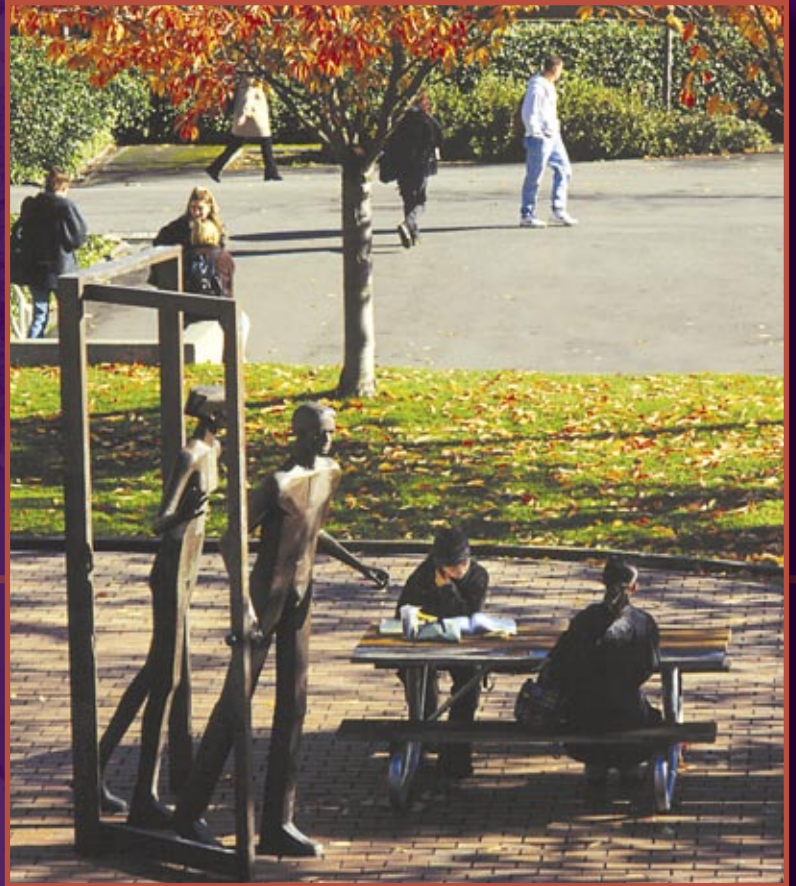




2005

BELLEVUE
COMMUNITY
COLLEGE

SELF-STUDY





**Institutional Self-Study
Bellevue Community College
Bellevue, Washington**

Prepared for the Northwest Commission on Colleges and Universities
October 10-12, 2005





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ACRONYMS

A	
AA	Associate in Arts
AACC	American Association of Community Colleges
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AAGS	Associate in Arts in General Studies
AAIEP	American Association of Intensive English Programs
AAS-DTA	Associate in Arts and Sciences—Direct Transfer Agreement
AAS-T	Associate in Applied Science—Technical
AB-DTA	Associate in Business—Direct Transfer Agreement
ABE	Adult Basic Education
ACC	All College Council
ACRL	Association of College and Research Libraries
ACS	American Chemical Society
ACT	Assessment Coordinating Team
ADA	Americans with Disabilities Act
AES	Associate in Essential Studies
AHIMA	American Health Information Management Association
ALDAC	Alcohol and Drug Counseling
AP	Advanced Placement
APC	Accreditation Planning Committee
AS	Associate in Science
ASG	Associated Student Government (formerly ASBCC)

B	
BCC	Bellevue Community College
BCCAHE	Bellevue Community College Association of Higher Education
BOT	Board of Trustees
BTS	Business Technology Systems

C	
CAAP	Collegiate Assessment of Academic Proficiency
CAC	Curriculum Advisory Committee
CAD	Computer Aided Design
CART	Curriculum Advisory Review Team
CASAS	Comprehensive Adult Student Assessment System
CPB	Computer Based Projects
CCBA	Community College Baccalaureate
CCSSE	Community College Survey of Student Engagement
CDBG	Community Development Block Grant
CE	Continuing Education
CEABCC	Classified Employees Association of Bellevue Community College
CEO	Career Education Options
CERT	Community Emergency Response Team
CEU	Continuing Education Unit
CFRE	Certified Fund Raising Executive
CHP	Chemical Hygiene Plan

