional development committee, President's Staff and Educational Services Cabinet. By serving in these key groups, the position has a voice and presence in formulating policy and decisions.

A second position, key to the college's outcomes and assessment efforts, is the curriculum design specialist on the staff of the Faculty Resource Center. This new position participates in the Teaching and Learning Council and in the Institutional Effectiveness Group. This position provides valuable support to individual faculty members and for the college's work on outcomes and assessment.

Results

Overall, in the past three to five years there has been heightened visibility and increased activity in identifying and tracking outcomes, in both instructional and service areas. Funding has increased for outcomes and assessment through summer grants, President's initiatives, and IEG and TLC activities. The new Special Assistant to the President for Institutional Effectiveness/Dean of Instruction and a new Faculty Resource Center curriculum design specialist position provide added commitment and support for this focus.

The language and practice of planning have shifted. College administrators now are required to describe specific outcomes in their annual plan, and are asked to identify measures by which the results can be documented. The TLC and IEG produce similar work plans. Plans are organized around the board's strategic initiatives. When new planning activities occur, care is taken to integrate them into the existing planning structure.

The assessment of general education outcomes is now connected to the TLC's work on abilities. By combining these two efforts and updating the general education outcomes, the college can better identify standards and assessment tools for these areas. The college has outlined a plan to design and pilot assessments for all of the general education outcomes over the next five years. This year, the college will develop an overall philosophy and mechanism for assessing general education components, and use assessments for writing and critical thinking/problem solving.

College work on performance funding has focused on improvement in the core areas of math, transfer and professional/technical program completion, and has helped provide data to support budget requests. For instance, the math department received internal and external grant funding to track the performance of developmental students and to improve both developmental and college-level completion rates and performance. In other tracked areas, including transfer rates and work-based learning activities, the focus led to improved services for students. These improvements increased students' opportunities for contact with transfer institution advisors. They also led to a major reorganization of the college's career center to better coordinate employment,

service learning and work-based learning experiences. The writing benchmarks pilot projects demonstrated that greater clarity in assigning writing could significantly improve student performance. These benchmarks have been instrumental in helping instructors provide better instructions to students for writing assignments in several disciplines.

The reorganized curriculum committee reinforces the expectation that courses must be driven by outcomes. A new faculty orientation process teaches new faculty about outcomes and assessment and reviews the college's expectations. The Nichols model provides a consistent approach to define outcomes.

General Recommendation 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. (1995 Standard VIII—Administration.) Reference from 1999 Accreditation Handbook: Standard Four—Faculty and Standard Six—Governance and Administration

Activities

Revised Policies and Procedures Manual

The Vice President of Administrative Services directed the revision of the college's Policies and Procedures Manual in 1996. To save paper and assembly, the manual was posted electronically through the college electronic mail system, and to the BCC Intranet, allowing easy updates. Adopted policies and procedures are forwarded to the Office of Administrative Services for inclusion in the manual. As the manual is updated, the college community is notified electronically of the changes.

New Employee Handbook

Human Resources developed a printed handbook in September 1996, which used an alphabet format to provide information to full-time faculty, administrators, and classified employees regarding college services, policies and procedures. All new employees receive a copy of the handbook at the time of hire. The handbook was posted on the BCC Intranet in 1998, providing electronic access to all connected employees. The handbook will be revised by the end of this academic year.

New Part-time Faculty Handbook

The Vice President of Human Resources and the BCCAHE jointly funded development of a handbook specifically for part-time faculty. It was first distributed at the Part-Time Faculty Orientation in September 1998. The handbook was felt by faculty to be sufficiently valuable that it was revised for fall 1999 and sent to all faculty to ensure knowledge of instructional policies and procedures.

CEABCC Contract

The Classified Employees Association of Bellevue Community College, which represents 75% of classified employees at BCC, and the college administration completely revised the collective bargaining agreement between the CEABCC and the Board of Trustees in 1996. Classified employees at BCC are subject to the civil services rules adopted by the Washington Personnel

Resources Board (WPRB). The goal was to eliminate confusion about the difference between WPRB rules and locally negotiated provisions and to provide classified employees with one source of information about their working conditions. Classified staff members and administrators report that the comprehensive document is much easier to use.

E-mail Group Lists

With the completion of the college's electronic mail system, BCC established a protocol for communicating official business of the college electronically. A group distribution list "ALL BCC-OFFICIAL" provides for electronic notification to all employees. Announcements regarding policy and procedure changes, agendas for College Issues Days, official communiqués from the President, or other administrative officials, are sent electronically with the subject line header "OFFICIAL" to alert readers to official information.

Results

The activities identified above have provided accurate and complete documentation of the college's rules and regulations and college services. Intranet access and electronic mail provide for consistent and timely communication of changes in policies and procedures and other information important to the college community.

Future Plans

Electronic access to the Instructor Handbook and all collective bargaining agreements, as well as "key word" search capabilities for the policy manual, handbooks, and negotiated agreements will be implemented by September 2000.

General Recommendation 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. (1995 Standard IV—Library and Information Resources.) Reference from 1999 Accreditation Handbook: Standard Five—Library and Information Resources

The continuing rise in the cost of books, magazine subscriptions, and audio-visual materials has challenged the Library Media Center (LMC) to find innovative ways to expand student and faculty access to materials, as well as to keep pace with the college's growth. The LMC has used networked CD-ROM products and web-based databases as the primary mechanism to keep respond to these needs. During FY 1995-96, Educational Technology Funds provided a server, a CD-ROM tower and 25 student workstations. This created the library's local area network and provided the delivery of networked versions of CD-ROM products to five to ten simultaneous users in the library. A couple of years later, the growing use of the Internet motivated the LMC to use this technology to expand its virtual resources to increase student and faculty access to a greater collection of books and media.

The purchase of site licenses for web-based databases provides magazine and newspaper articles through the Internet. These databases increase the periodical holdings of the library since about 30 percent of the titles are not purchased by the LMC in hard copy. Starting Spring Quarter 1998, faculty and students could access, from personal computers connected to the Internet, a database that contains the full text of 1,800 magazines and newspapers. This mode of delivery extends access to library resources by students, faculty and staff, and is not bound by space and time. This is especially true for students in the distance learning classes. As funds allow, the LMC continues to increase its collection of web-based databases.

Activities

Online Access to more catalogs

In collaboration with 19 community and technical colleges in Washington State, in winter 1999 BCC migrated to a web-based online public access catalog system, Voyager. Voyager is an integrated library system with the ability to track library materials from the time they are ordered until they are available for circulation. The LMC staff spent a considerable amount of time to complete the transition from Inlex. All LMC staff participated in several training sessions to learn the features of Voyager. Funds to purchase the hardware and software for Voyager (\$100,000) were provided by the college.

Voyager has increased access to the LMC collection, and reduces the need to visit the library in person to find LMC items. If a student finds that material is available, the circulation desk can place the book "on hold" and reserve it for student pick-up. Voyager links to online catalogs of other state community colleges on the same system. The result is expansion of virtual resources available to BCC students and faculty through interlibrary loan, per the Reciprocal Borrowing Agreement signed by all participating colleges.

In addition to the LMC catalog, library users may access online catalogs of the University of Washington, Seattle Public, and King County libraries.

Web-based databases

Full-text articles from magazines to which the LMC does not subscribe also are available through web-based databases. This expands the library's periodicals collection, and minimizes staff time and cost to process and maintain the physical print collections. Another advantage is that electronic versions are not subject to physical mutilation and theft.

During winter 1998, the LMC signed a contract with EBSCOHost to access several databases through the Internet—MasterFile, ERIC, CINAHL and the National Newspaper Index. MasterFile is a full-text database of 1,800 periodicals covering all subjects, including some popular, business, and computer science magazines. ERIC is a database of citations and abstracts from over 750 educational journals and related documents from the Educational Resource Information Center (ERIC) and educational symposium reports from 1967 to the present. (CINAHL) Cumulative Index to Nursing and Allied Health Literature indexes over 950 nursing, allied health and health science journals. Before purchasing the site license for the web-based version, nursing students had to come to the BCC library to use the printed index.

During fall 1998, the college contracted with University Microfilm to access ProQuest Direct, another full-text database of periodicals available through the Internet. Most of the articles are from 1986 to the present. This provides students and faculty with retrospective materials. The latest

three months of the New York Times is available in full text. In Spring 1998, the LMC purchased a site license for the Washington Newspaper Index, which contains the full text of 17 Washington state newspapers, including the Seattle Times, Seattle Post Intelligencer, The News Tribune and the Spokesman Review. In most cases, the newspaper articles are available from the database the day after publication.

Starting in winter 1998, all the above web-based databases became available by remote access using a password system managed by the LMC. The periodicals collection of the library now extends beyond the BCC campus to offices or homes through the LMC website. Vendor statistics indicate a continuing increase in the use of the databases.

LMC Budget

Since the last accreditation visit, the college provided an additional \$177,500 to the Library Media Center. One-time only funds were provided for the purchase of Voyager (\$100,000), and for media and computer equipment totaling \$18,500. The annual operating budget was increased by \$59,000 for the yearly maintenance of Voyager, site licenses for web-based databases, staffing for increased library hours, and restoration of print periodicals.

The current periodicals subscription budget is \$43,000. For fiscal efficiency, periodical and journal subscriptions were reviewed and meetings held with division and program chairs and faculty to decide which print-version titles to keep. After some of the print subscriptions were cancelled, there were faculty requests to reinstate some of them. During the budget planning process, the LMC requested funds to replace some of the cancelled subscriptions and to pay for site licenses of web-based products. The LMC received a \$12,000 increase for FY 1999-2000, allowing it to reinstate several subscriptions and purchase site licenses for web-based databases in business. New databases include the electronic version of Financial Investors (Moody's Financial Reports) that contains company information, and ABI-Inform, a database that contains full-text business periodicals. Table 1 shows the breakdown of increased funding for the library.

Table 1. Funding Increases for Library Media Center.

Operating Budget		One Time Only Budget	
\$20,000	Operating expense	\$100,000	Voyager
\$12,000	Web-based databases & periodical subscriptions	\$6,500	Television Monitors, VCRs for L Bldg
\$10,000	Replacement bulbs for data projectors	\$6,000	Microfilm Reader/Printer
\$ 5,000	Part-time librarian	\$6,000	Adaptive Technology
\$12,000	Staff time for extended library hours		
\$59,000	Total	\$118,500	Total

Continuing Need

The entire book collection was inventoried summer, 1997. The LMC has a book collection of 45,000 volumes, and the book budget remains at \$40,000 a year. A formula is used to allocate money to various disciplines. It is a continuing challenge to obtain sufficient funding to purchase materials for new programs and to compensate for inflation in the prices of books and other media materials.

Statistics

- During the academic year 1995-96, the library conducted 90 library orientations with 2,000 students. Library orientations increased to 189 sessions involving 4,060 students during 1998-99. This year the LMC began collecting feedback on the effectiveness of their orientations from both faculty and students, and will have that performance information to review next year.
- Annual patron gate count averages about 354,000 per year, slightly lower than in 1995 due to removal of a computer lab previously located in the library.
- Circulation grows at an average rate of 10% a year.
- Since 1995, interlibrary-loan borrowing has decreased by an average of 10 % a year and interlibrary lending has decreased by an average of 5%, in large part as a result of web-based databases and the ability of students to identify sources closer to home through online catalogs.

Results

The increased allocations to the Library Media Center, the shift to electronic access to periodicals, and the expansion of access to the regional community college libraries has created a significant improvement in resources for BCC students and staff. However, moving toward electronic retrieval and delivery systems means the college must continue to actively train staff and provide increased levels of orientations for students and faculty.

General Recommendation 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 Requirements #19, 1985 Accreditation Report, Recommendation #6, 1995 Policy Statement #5—Principles of Good Practice in Institutional Advertising, Student Recruitment and Representation of Accredited Status, and Standard IX—Students.) *Reference from 1999 Accreditation Handbook: Standard Three—Students & Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*

Activities

The college catalog was changed from a biennial to an annual cycle in 1996 to respond to recommendations to provide more timely and accurate information. The catalog was expanded to include a summary of student rights, responsibilities, and policies.

After the first edition, a catalog development core group established a timeline to ensure coordination of future catalogs. It included members from instruction, graphics/printing, continuing education, and student services. The 1999-2000 catalog is the fourth annual edition.

In May 1996, an evening English 270 class, Professional Report Writing, was asked to evaluate the catalog as one of its assignments. Each student evaluated the catalog, along with other publications, and the responses were submitted to the Associate Dean of Enrollment Services for her review and consideration. The suggestions were shared with the catalog development group, and a number were incorporated into the following year's catalog.

The college curriculum committee is able to process the majority of course and program changes in time to meet the catalog deadlines. Although post-printing changes inevitably occur within programs, the improved catalog process strives for as accurate and current a document as possible.

In fall 1999, a Publications Manager position was created, with its primary focus on coordinating and editing the catalog and quarterly schedules. This time commitment and emphasis is expected to streamline the process and improve quality control.

In 1998 the college posted its course descriptions on the Internet through the college's website. Links were made from the online quarterly schedule to the course descriptions in order to facilitate student access to information. This facilitates providing up-to-date information to students.

Results

Changing to an annual catalog has allowed us to provide current information about the college's changing programs, policies and procedures. The college was able to create the yearly edition and ensure that each new or returning student obtains a free catalog within the college's existing resources. A student focus group provided valuable suggestions for content and form that have been incorporated in later catalogs.

Web course descriptions allow students to access even more current information, including changes that may have occurred after the catalog was printed. Online access provides a convenient and free source for students to obtain course information, should they misplace their catalog.

Future plans

With the expansion of online courses and the increase in distance education demands, the college plans to expand the information on its website to include complete catalog information. This will include policies and procedures as well as degree and certificate requirements.

General Recommendation 7:

It is recommended that high priority continue to be placed on meeting the obvious and pressing need for additional and improved classrooms and laboratories, for expanded library to include student study space and for instructional and non-instructional equipment to match emerging technologies. (1995 Standard III—

Physical Plant, Materials and Equipment.) Reference from 1999 Accreditation Handbook: Standard Eight—Physical Resources

Addressing the college's space needs has been a high priority for the last five years. Since the 1995 Accreditation visit, BCC has constructed two major buildings, added science lab and library space, and expanded/renovated the Student Union. Two new building projects currently are in the planning and design phase.

Building N

Building N, also called the Pritchard-Fleming Building, formally opened in April 1998. This building is the result of a co-location agreement with the Washington Secretary of State's office, under which the Secretary of State funded the building shell, to be shared by BCC and the Puget Sound Regional Archives. The 31,000 sf upper level of the building houses BCC's technology programs, most notably the NorthWest Center for Emerging Technologies (NWCET). Appointments and equipment in the college's space were supported by a major capital gifts campaign through the BCC Foundation.

Building N contains an open computer lab with 200+ workstations, including adaptive technology for students with disabilities; a state-of-the-art lecture/conference hall; specially-equipped classrooms for instruction in networking, technical support, and interactive multimedia; and telecommunications/distance learning production facilities. Building N also houses the NWCET, Technology Services, the Faculty Resource Center, and the Telecommunications Division office.

Building N's open computer lab, N250, is a major addition to BCC student facilities. The two interactive multimedia classrooms, N202 and N204, also may be used by students when not scheduled for classes. Other student-access computer workstations are available in the Library Media Center. These general-use computer stations balance the more specialized computer learning labs such as the Basic Skills Lab (for ESL and International Programs students), the Reading Lab, the Writing Lab, and the Math Lab. Certain instructional programs also have computer classrooms: Music, Physics, Information Technology Mediated Math. Engineering and Interior Design share the AutoCAD Lab. Adaptive computer equipment is available in the Disability Support Services office as well as in N250.

Building L

Building L opened on the first day of fall quarter, 1998. This project, in pre-design during the 1995 Accreditation visit, was funded through the six-year state capital appropriations process. With 46,000 sf, Building L provides 16 general-purpose classrooms, specially designed and equipped space for the Interior Design department, and the Computer-Aided Drafting component of the Engineering department. It also houses 24 faculty offices, two conference rooms, and a large study lounge.

Two other campus additions were included in the state-funded project: a 6,000 sf science wing with four new laboratories (chemistry, physics, and life-science labs, plus one general-purpose lab), and a Library Media Center expansion that created 4,900 sf of new study/presentation space and expansion for the stacks.

Student Union Building

A third major project gave new life to the Student Union Building in the center of campus. The food service and dining hall areas were completely remodeled to make the most efficient use of

existing space. Approximately 11,000 sf were added for student government, student clubs, quiet study, a Student Programs Information Desk, games, and other activities. Addition of a coffee bar and lounge has rapidly become a focal point of campus life. The project was creatively funded through a combination of state support, Bookstore and Food Services fund balances, and the "student capital construction fee," which the Associated Student Body of BCC had collected since 1991. The expanded/renovated Student Union opened fall quarter 1998.

Other Buildings

The three major construction projects were not panaceas for all of BCC's space needs. Early in 1998, BCC learned that the Bellevue Public School District would exercise the early-termination clause of the college's lease on Robinswood Elementary School, which had served as BCC's "Upper Campus" since 1984. This meant having to find approximately 46,000 sf of replacement space for 16 classrooms, a large multipurpose room, nursing labs, and offices. Bellevue—Seattle's "east side" generally—is one of the tightest, highest-priced real estate markets in the country. However, BCC was able to secure some replacement space in two buildings in Factoria, one mile southwest of campus. The new 7-year lease is considerably smaller and costlier than Robinswood School, but it will house most of the Continuing Education staff and classes. The other programs that had been housed at Robinswood—nursing, alcohol & drug counseling, fire science, Tech Prep, interdisciplinary studies—have been squeezed into the main BCC campus.

In its 1999 session, the Washington State Legislature approved emergency funding for a capital project to replace Robinswood School. BCC currently is in the design phase of an approximately 70,000 sf classroom and office building to be located west of Building L, on the present site of Building K, which will be relocated between the Gym and the maintenance shop. The new "R" building will provide 26 – 28 classrooms, including a new dance studio and several large partitionable rooms for such programs as Interdisciplinary Studies. It will incorporate additional student lounge and "commons" space, and provide additional faculty offices. This major construction project, scheduled to open fall quarter 2001, will fill out the north-south spine of the college campus. More important, it will enable BCC to bring back programs and courses that were dispersed to temporary sites throughout the community during the space crisis resulting from the Robinswood School loss.

Creative funding was obtained for a second new building to be constructed in 2000-01. All the Community and Technical Colleges held a State Board for Community and Technical College capital fund "lottery" from proposed projects. BCC's proposal for an early learning center for childcare and families was chosen. This state funding provides half of the costs, to be matched with corporate funding. The 22,000 sf center will bring all of BCC's programs for children and families together—Head Start, childcare, early learning, parent education, and add a place to provide other resources and outreach.

The consolidation brings more efficient use of space, expands offerings/services, and brings more security and access to the site—on the east end of the college property. Its services will fill high-priority needs for students and the community.

Part B – Other Institutional Changes

1. What changes, if any, have been made in the mission and objectives of the institution since the last full-scale evaluation, and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

The BCC mission, vision, and goals statements have not changed since they were adopted in January 1994. What has changed is the extent to which the mission and goals have been integrated into day-to-day college operations. The statements are posted prominently throughout campus (see Appendix B for a copy of the campus poster). More significantly, the current planning and budgeting process requires that all requests for new or reallocated funds be tied clearly and specifically to the Board's strategic initiatives, which are in turn a reflection of the mission, vision, and goals.

In 1997, for the first time, the college community as a whole had opportunities to suggest topics for the Board of Trustees to consider in its long-range planning. In spring 1997 the Board solicited ideas, which then were refined to a list of 12 topics. The Board selected six of these for detailed study and the college commissioned a series of "white papers" presenting the issues and implications for each. The October 1997 College Issues Day was dedicated to college-wide discussion of the proposed strategic initiatives and specific actions the college could take to fulfill them. The Board was present at College Issues Day to hear faculty/staff concerns and suggestions about the six issues. In the following weeks, BCC's Board selected four of the six new topics (and one carry-over from the previous years) as the strategic initiatives to guide college planning for 1998-2001. BCC's current strategic initiatives are:

- Seamless education
- Student preparation
- Teaching and learning excellence (later renamed "Becoming a learning college")
- Accountability and college effectiveness
- Cultural pluralism

Although the mission, vision, and goals have not changed, the Board's strategic initiatives have had an impact. The results of the learning college and accountability initiatives are described elsewhere in this document (see Part A, #3 and Part B, #13). The focus on seamless education has resulted in a formal regional alliance with area high schools, additional tech/prep articulation agreements with the college's high schools, and articulation agreements with area colleges to receive graduates of some of BCC's technical programs.

2. What changes, if any, have been made in the requirements for graduation, and why?

No changes have been made.

3. In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

The significant changes to the college's degrees, certificates and courses have been summarized by instructional unit.

Degree/Certificate Added:	Degree/Certificate Deleted:
Arts & Humanities Associate in Arts & Science Transfer Degree -- Music	
Business Associate in Arts Degree <ul style="list-style-type: none"> • Information Technology, Network Support • Information Technology, Technical Support 	Business Certificate of Achievement <ul style="list-style-type: none"> • Records & Information Specialist • Information Resource Management
Educational Development Associate in Arts Degree <ul style="list-style-type: none"> • Fire Science • Fire Prevention Specialist • Fire Investigation 	
Science Certificate of Achievement <ul style="list-style-type: none"> • Computer Numerical Control Operator (Spring 1998) 	Science Certificate of Achievement <ul style="list-style-type: none"> • Computer Numerical Control Operator (Spring 2000)
Telecommunications Associate in Arts Degree <ul style="list-style-type: none"> • Digital Animation & Graphics • Web/Multimedia Authoring • Digital Video & Audio • Wireless Technology Certificate of Achievement <ul style="list-style-type: none"> • Digital Animation & Graphics • Web/Multimedia Authoring • Digital Video & Audio 	Telecommunications Associate in Arts Degree <ul style="list-style-type: none"> • Computer Graphics & Animation • Multimedia Design & Authoring • Video-Computer Interface • Video Production • Web Authoring Certificate of Achievement <ul style="list-style-type: none"> • Graphics & Animation for Multimedia • Multimedia Animation • Web Authoring • Desktop Presentation • Video-Computer Interface • Video Production
Contract Training <ul style="list-style-type: none"> • Food Industry Management Certificate 	

4. **At the graduate level, if programs are offered, what significant changes have been made, and why have they been made?**

Does not apply

5. **What changes have been made in the graduate non-degree or credential programs and in the special programs (summer session, extension, correspondence, travel, and foreign centers), and why have they been made?**

Does not apply

6. **What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?**

Provide a review of the distance learning program and its operation, including a review of the operation impact of the distance learning activities on the institution as a whole. Review the support services for distance learning including library and learning resources, admissions policies, assessment of learning outcomes, faculty and program evaluation, and provide a budget report on the program based on actual enrollments versus the projection provided in the original report.