CINAHL	Cumulative Index to Nursing and Allied Health Literature
CIP	Classification of Instructional Program
CIS	Center for Information Services
CLEP	College-Level Examination Program
CO	Campus Operations
COD	Common Origination Disbursement
COMPASS	Computerized Placement and Assessment Support System
COP	Certificate of Participation
CS	Computing Services
CSO	Community Service Organization
CTILAC	Critical Thinking and Information Literacy Across the Curriculum
CTR	Commute Trip Reduction
D	
DSHS	Department of Social and Health Services
DSS	Disabled Student Services
DTA	Direct Transfer Agreement
E	
ELFCC	Early Learning, Family and Childcare Center
ELI	English Language Institute
EPRTC	Educational Planning Resource and Transfer Center
ES	Employment Security
ESL	English as a Second Language
EWU	Eastern Washington University
EXPRL	Experiential Learning
F	
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights and Privacy Act
FIDER	Foundation for Interior Design Education and Research
FMP	Facility Master Plan

FRC	Family Resource Center
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
FT/PT	Full-time/Part-time
FY	Fiscal Year

G	
GAAP	General Accepted Accounting Principals
GASB	Governmental Accounting Standards Board
GED	General Education Degree
GEN ED	General Education Program

H	
HECB	Higher Education Coordinating Board
HMMP	Hazardous Materials Management Plan
HVAC	Heating, Ventilating and Air-Conditioning

I	
IB	International Baccalaureate
IBB	Interest-based Bargaining
IBP	International Business Professions
ICAO	Interinstitutional Council of Academic Officers
ICRC	Inter-college Relations Commission
IDS	Interdisciplinary Studies
IEG	Institutional Effectiveness Group
ILAC	Information Literacy Across Curriculum
IR	Information Resources
IT	Information Technology
ITSS	Information Technology Support Services
iBCC	Internet or online campus services

L	
LCID	Learning, Cognitive, and Intellectual Disabilities

LMC	Library Media Center
M	
MCAD	Microsoft Certified Applications Developer
MID	Mixed Instructional Delivery
MSDNAA	Microsoft Development Network Academic Alliance
MSDS	Material Safety Data Sheets
MyBCC	BCC's Portal

N	
NAFSA	Association of International Educators
NCAA	National Collegiate Athletic Association
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
NWCET	National Workforce Center for Emerging Technologies (formerly the Northwest Center for Emerging Technologies)

O	
OCLC	Online Computer Library Center
OFM	Office of Financial Management
OIR	Office of Institutional Research
OPAC	Online Public Access Catalog
ORCA	Online Research Catalog Authority
OSCAR	Online Student Credit Audit Review
OSHA	Occupational Safety and Health Administration
OUA	Organization Unit Administrator

P	
PAF	Personnel Action Form
PEP	Program Effectiveness Process
PIER	Projects for International Educational Research

R	
RADON	Radiation Therapy
RATEC	Regional Advanced Technology Education Consortium
RCW	Revised Code of Washington

S	
SBCTC	State Board for Community and Technical Colleges
SBDC	Small Business Development Center
SEOG	Supplemental Education Opportunity Grant
SGID	Small Group instructional Diagnosis
SHRM	Society for Human Resources Management
SOP	Standard Operating Procedures
SSSP	Student Services Strategic Plan
STAR	Students Taking Academic Responsibility
STSC	Student Technology Support Center

T	
TAA	Trade Adjustment Act
TAC	Technology Advisory Committee
TACTC	Trustees Association of Community and Technical Colleges
TANF	Temporary Assistance for Needy Families
TDSS	Technology Development and Support Services
TES	Tenure Evaluation Subcommittee
TESOL	Teaching English to Speakers of Other Languages
TLN	Teaching and Learning Network
TRC	Tenure Review Committee
TTF	Tenure Task Force