In a letter to BCC March 26, 1999, the Commission approved the college's substantive change for expanding its distance learning endeavors. The following sections update BCC's distance learning program:

- Review of the Operation and Impact of Distance Learning Activities on the Institution as a whole
- Review of Support Services
 - Library and Learning Resources
 - Admissions Policy
- Review of Evaluation Processes
 - Assessment of Learning Outcomes
 - Faculty and Program Evaluation
- Review of Budget Report Based on Actual Enrollments

Review of the Operation and Impact of Distance Learning on the Institution as a Whole

The Distance Learning Program at BCC is significantly impacting the college as a whole. There is increased demand for distance-learning courses, higher use of educational technology in the traditional classroom, increased faculty/staff training needs and student support services.

Demand for Distance Learning Courses

For the past three years the number of sections offered and enrollments in distance learning increased at an exponential rate. Credit distance learning enrollments went from 1,502 in the 1996/97 to over 3,200 students in 1998/99 (see Table 2). Table 3 compares fall quarter credit enrollments between 1996 and 1999. Over that time, annual distance enrollments increased from 380 to 1,392 students. While there were no online enrollments during fall quarter 1996, almost

two-thirds of the enrollment (904) in fall quarter 1999 was from online students. Today, the college offers 92 different credit distance learning courses, over two-thirds of which are online.

Table 2. Annual Credit Distance Learning Enrollments 1996 through 1999¹

Year	Total Enrollment	Telecourse Enrollment	Online Enrollment
1996/97	1,502	1,441	61
1997/98	2,215	1,778	437
1998/99	3,231	1,658	1,573

Table 3. Fall Quarter Credit Distance Learning Enrollments 1996 - 1999

Quarter/Year	Total Enrollment	Telecourse Enrollment	Online Enrollment
Fall 1996	380	380	0
Fall 1997	542	470	72
Fall 1998	751	518	233
Fall 1999	1,392	488	904

In addition to its credit online courses, the college's Continuing Education program and English Language Institute (ELI) have been actively engaged in developing non-credit online offerings. In Fall 1999, Continuing Education held 29 online courses with 224 students enrolled. In the ELI, 36 students from Japan, China (PRC), Korea and Canada and four international students located within the U.S. participated in five online courses.

Use of Educational Technology in the Traditional Classroom

Based on conversations with online faculty and their requests for online technology to support traditional classroom courses, BCC knows that online instruction is having an impact on classroom-based instruction. Student comments in course evaluations show that they like this online component. They can spend more time listening to the instructor and entering into group discussion because they know they can obtain the content online and at a time that is convenient for them. Furthermore, students with learning disabilities can go over the online material as many times as needed in order to fully understand it. A further advantage is that some students are more willing to express opinions online than in the traditional classroom.

With 63 online courses, BCC has developed a critical mass of online instructors. These faculty members talk with others about the use of educational technology in the traditional classroom. They demonstrate to others how they can place some, or all, of their course materials online. Over 200 classes have all or some content online. This move to place entire courses and parts of courses online has resulted in a need for more faculty training and resources.

Faculty/Staff Training Needs

Educational technology training for faculty has been provided in a variety of ways. The college does not expect faculty to teach a full-time load and create online courses at the same time. The Distance Learning Department funds two-thirds release time for one quarter, or an equivalent

¹ Enrollment data for Tables 2 and 3 provided by Distance Learning office.

stipend, to develop a credit online course. In addition, summer grants provide individual faculty compensation to move course materials online. Faculty also are provided \$1,000 each year for professional development. Many faculty members use these funds to assist their online curriculum endeavors and/or attend conferences/workshops on teaching at a distance. Such programs as Administrative Office Systems and Media Communications and Technology have received grants and presidential funding to convert their online curriculum to competency-based degrees and certificates.

Faculty also can obtain assistance to develop distance learning courses through the Faculty Resource Center (FRC) <<http://www.bcc.ctc.edu/frc>>. The college has committed significant resources to expand the Center. The FRC has a Director and, in April 1999, the college hired a full-time Curriculum Design Specialist. In August 1999, it hired a full-time Educational Technology Specialist. In addition, the Center hires several advanced web-authoring students to assist posting course materials online. Between 20 to 25 faculty use the FRC each quarter to obtain help with web materials for their courses. The Center helps faculty develop:

- Instructional websites
- Instructional online course materials with multi-media and graphic enhancements
- Online websites
- Curriculum design and outcomes/competency-based online courses

Teachers interested in putting courses online work with a team that includes the Curriculum Design Specialist, the Technology Specialist, and web design interns.

The FRC provides a variety of professional development and training opportunities, such as:

- Basic skills training and online tutorials in instructional technology
- Curriculum design training and online tutorials for instruction
- Outcomes and assessment

It also provides workshops and training from as short as one hour to as long as several days. Some workshops offer up to eight sessions, with themes that help faculty meet their instructional needs. Specific training is provided on WebCT, HTML, web imaging, Photoshop, JavaScript, Microsoft Office, and Microsoft FrontPage.

Once the course is placed on the WebCT server, the server's operation is maintained by Technology Services. As a result of the additional burden this has placed on Technology Services, the college is hiring an additional technical support staff person to oversee the servers. Technical problems are routed to Technical Services. This past fall BCC purchased technical support services from WebCT, which answers email queries for faculty and students and remotely fixes problems, if possible.

Student Support Services

The college is rapidly moving toward a student-centered environment. BCC's goal is to put as much information as possible in the hands of students when and where they need it so they can make informed decisions. This means moving more information to a web environment, both for resident and distance-learning students.

Since the *Prospectus for Substantive Change* was submitted in October 1998, the following online resources have been added:

- Admissions form on a secured server
- Registration

- Bookstore
- More library services
- Faculty evaluation on a secured server
- Program evaluation on a secured server
- Instructor's Briefcase on a secured server for class rosters, grade submissions, and grade changes
- Scheduler
- Add/drop course form
- Re-designed distance-learning website <<http://distance-ed.bcc.ctc.edu>>, which describes course offerings, degrees and certificates offered, and a student tutorial

Online grade and transcript access were available to students before the *Prospectus* was submitted.

BCC has turned the corner in incorporating the use of educational technology to facilitate student learning. Faculty teaching at a distance pioneered use of this technology and as more faculty become involved, the culture grows. Many faculty now are interested in learning about web-based teaching. Not all faculty agree to use educational technology in their teaching, and some express concern about the amount of resources going to technology. Others are concerned that online teaching will reduce the demand for on-campus classes. Some lament the potential loss of student/faculty interaction. Distance teachers say workload increases with more frequent communication with students via email and threaded discussions. These valid issues are being addressed in an open and supportive environment.

Review of Support Services -- Library Resources

The Library Media Center posts resources for the college's distance learners at <<http://ir.bcc.ctc.edu/library>>. Through the newly installed Voyager software system, all students now can search BCC's library catalog through the web. Instructions are provided to conduct the catalog search. Links also are provided to other college's library catalog systems using the Voyager software. Students may email the librarian to reserve a book.

The Library Media Center continues to expand its online full-text journals, magazines, and newspapers. Distance students, through EBSCOhost and ProQuest Direct, have access to hundreds of journals and magazines, many being full text with graphics. The Washington State newspapers and *New York Times* also are fully online. Students can do ERIC searches online. The Library also provides online access to the *Allied Health Index*, *Moody's*, and *ABI-Inform*. Both *Moody's* and *ABI-Inform* provide detailed business information that is used by the college's distance learning students in Administrative Office Systems, Media Communication and Technology, and General Business Transfer.

The Library provides a variety of online tutorials and links to other sites including: tips on how to search the web, research strategies and evaluation, and critical thinking skills. The goal of the Library Media Center is to provide the same services online as it does for its on-campus users.

Review of Support Services - Admissions Policy

BCC has an open admissions policy. The college's distance education website, <<http://distance-ed.bcc.ctc.edu>>, provides information so the student can enroll and succeed in distance-learning courses. The college asks students to complete an online self-test prior to enrollment, <<http://distance-ed.bcc.ctc.edu/WebAssess/>>, to see if they are ready to take a distance learning

course. If not, it recommends that students take a Human Development class that prepares them to learn online. Students may access the online admissions form at <http://www2.bcc.ctc.edu/distanced_reg/admissions_application.htm>. The admissions form is on a secured server. Enrollment Services accesses the admission data and adds the student information to the main data system. Within 48 hours the student can register and pay for classes online. If students need advising before registering for classes, they contact distance-learning advisors via the distance education website at <<http://distance-ed.bcc.ctc.edu/advising.htm>>. Students may contact their advisor at a toll-free number.

Review of Evaluation Process - Assessment of Learning Outcomes

All courses, including distance learning courses, are required to have syllabi outlining course content, learning outcomes, textbook(s) required, and means of measuring the outcomes. A syllabus is attached to each distance-learning course for student preview.

The college is moving all of its courses to outcomes-based learning. Faculty teaching at a distance already have moved in this direction by revising their course materials to assess learning outcomes. The Web Authoring/Multimedia certificate and degree track has adopted the NorthWest Center for Emerging Technologies' skills standards for web authoring. Program and course competencies have been developed. Evaluation instruments are in place for the core classes and will be completed for the upper-level classes this academic year. The Administrative Office Systems - Business Software Specialist Certificate of Accomplishment also is competency-based. Upon completion of the course material, students are prepared to take the Microsoft Office User Specialist (MOUS) certification test. Several courses in the General Business Transfer degree and the pre-major Transfer Degree are outcomes-based. All distance courses should be outcomes-based by fall 2001.

Review of Evaluation Processes - Program & Faculty Evaluation

The Distance Learning Program coordinates all credit distance-learning activities for BCC. Faculty interested in teaching a distance-learning course must first obtain the approval of the Department Chair, Division Chair, and the Director of Distance Learning. It is the Department and Division Chair who determine when the course is offered and who teaches it. The faculty member submits a request to develop a distance-learning course. The Department Chair, Division Chair, and the Director of Distance Learning approve the course proposal. All credit distance-learning courses have first been offered as campus-based courses and have previously been approved by the Curriculum Advisory Committee.

The Faculty Agreement establishes the process for evaluating all tenured faculty. Three courses from the faculty member's regular teaching load are randomly selected to be evaluated each year. At the end of the third year, the Division Chair conducts a formal written evaluation. For those faculty teaching online, a standard faculty evaluation instrument is placed online on a secured server (see Appendix F, Questions 1-12). Students go to the secured server to complete the evaluation. At the end of the quarter and after grades have been submitted, the evaluation results are shared with the faculty member. In this way, the evaluation process is the same for faculty who teach distance courses as for those on-campus. Adjunct faculty who teach at a distance are evaluated for each course they teach, using the same form and process as the full-time faculty.

The evaluation summaries and written comments for both the full-time and part-time faculty are also shared with the Program Chair, the Division Chair, and the Director of Distance Learning. The Director of Distance Learning speaks with the respective Department and Division Chairs

when improvement is needed. These three individuals meet with the faculty member and develop a plan to assist in improving teaching performance, which may include additional resources from the Distance Learning Program. No improvement in teaching performance means the faculty member no longer will be assigned to teach distance-learning courses.

All distance learning courses, certificates, and degrees are part of each department's curriculum. No distinction is made between on-campus course offerings and online offerings. Only the delivery mode is different. Program review of departments is ongoing and the departments and Distance Learning Program will evaluate the distance learning component of the program. In addition, the Office of Institutional Research documents student academic achievement for all courses and programs—whether they are offered on campus or at a distance.

Finally, the Distance Education Program seeks feedback on its own activities. BCC's distance learning website's main page has a section requesting feedback, including what works well and suggested improvements. That URL is <<http://distance-ed.bcc.ctc.edu>>. The program also seeks input from faculty to improve services to them, through a "faonline" listserv, a Distance Learning Committee, and a feedback form that online faculty are asked to complete once or twice each year. The Distance Learning committee meets regularly to discuss and problem-solve issues. All faculty teaching at a distance are members of the "faonline" listserv. The "faonline" listserv provides a means for Technology Services to let faculty know about server interruptions. It allows faculty to share information, and for the Associate Dean of Telecommunications and the Director of Distance Learning to share important information with faculty. Several distance program evaluation questions also have been added to the standard faculty evaluation form provided to online students on the secured server (Appendix F, Questions 13-22).

Review of a Budget Report Based on Actual Enrollments

Appendix G shows the credit Distance Learning budget for the 1998/99 academic year. The Department started with a carryover balance of \$175,724. During the academic year the college served 3,231 students. By collecting \$240 per student for tuition, the Program generated an income of \$775,440. Tape rentals and licensing fees generated another \$95,355, for total revenue of \$1,046,519.

During the same time period, total expenditures were \$844,519. This left a balance of \$202,000 to be carried over for the 1999/2000 academic year. Most expenditures were in salaries and benefits, development costs, purchased services, and overhead charges. Development costs resulted in the creation of 22 additional distance learning courses for the 1998/99 academic year. The majority of those courses were online. Purchased services are licensing fees for pre-produced telecourses, and services provided by the Television Services and Technology Services areas on campus. Overhead charges are the amount of monies held back by the college to support other services.

Based on this year's enrollments, the Distance Learning Program expects to serve close to 5,000 students at a distance for the 1999/2000 academic year—an increase of approximately 1,800 students.

7. **What changes have been made in undergraduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.**

Undergraduate Admissions

Although the general undergraduate admission policy has not changed, the college has adopted special admission procedures for exceptional under-age students requesting admission to a specific course. The special admission procedures have been incorporated into the BCC Policy and Procedures Manual.

Grading

During academic year 1998-99 a Task Force, made up of Instructional and Student Services administrators and faculty appointed by the Faculty Association, was charged by the Curriculum Committee to review the college's academic standards and grading policies and procedures and formulate recommendations. The Task Force submitted a report in May 1999 with the following recommendations:

- Retain BCC's current grade point equivalent system
- Publish the committee's recommended generic guidelines for assigning grades across the curriculum in the college catalog
- Adopt the process developed by the committee for delineating and approving prerequisites
- Replace "Z" grade with HW (hardship withdrawal) and tighten procedures for Incompletes

The Curriculum Committee reviewed and held preliminary discussion on the Task Force's report in the late spring. A hearing process was held in the fall prior to approving the Task Force's recommendations.

Repeat policy

The college's past policy on repeating courses, as expressed in the catalog, allowed students, without restriction, to repeat courses to improve their grades. In 1997-98, the Educational Services Cabinet proposed that the policy restrict eligibility for repeating courses for credit to students who have received an unsatisfactory grade ("D" or "F") or who need a specific grade as a prerequisite for a follow-up course. The proposed change was approved Spring 1998 by the All College Council, made up of representatives from administration, faculty, classified staff, and the student body.

Student Non-academic Programs

BCC website

The college's website has been developed to better meet the needs of students who seek information and services via the Internet. Online services include Quarterly Schedule information, course descriptions, seat availability, admission form, registration services, information about the

Touchtone system credit card payment function, academic and student support services, and more. Web-based services are continually reviewed, updated and redeveloped.

Disability Support Services

In order to improve accessibility and service to students with disabilities, the Disability Support Services program:

- Changed the name of the program from Disabled Student Services to Disability Support Services
- Established a partnership with Phi Theta Kappa (PTK) to provide tutoring to DSS students
- Established a partnership with PTK to assist in proctoring student exams where special accommodations are required
- Collaborated with ABE/GED, State Literacy Board to provide DSS and counseling staff with in-depth training in learning disabilities
- Hired hourly staff to screen students for Learning Disabilities with the **Payne Learning Inventory** screening instrument. This hourly staff also works one-on-one to develop learning strategies with students who have Learning Disabilities and Attention Deficit Disorder
- Began development of a database to better track DSS student information
- Collaborated with Media Program to develop the DSS website

The student population served by the program has increased by 188 students since fall 1995/96. The percentage of students who self identify as having a disability and who register with the program for accommodations has doubled since that time. In 1995-96, 494 students were enrolled in classes fall quarter and identified themselves as having a disability. Only 138 of those students were enrolled in Disability Support Services, a total of 27.9%. In comparison, the 1999/00 report shows 574 students who were enrolled in fall quarter classes declared a disability. Of that number, 326 are registered with DSS, for a total of 56.7%.

Assessment

The Assessment program is responsible for testing and placing students in English and mathematics, and helps orient students to other college support services. The Assessment program made the following changes:

- Migrated from a "paper-and-pencil" assessment to the electronic instrument COMPASS, developed by American College Testing (ACT), an adaptive testing instrument that meets the financial aid requirement for Ability-to-Benefit
- Provided web access to sample assessment questions and to the assessment calendar
- Implemented "Early Assessment" opportunities for high school sophomores, juniors and seniors in Community College District VIII
- Provided outreach to Hispanic community through the newspaper *Proyecto Poder*

Educational Planning & Advising

Educational Planning and Advising Implemented online advising (Sp-99) and developed websites for advising.

Career Planning & Placement

The college consolidated career & employment services under the leadership of an Administrative Director to provide one-stop services.

Counseling

- Developed one online Human Development course, HD-130 Student Success for Distance Learners
- Developed two telecourses, HD-120, Learning Strategies for Student Success and HD-173, Career Exploration.
- Developed web page for counseling services

Multi Cultural Services

- Began developing "IT SOARS," to provide outreach services to area high school students, to attract students from underrepresented populations into science and information technology programs at BCC
- Hired a tenure-track faculty member in 1996

Student Programs

The following changes were made in other student non-academic programs and services:

- Redesigned and remodeled the Student Union building; November 1998, relocated to newly remodeled facility; expanded Campus Information Center resources and services
- Changed Lead and Earn program to Student Programming Board, to better emphasize and support social, cultural, recreational and educational programming.
- Revised student club charter and fiscal management procedures to improve services and accountability.
- Improved financial management policies and procedures for use by Services and Activities funded program advisors.
- Revised campus posting procedures, locations and facilities to improve campus aesthetics.
- Collaborated with Career Education Options (CEO) program, Running Start, International Student Services, and with division chairs to enhance new student orientation, including a new academic component, and a student orientation video.
- Piloted a new student-mentoring program.
- Boosted the broadcast power of KBCS, the campus FM radio station.
- Revised the intercollegiate athletic programs of the college, adding a new women's soccer program to achieve gender equity in athletics.
- Phased out printed copy of curriculum guide.

Enrollment Comparison – 1995 to Present

Data in Table 4 show that since fall 1993 the college has grown almost 28% larger in student headcount and FTE, with growth in all instructional programs of the college. The most significant growth has been in continuing education, which increased 73% in FTE's and 36% in headcount. Professional/technical and basic skills FTE's have grown at a faster rate than academic transfer but have maintained about the same overall percentage of the college's FTE's. The college's student demographic profile has changed somewhat. Sixty-eight percent of the college's students are female, compared to 61% in 1993. BCC's students of color have increased from 14% to 21%, continuing to match changes in BCC's district population. The college has had an 83% increase in students with disabilities, from 300 to 548 students.

Table 4: Demographic Profile of Students, Comparison of Fall 1993 to Fall 1999

	Fall 1993		Fall 1999		% Change
		% of total		% of total	
Student Headcount²					
Academic Transfer	6,080	39%	7,476	37%	+23%
Occupational (Professional/Tech)	2,308	15%	2,754	14%	+19%
Other credit (General Studies, Personal Enrichment)	391	3%	454	2%	+16%
ESL	477	3%	555	3%	+16%
Continuing Education/Parent Ed	6,544	41%	8,900	44%	+36%
Total	15,800		20,139		+28%
FTE's					
Academic Transfer	4,157	57%	4,784	51%	+15%
Occupational (Professional/Tech)	1,342	18%	1,795	19%	+34%
Developmental (Basic Skills)	887	12%	1,093	12%	+23%
Continuing Education/Parent Ed	964	13%	1,663	18%	+73%
Total	7,350		9,335		+27%
Total State Funded FTE's	5674		6598		+16%
Student Profile					
Average student age	31.2		30.9		-1%
Percent Female	61%		68%		+7%
Students of Color	14%		21%		+7%
Students w/ Disabilities	300		548		+83%
International Students	520	(240 credit)	656	(446 credit)	+26%

Note: In reviewing the data used in the 1995 self-study, the college discovered that one set of data (FTE's) was mislabeled. It indicated the data were from fall 1995, when they were from fall 1993. At that time, it was not routine to include two of BCC's special populations, international credit students and high school students such as Running Start, in the reports on credit enrollments. In this chart those populations are included in fall 1993 and fall 1999, so the numbers are comparable.

² International and Running Start students are included in Academic Transfer figures for headcount and FTE's. Career Education Options (CEO), a vocational program for high school students, are included in the Occupational figures for headcount and FTE's. Headcount is taken from MIS SR 1202 and includes some high school enrichment/high school completion students in the Continuing Ed/Parent Ed totals. FTE figures are taken from MIS SR2201. Headcount and FTE figures include all fund sources. Student Profile information provided by Institutional Research and taken from SM 4105, Unduplicated Headcount Report.

8. **What significant changes have been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved? To what extent has the faculty been strengthened? In case faculty ranks are used, compare the number and percentage at each rank level with the figures last reported. Describe the institution's plan for the continuing evaluation of all faculty members. (Reference Standard Four—Faculty, and Commission Policy 4.1—Faculty Evaluation)**

Policy Changes

There have been no significant policy changes affecting faculty since 1995.

Faculty Size

The 1995 Self Study reported 133 full-time faculty in June 1994. In fall quarter 1999, BCC had 156 full-time faculty.³ Full-time faculty have increased across the divisions as part-time FTE have been converted to full-time, with major growth in information technology fields and ESL.

Faculty Salaries and Benefits

Average full-time faculty salaries increased from \$39,994 in fall 1994 to \$44,603 in fall 1999. This increase is a result of legislatively funded salary increases of 3% per year in 1995, 1997, and 1999, as well as institutional salary turnover savings. Adjunct faculty received an additional 15% salary increase over the past five years, as the legislature authorized additional dollars for part-time salaries and the college committed additional local funds. Legislative restrictions placed on faculty salary increases are negatively impacting the college's ability to continue to recruit outstanding faculty, especially in the professional/technical fields.

The State of Washington and the State Board set faculty benefits, such as retirement and health insurance, for Community and Technical Colleges. The state has maintained the employee cost of health insurance at approximately 4% of the overall cost, so employee contributions have remained low, even while the employer cost of insurance has increased substantially. In July 1999, the threshold for retirement eligibility for faculty was lowered from 80% of a full load to 50%. In addition, the State Board recently converted the system TIAA-CREF retirement plan from a 403b plan to a 403a plan, allowing members the flexibility of substantially increasing their voluntary tax sheltering.

Faculty Evaluation, Tenure Process

During spring 1998 and again in spring 1999 a day-long tenure retreat was devoted to discussion of issues related to the college's tenure process. A total of 24 attendees included faculty and members of the instructional administration—division chairs and instructional deans, representatives from the Faculty Association, past and present Tenure Review Committee members, and tenured divisional faculty. The agenda was set for each meeting through administrative and Faculty Association consultation.

³ Data provided by Human Resources, and includes librarians, counselors, and faculty on sabbatical.

Recommendations requiring revision of contract language are being incorporated in the formal contract negotiations conducted between administration and Faculty Association representatives. Procedural recommendations that do not pertain to the contract are currently being discussed and will be incorporated in revision of Tenure Guidelines. They focus on the areas described below.