U	
UP	University Preparation
UW	University of Washington

W	
WAC	Washington Administrative Code
WACLEA	Western Association of Campus Law Enforcement Administrators
WACTC	Washington Association of Community and Technical Colleges
WCCCSA	Washington State Community College Consortium for Study Abroad
WPEA	Washington Public Employees Association
WSNG	Washington State Need Grant



PREFACE

Bellevue Community College (BCC) began the self-study process in winter quarter 2003, when the executive dean of instruction was designated by the president to be the college's accreditation liaison officer. He assembled an Accreditation Planning Committee (APC) comprised of a former English department faculty member (recently retired) who directed the self-study effort, assisted by the director of institutional research (an administrator) and the coordinator of institutional effectiveness (a full-time faculty member with release time for institutional effectiveness efforts).

At the invitation of the Northwest Commission on Colleges and Universities (NWCCU or commission), the president attended a self-study workshop on February 6, 2003, as did the APC, to learn about organizing and implementing an institutional self-study in preparation for re-affirmation of accreditation by the commission. Subsequent to this, committee chairs (12) and committee members (over 100) were chosen by the APC, in consultation with the executive dean of instruction and the president, to engage in self-study and document the findings for each standard.¹ The APC was strongly advised by the presenters at the commission workshop to use non-content personnel on each of the committees to ensure accuracy and completeness of the data, as well as exposure of a wide range of employees to knowledge about the institution. Following the advice provided at the NWCCU workshop, the APC chose non-content experts to chair each committee, with content-experts as well as other BCC employees as committee members. All college constitu-

ent groups (faculty, classified staff, exempt staff, and administrators) were represented on each committee. Students were represented on the Standard Three Committee and were involved in the document review.

A Steering Committee, which met monthly, was formed consisting of the APC, the chairs of the committees, the executive dean of instruction, the vice president of human resources, and the vice president of administrative services.

The twelve committees, one for each standard plus four for standard 2, were asked to convene and provide a brief overview of the situation with regard to their assigned standard at the end of spring quarter 2003. The Steering Committee also produced a brochure, entitled *A Year of Reflection*, which was widely distributed and provided background for the college community about the process and goals of the self-study effort.²

In fall 2003, work began in earnest, with the committees meeting and conducting their research. Dr. Ronald Baker, deputy executive director of NWCCU, presented the accreditation process to the Board of Trustees at their September 17, 2003, meeting and to the college community on that same day.

Each committee met routinely throughout the 2003-04 academic year to:

- Review the policies and standards of the commission pertaining to the section of the report for which the committee had responsibility.

- Gather and review information on what the college was doing to meet the commission's standards and what evidence there was to corroborate this.
- Analyze how well the college was meeting standards, what was being addressed well, and where improvements could be made.
- Assemble a preliminary draft of the section for which the committee had responsibility.
- Submit its work to the APC by the end of spring quarter 2004.

The APC compiled and edited the chapters into a first draft over the summer. At the beginning of fall quarter 2004, the APC submitted the draft of the entire report first to the committees and then to the college community in preparation for a day dedicated to a college-wide review of the first draft of the self-study.

Following this review, the APC revised the self-study document, which was the subject of an all-day retreat on December 16, 2004, attended by members of the President's Staff, the Educational Services Cabinet, and the Steering Committee, in which every chapter was reviewed for accuracy and completeness.

The APC continued to revise the document. In early spring, the chair of the APC resigned due to health issues. The remaining two APC members conducted another general review with the President's Staff, the Educational Services Cabinet, and the Steering Committee (in separate groups) in March 2005. In addition, electronic copies were posted on the employee portal so that any college employee had the opportunity to review and make comments about the document. In this final review, close attention was paid to each chapter to ensure that all standards were addressed directly and completely with appropriate supporting data. Further revisions were then made and all exhibits and supportive documentation gathered, culminating in the final submittal to the commission.