Tenure Evaluation Subcommittees

Tenure Evaluation Subcommittees have a dual responsibility for effectively mentoring new faculty, identifying weaknesses and assisting candidates in improving their performance. It was agreed that Subcommittees, chiefly under the guidance of the division chairs, must do a more conscientious job of identifying issues and concerns related to candidates' performance and assisting the candidate in identifying strategies for improvement.

Faculty and administrators agree that student evaluation is important, but believe that other elements about teaching effectiveness should be incorporated in the process. It has been agreed that the tenure evaluation subcommittee members will visit the classes of first-year candidates to improve the information exchange about teaching effectiveness. Also, candidates will be encouraged to submit teaching materials, perhaps as attachments to their self-evaluation documents, to document statements about purposes and methods in the classroom.

Peer Evaluations

Peer evaluation of candidates' performance is a key component of the tenure process. Historically, peers primarily evaluate candidates' participation in governance activities and their collegiality. It is recommended that, for first-year candidates, Tenure Evaluation Subcommittee members be the primary faculty to complete the peer evaluations; they are most familiar with candidates' performance and can use the evaluative process as a mentoring opportunity.

Student Evaluations

For the past two years faculty and administration have attempted to improve the quality of information derived from student evaluation forms. Forms from BCC and from the University of Washington have been used to evaluate candidates, as instructional faculty have attempted to determine preferences. In the summer of 1999 a joint task force of faculty and administrators were appointed out of the Labor Management Committee to develop a consolidated form that uses the best elements of the two forms.

Administrative Evaluations

The Instructional Administration will conduct discussions and workshops to define standards for administrative evaluations of candidates to ensure greater consistency in the ratings and bases for evaluative judgments submitted by division chairs. Also the evaluative documents prepared by division chairs will contain a substantial summary comment on candidates' performance in key categories: Teaching Effectiveness, Advising, College Service, Professional Currency and Development, and Service to the Community.

Faculty Evaluation, Post Tenure

Tenured faculty will continue to be evaluated by the division chairs on a three-year rotation, employing the criteria established in the Contract: Teaching, Advising, Service to the College, Professional Development, and Service to the Community. In the fall 1999, a Post-Tenure Retreat was convened. Faculty and administrative representatives identified issues to share with the

faculty-at-large, in order to formulate recommendations to improve the present system of evaluation.

9. What changes have been made in the physical plant (new buildings, demolition or remodeling of old ones)?

The college has described most of its physical plant changes in A.7. A few other construction and remodeling projects have been undertaken since the last accreditation visit. A new maintenance shop was built at the northwest corner of campus in 1995, freeing up space in Building C, which was converted to three additional classrooms. Remodeling projects have included the Institutional Advancement office, the Executive Dean's office, and Printing Services. The long-term HVAC replacement project mentioned in the 1995 self-study was completed during 1998. Other recent improvements to the buildings and grounds include repainting in a new external color scheme, an on-going beautification project, and the creation of a new landscaped grass, seating, and sculpture zone in what was once an overgrown ivy bed.

10. How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

[see also responses under Part A, General Recommendations 5 & 7]

Since the 1994/95 academic year in which BCC's self-study was done, the college's credit FTE's from all fund sources have grown about 19%, from 6,200 to 7,366. Credit student headcount (unduplicated) was 9,275 in fall 1994, and 10,224 in fall 1999, a 10% increase. The Library Media Center has kept pace with this growth, providing support services for both on-campus and distance learning students.

The significant increases in student enrollment in the Information Technology and Media Technology programs has been matched by a major expansion of computers for student use, both in classrooms as well as in computer labs. In fall 1994, approximately 380 computers were available in classrooms and labs, providing a total ratio of one computer for every 24 credit students. In fall 1999, the computer count had grown to 1,200 computers in classrooms, dedicated labs and open labs, for a ratio of one computer for every eight credit students. Changes in technology in the health programs were accompanied by acquisition or access to these newer technologies.

Changes in the Library/Media Center, computer labs for students, and health programs are each described more fully in the following sections. (See response to General Recommendation 5 for other details about the LMC)

Library Media Center

The LMC and Academic Computing collaboratively support faculty who use technology for their supplemental instructional materials. Students in the nursing program access class materials on laser disc using student workstations in Media Services that have the same speed and configuration as those in the open lab located in the NWCET. The same workstations also are available for students in classes where faculty use CD-ROMs as supplemental instructional materials. Media Services staff monitors the use of these CD-ROMs.

LMC Staff

A new LMC Director was hired in July 1995. The number of full-time librarians remains at four. One librarian received tenure in 1999. Two librarians are newly hired and started the tenure process fall 1999. Starting with fiscal year 1999/00, the LMC received \$5,000 for a part-time librarian. The part-time librarian works 20 hours a week to augment staffing at the reference desk from the second through the seventh week of the quarter. This enables the full-time librarians to conduct library orientations, teach classes, and assist faculty in incorporating information literacy into the classes.

The Circulation Supervisor I position was upgraded to a Circulation Supervisor II, effective fall 1999. Two Library Tech II positions in circulation were upgraded to Library Tech III, effective 1998. The Media Services positions (Media Technician Lead, Media Technician Senior, Media Technician) were all reviewed and re-classified per the State Board guidelines.

Extended Library hours starting fall 1999

Library hours have been extended to provide a study hall with full services to students. The increase in library hours complements the increase in study space that became available for use in fall 1999. In response to requests from students and faculty for longer library hours, a student survey was conducted during winter 1999. As a result, starting in fall 1999, LMC hours were extended by five hours for a total of 73 hours per week. The college provided \$12,000 to staff the additional hours.

LMC LAN and Computer Workstations

Using the Electronic Technology Initiative funds from the state in 1996, the LMC purchased 25 student workstations, a server and a larger CD-ROM tower. The infrastructure of the library was improved for its local area network. This included construction of a room that houses the server and its peripherals as well as the hub for the entire LMC. Students are able to access the online catalog from all workstations. Eight of the 20 workstations in the reference area are used mainly for searching the Internet. Two workstations are ADA compliant. Academic Computing provides maintenance service to all the student workstations in the library.

LMC website

With support from the NWCET, the LMC developed a website that was launched in January 1996. The site contains basic library information such as hours, print and non-print resources; tip sheets on how to use the electronic resources, interlibrary loan and media services. All currently enrolled students, faculty and staff can search the online catalog and access electronic databases through the website-site. Faculty and staff may place requests for circulating materials as well as media equipment. They also use the site to ask reference questions. A librarian and the senior media technician maintain the site.

Study Space

The 4,900 sf of additional space for the LMC was available for use by spring 1999. A total of 490 seats are available, not including the 20 workstations in the reference area. Shelving space for circulating materials has increased by 682 sf. A reconfiguration of the first floor during Summer 1999 took down partitions and installed lower shelving. The result was a feeling of openness upon entering the library. Construction of restrooms on the second floor and installation of an elevator were much-needed facilities for students in wheelchairs.

For student hands-on exercises in classes taught by librarians, part of the new space on the second floor became a classroom equipped with Internet connections, 10 computers, and an instructor's workstation.

There is a need to convert existing study spaces in the open reading areas into study rooms for group discussions.

Instructional Activities

Library orientation sessions have increased dramatically as faculty continue to incorporate web-based products into their curriculum.

BCC recognizes that students need to be "information literate" in order to succeed. They need to be able to think critically and discern reliable from inaccurate information. They should be able to process available information to solve an existing problem, or to continue the search/thinking process. President Floten supported the concept by providing initial funding in 1996-98 for Information Literacy Across the Curriculum (ILAC). In September 1998, a grant from the National Science Foundation Development Fund reshaped ILAC into CTILAC (Critical Thinking and Information Literacy Across the Curriculum) to emphasize critical thinking. To date, at least 30 faculty have been involved in ILAC and CTILAC. Librarians and faculty in all disciplines have been working together to infuse critical thinking and information literacy into the curriculum.

During summer 1997, a grant enabled a librarian to develop the Information Literacy curriculum that consists of critical thinking and research skills, library terminology and use of print and electronic resources.

During fall 1998, the Information Literacy curriculum was approved by the Curriculum Advisory Committee as English 103. It was piloted as a linked class with one English 102 class, and also as a stand-alone class. During spring 1999, the stand-alone class was offered for the second time. English 103 also was offered as part of an IDS class (Mice and Matter) during spring 1999. It also was offered as a linked class to a Math class. During fall 1999, a revised version of English 103 was offered as a bridge class for international students moving from the intensive English pre-college program into regular credit courses.

Starting in fall 1998, the librarians and counselors taught five sections of HD 100 per quarter. HD100 (Fast Track to College Success) consists of several modules of basic college skills. Four hours of the core one-credit class are devoted to information literacy, taught by a librarian.

Media Equipment

Equipment funds have been used to replace old media equipment, mainly TV monitors and VCRs. As of FY 1998/99, equipment that is permanently assigned to classrooms has increased by 25%. This has resulted in more reliable equipment and less wear and tear on rolling stock.

Computer Labs for Students

The opening of the NWCET building coincided with the expansion of Student Access Computing and its change into today's "Academic Computing." Since its creation in August 1997, Academic Computing has centralized BCC's student computing structure. In 1996 there were 600 student computers on campus, 60 of which were available in open labs for 60 hours per week. A staff of four maintained these computers. Today, that number has expanded to include 1,200 computers

in 59 different labs and electronic classrooms, supported by a staff of six. The open lab at the NWCET has 200 computers and is open for 90 hours per week.

Dedicated computer labs for the Information Technology and Media Technology programs provide students with state-of-the-art workstations and the latest software for instruction. The Information Technology program uses 70 workstations in two labs. The classes on hardware technology use another lab with 24 "tear apart" computers. The Media Technology program uses 68 computers located in two labs. In addition, the Administrative Office Systems (AOS) program uses 90 workstations for its classes. To support classes that occasionally need a computer lab for hands-on activities, a classroom with 36 workstations is available. Academic Computing, in consultation with faculty, determines how all of the workstations are configured.

Academic Computing's accomplishments during this period also include supervising the creation and maintenance of a computer network for Internet access and providing students with personal college-managed e-mail accounts. This network has grown from 16 servers in 1997 to a much more centralized single networking domain with 27 network servers interconnected to virtually all student computers on campus.

Health Sciences Resources

The Diagnostic Ultrasound Technology program at BCC is one of only two accredited ultrasound programs in the state of Washington. The program currently has 41 students. Students are placed in clinical sites from Alaska to Oregon for a portion of their training. The program is academically rigorous and nearly 100% of graduates pass the national certification exam. Adjunct faculty in the program include sonography professionals from throughout the area.

In addition to state-of-the-art ultrasound equipment on loan from equipment manufacturers, the program has acquired a new ultrasound simulator. The equipment allows classroom simulations to speed learning in clinical settings. The curriculum currently is being revised to take advantage of the simulator. Both normal physiology and abnormal conditions are included in the case studies.

The Radiation Therapy Program depends in great part on shared use or loan of laboratory equipment by clinics and hospitals affiliated with the program because radiation therapy treatment equipment is very expensive, over \$1,000,000 for a linear accelerator. Room construction costs also are prohibitive.

All the radiation oncology departments and clinics affiliated with the program use modern equipment and treatment methods. These enable the college's students to access the newest technologies during their internships. BCC is fortunate to have this equipment available for students to use. Some examples are:

- The UW has the only radiation therapy neutron facility in the Pacific Northwest.
- BCC's Tacoma Radiation Center affiliate has a "Virtual Simulator," the first in BCC's region.
- Nearly every clinical affiliate has a dual energy linear accelerator, which produces two different x-ray energies and usually six electron energies.
- Providence and Evergreen medical centers have just installed new treatment planning systems, which can do 3-D conformal planning and brachytherapy "seed implant" planning.

The two-year Radiologic Technology program enrolls approximately 50 students, about 25-30 per year. Skills must be mastered in laboratory settings prior to competency developed in hospital

experiences. Current enrollment and the critical shortage of technologists in the workplace put pressure on the program to do more in laboratory settings. In response to the growing needs of the program, additional equipment would allow the program to more efficiently and effectively train students. The program also offers continuing education courses for college credit in the evenings. These classes are open to current students as well as practicing technicians. The shortage of technicians in the field results in all BCC graduates achieving employment.

11. What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

An important trend to note is the college's decreasing dependence on state allocated funds. BCC actively seeks additional state FTE allocations when possible, but the college increasingly pursues outside funding sources to supplement state funding. Table 5 illustrates the five-year decline of the state proportion of total budget from 49% to 42%, and the increase of non-state support from 18% to 24%.

Table 5. Six-Year Comparative Summary of Operating Funds, 1994-95 to 1999-2000⁴

Funding Sources	1994-95	% of total	1995-96	% of total	1996-97	% of total
A. State Appropriations (001)	\$14,943,782	49.2%	\$14,526,869	46.0%	\$15,643,567	46.9%
B. Local Operating Fees (149)	5,953,171	19.6%	6,341,197	20.1%	6,438,554	19.3%
C. Self-Support (148)	5,539,119	18.2%	5,992,520	19.0%	7,343,269	22.0%
D. Grants & Contracts (145)	3,944,819	13.0%	4,708,022	14.9%	3,920,662	11.8%
Total	\$30,380,891	100.0%	\$31,568,608	100.0%	\$33,346,052	100.0%
Funding Sources	1997-98	% of total	1998-99	% of total	1999-00	% of total
A. State Appropriations (001)	\$16,807,002	43.1%	\$18,012,827	43.4%	\$18,765,500	42.3%
B. Local Operating Fees (149)	7,082,156	18.1%	7,767,387	18.7%	7,190,867	16.2%
C. Self-Support (148)	8,542,885	21.9%	8,944,095	21.6%	10,697,220	24.1%
D. Grants & Contracts (145)	6,599,652	16.9%	6,736,148	16.2%	7,669,052	17.3%
Total	\$39,031,695	100.0%	\$41,460,457	100.0%	\$44,322,639	100.0%

The three main alternative funding sources are grants and contracts, entrepreneurial enterprises, and fundraising by the BCC Foundation. Pursuing these outside revenues puts the college in a healthier position to maintain and expand college programs and services.

Grants and contracts. For most of its history, BCC has pursued grants and contracts. In 1994 the college created a Director of Development position (later Director of Grants) in the Office of Institutional Advancement to centralize and expand the college's grant-seeking efforts. Not only do grant awards support special programs relating to the college's mission and goals, but the indirect costs or institutional overhead allowed by some funding agencies can add to general college support. One notable recent example is the National Science Foundation grant, which supports the NorthWest Center for Emerging Technologies. In fall 1998, the BCC administration

⁴ Data provided by Budget office, and reflects actual revenue excluding fund balance. Taken from FMS BA 1204 and PM1204, June finals for each year.

made some “indirect costs” from that grant available through a college-wide application process, for projects that would specifically advance the college’s strategic initiatives. Funding from the NWCET has also helped train faculty in techniques to offer distance education courses and developed skill standards that are used by the IT programs.

Entrepreneurial enterprises. BCC runs a number of enterprises related to the college’s mission. The Bookstore and Food Services enterprises are extremely successful in providing essential services for students, faculty, and staff. Moreover, they not only operate “in the black” every year, but also provide fund balances, which can be used for college-wide projects. Food Services and the Bookstore both contributed substantially to the new Student Union addition and remodel project. Other campus enterprises are Printing Services and Facilities Rentals, both of which have expanded in scope since the last Accreditation visit. For example, Printing accepts outside printing jobs to fill what otherwise would be staff and equipment “down time.” Likewise, BCC’s educational programs and services are the top priority for facilities use, but outside groups may rent the gym, cafeteria, classrooms, etc. when there is no conflict with college activities or events. All of these BCC enterprises seek ways to expand into new markets or types of services. As an example, the Bookstore will begin offering online textbook purchases early in 1999-2000.

BCC Foundation. During the past five years, the BCC Foundation has been very successful in raising funds for college projects. Most notable is the Major Gifts Campaign that recently contributed substantially to construct and equip the NorthWest Center for Emerging Technologies. One of the BCC Foundation’s next goals is providing support for the new child care and family learning center. The BCC Foundation also is active in raising scholarship money and other support for BCC programs and services, as well as “friend-raising” in the community as a whole.

To maintain its healthy fiscal position, BCC will continue to pursue funding outside the regular state allocation process. At the same time, the college is fully aware that seeking and securing alternative funding must not divert energies from the college’s central mission of providing quality education and services to its community.

Because BCC has enjoyed enrollment growth, pursues outside funding sources, and budgets carefully, the college has had modest operating surpluses over the past five years. These surpluses have meant that some funds generally are available at the end of the fiscal year for equipment and other “one-time-only” purchases. Since the last Accreditation visit, requests for and allocation of “one-time-only” funds have become more open and inclusive, fully integrated into the college-wide planning and budget process. In place of the earlier department/division approach to identifying and spending “extra” money at the end of a fiscal year, key administrators and staff compute a prudent institution-wide amount that likely will be available for “one-time-only” purchases. Requests for such funds are submitted and prioritized in a college-wide list alongside budget proposals requiring new staff positions or other on-going expenses. Information about the priorities list and the available funds is shared with the college community at several steps. This process for distributing the available funds at the end of a fiscal year means that individual departments are less isolated in seeking funding for equipment and other program enhancements.

12. What significant changes have been made in the leadership and management of the institution. Explain. (See Standard 6.C—Leadership and Management)

[see responses to Part A, General Recommendation 1, and General Recommendation 3]

13. What existing plans for the future have been achieved and what new ones have been formulated?

What a difference five years makes! In 1995, BCC was focused on the lack of physical space and technology issues. Now we are focusing on improving instructional and support services to students, both in-person and technology-based.

Existing Plans Achieved

Space

With the completion of the college's three major capital projects, and design under way for the "R Building" and an expanded childcare facility, BCC has accomplished its 1995 goals of square footage expansion beyond its 1995 expectations. The college updated the Capital Plan in 1999 and identified possible future building sites on campus.

The outlook for state-funded construction is not favorable in the near term, because of the backlog of system needs. Future plans include seeking community partnerships to enhance the college's flexibility in acquiring new space.

Technology

In 1995, the college was in the process of implementing its first technology plan, which included completing a campus-wide electronic network begun in 1994. The World Wide Web was still young—BCC's home page was inaugurated in 1995. Since then, most departments have added websites, and the telephone system has been upgraded, and linked to the campus e-mail system. Campus-wide migration to Office 2000 and Outlook will be completed by the end of winter quarter, 2000.

Future Plans

Technology

The college currently is implementing a plan to create "e-bcc," a customized tool for the college's users. Throughout the campus, departments are providing web access to policies, procedures, forms, and data. Significant work already is under way in Enrollment Services, Campus Operations, and the Bookstore to provide web-based services equivalent to on-site services. The college is working with the state system to replace its legacy management information systems with web-based applications, as well.

The Liberal Arts Center

One of the results of BCC's strong support for the use of technology in instruction and its growth in programs with technology content was a concern by some faculty that the liberal arts were being neglected. In spring 1998, the President challenged the faculty to create a mechanism for highlighting the liberal arts. The faculty responded by forming a group to develop a proposal for a Liberal Arts Center. The Center's mission would be to promote community awareness, academic research, student learning, and assessment in the liberal arts disciplines.

Business Process Re-engineering

President's Staff has committed to review and revise business processes throughout the college to maximize efficiency and support effective client/student service. A number of processes in

Information Resources that impact the entire college will be reviewed as part of a pilot project during the 1999-2000 fiscal year.

- 14. With respect to Standard One—Institutional Mission and Goals, Planning and Effectiveness and Standard Two--Educational Program and Its Effectiveness, note the importance of evaluating and monitoring results (outcomes) as a means of determining institutional effectiveness. *Keeping to a concise format*, the institution should endeavor to describe explicit achievements of its students and to adopt reliable procedures for assessing those achievements.**

[see response to Part A, General Recommendation 3]

--End of Report--

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Bellevue Community College

**Five-Year Interim
Accreditation Report
2000**

APPENDICES

Appendix A

Faculty Association 1999-2001 Contract -- Appendix K

Memorandum of Understanding

Preparing for Education's Future

Bellevue Community College faculty and administration are committed to placing student learning at the center of all we do. Our mission commits us to aspire to excellence in a world of changing demands.

As we prepare for the changing world of education, the Association and the College agree that it is essential that we engage in dialogue regarding changing responsibilities and expectations. We recognize the outstanding work of faculty at BCC. We acknowledge that the best way to prepare for change is to work together collaboratively to address the issues we face.

We recognize that the scope of the changes facing education will have broad and profound impact on our current policy and practice; and we will, of necessity, reexamine our most fundamental assumptions, values, concepts, and structures, including our current approaches and solutions about classroom delivery and format; technology applications to instructional delivery and college operations; systems for compensation, incentive, and rewards; traditional and potential service populations and audiences; educational and community partnerships; institutional governance; and constituency roles, rights, and responsibilities.

We are committed to continuing the collaborative process by which we review our current practices and make such modifications as we mutually agree to. We will continue to identify issues of common interest and concern as we collectively shape our future and our bases for productive and successful professional lives.

For the Association/Date

For the College/Date

For the Association/Date

For the College/Date

VISION, MISSION and GOALS

VISION

Our vision for Bellevue Community College is to:

- Place student learning at the center of all we do
- Value and respect diversity
- Provide equal opportunities through education
- Value shared decision making
- Aspire to excellence
- Encourage creativity and innovation
- Adapt to changing demands in education
- Provide high quality services

MISSION

Our mission at Bellevue Community College is to:

- Encourage students to become responsible, analytical, creative and productive citizens
 - Provide accessible services and excellent educational programs
 - Meet the changing educational needs of our diverse community
 - Promote pluralism within our multicultural society
- Be a leader and partner in Eastside culture, technology, and business

GOALS

To support our vision and mission we commit ourselves to these goals:

- Educational Excellence
- Teamwork
- Pluralism
- Quality Service

**Appendix C -- Summary Status of Bellevue Community College Performance Indicators
1997-1999**

Indicator	Goal	Status	
		1997	1998
1. Program/Degree Completion	Under development	Future Indicator	Future Indicator
			Available Summer, 2000
2. Transfer Student Success			
2.1 Educational Attainment at Transfer	50% of students w/ AA at transfer	37%-49%	36%-58%
2.2 Transfer Rate	67% will transfer	58%	45%
2.3 GPA Retention	Equal to earned GPA	.03-.18 loss	.07-.25 loss
2.4 Graduation Rate	75% graduation rate	Future Indicator	UW- 71%
2.5 Credit Accumulation at transfer institution	Equal to native students	Future Indicator	BCC-196, UW-192
			Data Incomplete. >50% at CWU, WVSU 41%
			Data Incomplete. -.07 w/existing data UW- 72%
			BCC - 210, UW - 191
3. Student Retention (Persistence)			
3.1 Some/Substantial Progress	Equal to or higher than state average	BCC: 52%, State: 50%	BCC: 48%, State: 49%
3.2 Early Leavers	Lower than state average	BCC: 21%, State: 22%	BCC: 27%, State: 23%
3.3 Differences by Ethnicity: Some/Substantial Progress	<3% variance between total and groups	50% for all students 26 for Native Amer students* 43% for Hispanic students	46% for all students 22% for Native Amer. students* 41% for African Amer. students
3.4 Differences by Ethnicity: Early Leavers	<5% variance between total and groups	22% for all students 37% for Native Amer. Students* 31% for Hispanic students	22% for all students 33% for Native Amer. Students* 29% for Hispanic students
4. Student Goal Attainment	Under development	Future Indicator	Future Indicator
			Available Fall, 2000
5. Progression from Developmental to College Level Programs			
5.1 English Progress	90% successful completion	80% successful	77% successful
5.2 Math Progress	90% successful completion	60% successful	67% successful

Indicator	Goal	Status		
		1997	1998	1999
6. Employment				
6.1 Employer ratings	Under development	Future Indicator	Future Indicator	Availability unknown
6.2 Student Employment	100% employed	98 employed	75% employed	83% employed
6.3 Student wages	BCC median wage greater than system**	Avg. wage = \$14/hr.	Average wage = \$16/hr.	BCC - \$15.69/hour System - \$11.21/hour
7. Efficiency of College Operations				
7.1 Instructional Efficiency	Below 100% of operating formula college-wide	College at 86% of operating formula	College at 86% of operating formula	College at 88% of operating formula
7.2 Expenditures by Program	Similar to system, peers, based on College values	Exceeding peers and state in direct services to students	Fell below Shoreline, above state and other peers in Instr.	Above state and peers in Instruction
8. Effectiveness of College Operations				
8.1 Course Success	85% success rate	83% success rate	82% success rate	80% success rate
8.3 Libraries	Student Satisfaction w/ library orientations	Future Indicator	Future Indicator	Avail. Fall, 2000
8.4 Student Services	Under Development	Future Indicator	Future Indicator	Avail. Fall, 2000
9. Service Area Diversity Match				
9.1 Student Match	Equal to service area	Exceeds total, Hispanic pop. Underrep'd.	Exceeds total, Hispanic pop. Underrep'd.	Exceeds total, Hispanic pop. Underrep'd.
9.2 Faculty, Staff Match	Equal to service area and students	Students: 17% Faculty: 10% Total: 18%	Students: 18% Faculty: 15% Svc. Area: 19%	Students: 20% Faculty: 16% Svc. Area: 21%
10. Basic Skills Success & Progress				
10.1 High School Completion	Equal to or exceeding state average	State: 22%, BCC: 9%	State: 27%, BCC: 22%	State: 16% BCC: 30%
10.2 ESL Progress	80% completion	Range: 38%-71%	Range: 75%-87%	All levels <80% <50%
10.3 ELI Student Satisfaction	Student Satisfaction >50%	Future Indicator	Future Indicator	
10.4 GED Success	100%	87%	92%	83%
10.5 ABE Progress	80% completion	Range of 46%-75%	89%	All levels signif. <80%
11. Continuing Education				
11.1 Continuing Education	Customer Satisfaction	Future Indicator	Future Indicator	Avail. Fall, 2000
12. Student Satisfaction				
12.1 Student Satisfaction	CCSEQ, Faces of the Future survey results	Future Indicator	Future Indicator	Avail. Fall, 2000
13. Employee Satisfaction				
13.1 Employee Satisfaction	Under development	Future Indicator	Future Indicator	Available Fall, 2000
14. Teaching Excellence				
14.1 Teaching Excellence	Under development	Future Indicator	Future Indicator	Availability unknown
*The findings for the Native American students are based on a very small number of people and therefore should be used with caution.				
**Average wages were used in the 1997 and 1998 reports.				

APPENDIX D – Institutional Effectiveness Group Mission

Mission Institutional Effectiveness Group

The mission of the Institutional Effectiveness Group is to integrate, coordinate and support a college-wide focus on learning.

We believe that this means:

- ***identifying what learners need to know and do to achieve their goals***
- ***assessing and monitoring college progress in assisting learners***
- ***using assessment results to improve our services***
- ***including all faculty and staff as learners and learning facilitators***

APPENDIX E - WRITING BENCHMARKS AND DISCIPLINE APPLICATION EXAMPLES

BCC Outcomes for Written Communication

FOCUS: Focuses writing on specific main point (or points) and limits discussion to that point (those points)

1. Main point is clear. Details address the assignment's requirements and contribute to the point.
2. Main point is clear. Most details address the assignment's requirements, but some are extraneous.
3. Main point is general, although writing addresses appropriate subject. Some details contribute to the point, but many are extraneous or redundant.
4. Main point is vague or general. Some details support it, but many are extraneous, redundant and/or equally general.
5. Point of paper is vague. Some details pertain to it, but most are extraneous, redundant or equally general.
6. There is no main point. Details occur in no discernible pattern. No distinction made between extraneous and relevant detail.

ORGANIZATION: Uses an organizational pattern appropriate to the subject, purpose and audience for the writing

1. Organizational pattern supports purpose of writing task. Reasoning makes use of organizational constraints. Within the document, writer repeats key terms and phrases as needed for coherence, and provides logical transitions between reasoning steps and/or paragraphs
2. Organizational pattern supports reasoning task, but reasoning does not make full use of organizational constraints. Within the document, coherence comes from repeating key phrases, providing logical transitional links between reasoning steps.
3. Organizational pattern supports reasoning task, but reasoning does not make full use of organizational constraints. Within the document, some repetition of key phrases and logical transitional links between reasoning steps, but coherence is not consistently maintained.
4. Organizational pattern does not support reasoning task. Within the document, some repetition of key phrases and logical transitional links between reasoning steps, but coherence is not consistently maintained.
5. Organizational pattern does not support reasoning task. Within the document, little or no repetition of key phrases and logical transitional links between reasoning steps. Coherence rarely maintained.
6. No consideration of appropriate organization— often chronological narrative or list. Within the document little, no or unnecessary repetition of key phrases and logical transitional links between reasoning steps. Little coherence.

ANALYSIS: Applies analytic principles, when appropriate, to demonstrate understanding and generate knowledge

1. Analytic principles applied not only within, but beyond context of the assignment because writer engages analytic problem critically. Awareness of analytic problem's complexity demonstrated by willingness to leave question open and/or look at alternate answers.

2. Analytic principles applied within but not beyond context of the assignment. Awareness of analytic problem's complexity demonstrated by willingness to leave question open and/or look at alternate answers.
3. Analytic principles applied consistently to assignment. Single conclusion offered instead of complexity being acknowledged.
4. Analytic principles applied inconsistently to assignment. Conclusion is somewhat vague or simplistic.
5. Analytic principles applied inconsistently to assignment. Conclusion is vague.
6. Observations are made but may not be relevant. Conclusions are not drawn from observations.

PROOF: Makes assertions, selects evidence, connects evidence to assertions, and acknowledges assumptions as required by task

1. Major claims explained fully, with sub-claims clarifying major claim when necessary. Evidence specific and detailed, not vague or general. Claims and evidence integrated. Limitations of evidence addressed.
2. Claims and evidence not as fully synthesized or as detailed. Limitations of evidence not addressed.
3. Claim, evidence and explanation more general and vague. One or two of these three elements of proof may be missing. A variety of reasoning errors may be present, among them
 - major claims contradict each other
 - sub-claim contradicts major claim of paper
 - claim exceeds scope of evidence
 - single, very general claim made regardless of evidence
 - evidence inappropriate or erroneous
 - evidence misused or misinterpreted
 - opinion/individual experience substituted for evidence
 - evidence separated from claim
4. One, two, or all three of the elements of proof may be present, but there is little fit among the three. Opinion/individual experience may be substituted for evidence.
5. Evidence is generally or peripherally relevant, but there are no claims or explanations. Quotations may be quite long and/or quite numerous. Evidence substitutes for claims and explanations.
6. Vague, general claims unsupported by any evidence.

STYLE: Applies stylistic approaches required by purpose of and audience for the writing

1. Writing demonstrates authority and understanding by using language appropriate to field, task, and audience. Voice is consistent.
2. Writing has some language appropriate to the discipline or field, but also some colloquial language and/or over-inflated prose. Writer has limited awareness of audience. ESL writers may be hampered by limited experience with English.
3. Vocabulary is almost totally colloquial: casual, simplistic, imprecise. Voice/style is inappropriate to situation. Choice of detail is inappropriate to situation (e. g., personal anecdote instead of evidence in academic writing).

MECHANICS: Uses grammar and punctuation correctly

1. No major distracting errors that confuse the writer's meaning. Few errors at all. Punctuation used to communicate meaning.
2. A few major distracting errors that confuse writer's meaning. Some minor errors. Punctuation is correct, or nearly so, but is not used to communicate meaning.
3. Many sentences contain errors, some that confuse meaning. Punctuation is sometimes correct and sometimes not. With non-native speakers, errors indicate lack of facility with English, not failure to understand task.
4. Meaning is seriously distorted by number and variety of errors. Writer does not understand where sentences begin and end.

APPENDIX E1 – Writing Benchmarks in Economics

Economics 200/201 Paper Evaluation			
	Excellent	Acceptable	Needs Improvement
<p>Article Summary <u>0-5 points</u></p>	<ul style="list-style-type: none"> • Article’s key points summarized. • No irrelevant details • Uses own words • length: ½ page or less 	<ul style="list-style-type: none"> • Some key points left out • Some irrelevant details included • Some reliance on wording of article 	<ul style="list-style-type: none"> • Many key points left out • Many irrelevant details • Extensive copying of article • Length exceeds ½ page
<p>Analysis <u>0-25 points</u></p>	<ul style="list-style-type: none"> • Correctly identifies and defines economic concepts related to article • Explains how concepts apply to situation • Some/all concepts applied correctly in new situations and carefully explained • Some/all concepts illustrated graphically, if appropriate • Sensible recommendations for policy change, if appropriate • Shows excellence beyond required tasks 	<ul style="list-style-type: none"> • Some terms not identified or not defined, or defined inaccurately • Some inaccurate applications or some applications not explained • Some concepts applied inappropriately • Concepts discussed but not identified • Graphics provided, but some details missing • Confusing or inappropriate recommendations for policy change 	<ul style="list-style-type: none"> • Few or no concepts clearly identified and defined • Discussion of terms taken from text instead of applied to article • Concepts not applied to new situations • Graphics inaccurate or not analytical • Recommendations for policy change violate economic theory or principle
<p>Mechanics <u>0-5 points</u></p>	<ul style="list-style-type: none"> • Typed, double spaced, 1” margins, font-size: 10-12 		
<p><u>0-10 points</u></p>	<ul style="list-style-type: none"> • At least three full pages, excluding graphs 		
<p><u>0-5 points</u></p>	<ul style="list-style-type: none"> • Few or no grammar and punctuation errors 	<ul style="list-style-type: none"> • Grammar and/or punctuation errors, but they do not interfere with understanding 	<ul style="list-style-type: none"> • Grammar and punctuation errors numerous and interfere with understanding

Appendix E2 – Writing Benchmarks in General Business

WRITING GUIDELINES GENERAL BUSINESS

The Case Study

All three paragraphs should work together to form a whole. That is, paragraph one sets up the context for the discussion that will occur in the next two paragraphs. Paragraph two chooses one element from paragraph one and explores it in depth, showing its relevance to the class. Paragraph three explains the impact of the event/procedure, etc. described in paragraph two.

Bibliographic Information

- Do include the author's full name, put the title of the article in quotation marks, italicize *or* underline the periodical title, and include both the publication date, and the page number.
Don't both underline and italicize the periodical title.

Paragraph One: Summary

- Do state the main point of the article in the first sentence.
- Do summarize the article *in your own words*.
Don't copy the author's own words, changing just a few of them. That's plagiarism!!

Paragraph Two: Relevance of Article to Class

- Do identify the element of the story that is relevant to the class in the first sentence.
- Do present examples that clarify both what's going on and why it's going on.
- Do explain why/how these examples illustrate a concept from the class. (This part is important: your teacher needs to know that you understand the relationship between the concepts and the examples from the article.)
Don't make vague claims ("showing positive effects," "accomplishes a lot")
Don't include details not related to your main point.

Paragraph Three: Analysis

- Do explain the effect of the event/procedure described in paragraph two in the first sentence. Then take at least a couple of sentences to explain that point.
Don't offer emotional responses instead of thinking ("I liked the article a lot." "The story really opened my eyes.")
Don't make vague claims ("has the right idea").

A Few Words About Language, Mechanics and Correctness

Make sure you use terms from the class. Do also proofread your paper for spelling grammar and punctuation errors before you turn it in. Make corrections in ink, carefully and tidily. *You can get free tutorial help with your writing in the Writing Lab (D 222).*

Evaluation of Writing:

General Business Case Study

	Excellent	Acceptable	Needs Improvement
Bibliographic Info	Information is complete and correctly formatted	Information is nearly complete and has few formatting errors	<ul style="list-style-type: none"> • some data missing
Summary	Article is well summarized	Article is adequately summarized <ul style="list-style-type: none"> • some crucial details missing • too many details included 	<ul style="list-style-type: none"> • vague • incomplete • poorly organized
Relevance Of Article to Class	<ul style="list-style-type: none"> • point of paragraph is clear • point explained in enough detail • terminology from class used correctly 	<ul style="list-style-type: none"> • point of paragraph is clear but awkwardly stated • sufficient details • a few problems with application of terminology, but most are correct • a few irrelevant details included 	<ul style="list-style-type: none"> • point of paragraph is not clear • point not explained in enough detail • no terminology from class • irrelevant details included
Analysis	Point is very clear and well explained	<ul style="list-style-type: none"> • point is clear • point is explained • word choice generally accurate 	<ul style="list-style-type: none"> • point is not clear • point is not explained • language too general
Mechanics	No mechanical problems	A few mechanical problems	<ul style="list-style-type: none"> • too many grammar errors • too many spelling errors • too many punctuation errors

Appendix E3 – Writing Benchmarks in Art/Interior Design

<p style="text-align: center;">Reading A Building: Suggestions for A Successful Paper</p>
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Use section headings (i.e. I. Observation, II. Insights and Analysis)

- They help you keep track of and complete all the assigned tasks.
- They help your reader follow your thoughts.

Order the Observation section spatially

(for instance—setting, exterior, exterior detail, interior, interior detail)

- This order will also help you complete all the assigned tasks and think about how the building affects the observer.
- Logical ordering helps your reader follow your reasoning.

Explain every insight/analytic claim

- For instance, if you say “The building fits its location,” then imagine someone saying to you, “I don’t understand” and spend one or two more sentences explaining what you mean.

Use specific language

- It will help you clarify your own insights.
- Vague emotional words (nice, really great) don’t tell your reader anything.

**The Built and Furnished Environment
Evaluation: Reading a Building**

	Excellent	Acceptable	Needs Improvement	Points
Completeness of Observation 20 points	<ul style="list-style-type: none"> Setting, exterior, interior, details all fully described 18-20 pts	<ul style="list-style-type: none"> Most but not all elements described. Some general language 12-17 pts	<ul style="list-style-type: none"> Few elements described Repetition of descriptions Vague, general descriptions 0-11 pts	
Insights and Analysis 20 points	<ul style="list-style-type: none"> Insights refer to specific elements of the building Insights explained 18-20 pts	<ul style="list-style-type: none"> Some, but not all insights explained 12-17 pts	<ul style="list-style-type: none"> Few, if any insights No explanation of insights 0-11 pts	
Presentation and Organization 10 points	<ul style="list-style-type: none"> Observation logically ordered Paragraphs focused Grammar and mechanics almost perfect 9-10 pts	<ul style="list-style-type: none"> Some illogical ordering of paper Some grammar and mechanical errors 7-8 pts	<ul style="list-style-type: none"> Paragraphs not focused. Details/insights repeated No logical ordering of whole paper Grammar and mechanical errors numerous and interfere with reader's understanding 0-6 pts	
			Total Points	

Bellevue Community College Online Evaluation

Welcome to the online evaluation site. All students currently enrolled in an online course will be able to participate. If you are taking more than one course, you may enter the site more than once to evaluate separately each course in which you are enrolled . Simply fill in the information below, and then press submit. You will then be guided to the evaluation form.

1. Please type only your last name (surname):

2. Please enter your student ID. Number

(express this only as a number without any separators):

3. Course Number



If you are denied access to the evaluation form, but you are currently enrolled in an online class, please contact Bess Parks at bparks@bcc.ctc.edu for assistance.

Bellevue Community College

Online Evaluation

Course Evaluation Form "A"

For each question below, please select one of the choices that best describes how this course contributed to your learning experience. If you cannot evaluate a question, please leave it blank. When you have completed the form, press the submit button to record the responses that you have selected. If you wish to revise answers, use the reset button to erase entries chosen. To maintain confidentiality, close your browser immediately after pushing the submit button.

You may evaluate only one course at each online session. If you are taking more than a single online course simultaneously, re-enter the site to evaluate each course.

You can only visit this site once for each course, so be sure that you complete the form to your satisfaction before submitting.

Please respond to the following statements, rating your instructor and the course, by checking the appropriate box on the scale. Rate each item thoughtfully and carefully. The examples are intended to suggest some specific activities in each of the broad evaluation categories; all example items will not necessarily apply.

Choose the name of your teacher from this list:

Choose the department, course number, and section letter from this list:

5. Select the quarter and year that your course was offered:

	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Does not Apply
<p>1. Instructor's Knowledge and Preparation <i>For example:</i> ...demonstrated command of the subject matter; incorporated materials, and/or activities that made subject matter understandable.</p>	☐	☐	☐	☐	☐
<p>2. Instructor's Course Management <i>For example:</i> clearly identified course outcomes, requirements, and standards for evaluating work; incorporated relevant class activities, assignments, and evaluations; provided helpful comments and corrections regarding assignments.</p>	☐	☐	☐	☐	☐
<p>3. Instructor's Interaction with Students <i>For example:</i> communicated effectively in the on-line environment; adequately answered questions and clarified concepts.</p>	☐	☐	☐	☐	☐
<p>4. Learning Atmosphere <i>For example:</i> students were treated with respect and courtesy; there were adequate opportunities for student participation; instructor was receptive to ideas and comments from students; instructor was responsive to requests for help on course material.</p>	☐	☐	☐	☐	☐
<p>5. Overall Rating of Instructor <i>For example:</i> the instructor met my needs or expectations; I would recommend this instructor to a friend; my general satisfaction with the instructor as a whole.</p>	☐	☐	☐	☐	☐
<p>6. Course Content and Effectiveness <i>For example:</i> the course successfully addressed stated or expected goals and learning outcomes; the course material broadened my viewpoints, increased my knowledge, or expanded my skills in this subject; the course challenged me to think or improved my reasoning skills.</p>	☐	☐	☐	☐	☐
<p>7. Course Materials <i>For example:</i> the course materials were helpful for understanding the subject matter; the textbook, readings, and supplemental materials were well chosen and relevant to this course; the textbook contributed to my understanding of the subject.</p>	☐	☐	☐	☐	☐

8. <u>Intellectual challenge of this course compared to other courses you have taken at BCC</u>	Considerably above average; exceptionally challenging preparation for future academic or professional work	Above average; rigorous preparation for future academic or professional work	Average; adequate preparation for future academic or professional work	Below average; not enough challenge to be helpful for future academic or professional work	I can't say; I've taken too few courses to answer this question
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. <u>Amount of work required to succeed in this course compared to other courses you have taken at BCC</u>	Considerably above average; among the most demanding courses I've taken	Above average; more work than most classes	Average; about the same as other classes	Below average; easier than most	I can't say; I've taken too few courses to answer this question
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. <u>Amount you learned in this course</u>	Considerably above average; I learned an exceptional amount	Above average; I learned more than in most classes	Average; I learned about the same amount as in most classes	Below average; I learned less than in most classes	I can't say; I've taken too few courses to answer this question
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. <u>Overall rating of course</u> <i>For example:</i> the course met my needs or goals; I would recommend this course to a friend my general satisfaction with the course as a whole.	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Does not Apply
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. <u>What final grade do you expect in this course:</u>		
A <input type="radio"/>	D <input type="radio"/>	Incomplete <input type="radio"/>
B <input type="radio"/>	F <input type="radio"/>	I am auditing this course <input type="radio"/>
C <input type="radio"/>	P <input type="radio"/>	Other <input type="radio"/>

Please give your comments and/or observations to the questions below
(NOTE: a maximum of 1800 characters is allowed for each text box):

13. What worked well for you? Which aspects of this course were the most positive for you or contributed most to your learning?

14. Were there any aspects of this course that detracted from your learning? If so, what were they, and what changes could the instructor make to help you learn better?

15. Was this course worth the time, effort and resources you invested in it? Why or why not?

16. Optional instructor-generated question:

(examples: evaluation of other specific components of the course, effectiveness of related labs, etc.)

17. Was this your first online course? If not, how many credits have you taken online prior to this course?

18. In your opinion, which is the better way to deliver/receive this instruction, online or on-campus? Why?

19. Were you able to connect to the BCC Online Server at critical moments?	Always	Frequently	Occasionally	Rarely	Never
	C	C	C	C	C

20. Locating and using what you needed on the course site was:	Very Easy	Easy	Adequate	Difficult	Very Difficult
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What did you like about using the course site?

22. What could be done to improve the course site to assist your learning?

(NOTE: This form may only be submitted once. If you want to begin again, press reset to return values to blank.)

Appendix G - Distance Learning Budget 1998-99

INCOME			
Carryover from 1997-98			\$ 175,724.00
Telecourse/Online Students Served	3231 students X \$240		\$ 775,440.00
	Total tuition		\$ 951,164.00
Tape Rental			\$ 22,727.00
Licensing Fees			\$ 72,628.00
	Total Income		\$ 1,046,519.00
EXPENDITURES			
AC - Director	\$ 33,278.00		
AZ - Hourly	\$ 5,136.00		
AH - Salaries	\$ 342,176.00		
AH - Development costs	\$ 82,785.00		
AH - Web Management	\$ 15,068.00		
AK - Classified	\$ 18,942.00		
B - Benefits	\$ 82,518.00		
EA - Supplies & materials	\$ 12,504.00		
EB - Telephone, postage	\$ 986.00		
ED - Rentals/Leases	\$ 15.00		
EE - Repairs & Maintenance	\$ 3,134.00		
EF - Printing	\$ 5,808.00		
EG - Prof. Development	\$ 7,946.00		
EJ - Subscriptions	\$ 40.00		
ER - Purchased Services	\$ 47,715.00		
EZ - Other goods & services	\$ 5,620.00		
G - Travel	\$ 3,750.00		
J - Equipment	\$ 1,199.00		
Overhead	\$ 175,899.00		
	Total Expenditures		\$ 844,519.00
Carryover for 1999/2000			\$ 202,000.00

Appendix H

BCC Board of Trustees – March 2000

Ruthann S. Kurose, Chair
James B. Dagnon
J.C. "Dell" Jackson
Lee Kraft
Bob Margulis

President's Staff – 1999/2000

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Elise Erickson, Executive Assistant to the President
Neil Evans, Executive Director, NorthWest Center for Emerging Technologies
Rich Henry, Dean of Information Resources
Kae Hutchison, Special Assistant to the President for Institutional Effectiveness
Ron Leatherbarrow, Executive Dean of Instructional Services
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