Goals

The self-study provided the college the opportunity to define and achieve important institutional goals:

- Collective and collaborative review, by the full college community, of the instructional program, including general education and assessment procedures, as well as institutional operations, including processes for planning and budgeting.
- Collective review of processes, standards, and measures for ensuring institutional improvement and gauging institutional effectiveness.
- Development, with the engagement of the college community, of a current statement of the college's mission, values and goals, informed by NWCCU standards, and a new strategic plan to guide college operations and the delivery of instruction over the next seven years.
- Education of the college community about the college mission, values, goals, and about processes and systems essential to delivery of instruction and college planning and operations.
- Collective assessment of institutional climate, including employee knowledge of fundamental institutional mission, goals, and operations, current employee and student satisfaction, and trust in institutional systems and practices and in college leadership.
- Production of the self-study, with the college's identification of current issues and evaluation of BCC's performance.

Organization of the Report

The self-study includes 10 chapters; an "Executive Summary" followed by nine chapters, each dealing with a single standard. An accompanying publication contains all appendices. The references in the self-study document are included as endnotes, to be found on the last page of each chapter. The format follows the *Chicago Manual of Style* (University of Chicago Press, Chicago, Illinois).

Eligibility Requirements

Bellevue Community College continues to meet each of the 20 eligibility requirements established by the commission.

1. Bellevue Community College was created and derives formal authority as one of the 34 Washington state community and technical colleges established by the Community College Act of 1967 (revised as the Community and Technical College Act of 1991), Revised Code of Washington (RCW) chapter 28B, Section 50.150.
2. BCC, in recently developing its new strategic plan, has reviewed and revised its mission and goals, which were subsequently approved by the Board of Trustees. Mission and goals statements articulate institutional purposes appropriate for higher education and commit the college's faculty, staff, and resources to the support of student learning and academic success. The college's budgetary and planning processes are tied closely to the strategic plan and ensure allocation of resources in accordance with the mission and goals.
3. Bellevue Community College, in the delivery of instruction and in the conduct of the work of the college, honors individuals, including students and professional faculty and staff. College policy defines and protects the rights of individuals across the college. The college has adopted an official *Affirmation of Inclusion* which commits faculty and staff to maintaining an environment where all members of the college community will be free from harassment and discrimination.
4. The Board of Trustees is the governing board for Bellevue Community College. The five trustees are appointed by the governor and have no contractual, employment, or personal financial interest in the institution. The Board of Trustees participates in defining and revising the mission and goals for the college, and reviews and acts upon major policy and procedural items, ensuring pertinence to mission, goals, and planning, as well as effective implementation of mission and goals.
5. The college president is a full-time employee, appointed by the board, who serves as the chief executive officer for the institution.
6. The college's administrative organization and identification of support services are designed to achieve the optimal allocation of personnel and resources in support of the mission and goals, particularly effective delivery of instruction and student learning success.
7. The college employs full-time faculty across the instructional unit, with appropriate credentials and experience for presenting course and program content in all areas related to the college's mission, including transfer, professional/technical, and developmental. Faculty provide strong participation in groups related to the formulation of institutional policy, academic planning, curriculum review and development, student academic advising, and institutional governance. The instructional program employs a process for systematic evaluation of all full-time and part-time faculty. Faculty workload is configured to allow optimal application of faculty expertise, as well as participation in college governance and initiatives and ongoing professional development, all of which are incorporated into the evaluation process.
8. The college offers educational programs leading to the award of formal degrees:
(1) an associate in arts and sciences;
(2) an associate in business; (3) an associate in science; (4) an associate in arts;
(5) an associate in arts in general studies;
(6) an associate in applied science-technical; and (7) an associate in essential studies. Courses and degree requirements are reviewed by program faculty and a col-

lege-wide faculty curriculum committee to ensure appropriate rigor, transferability, viability, industry currency, and consistency and compatibility with offerings at BCC and elsewhere. Specialized programs leading to the award of professional/technical degrees are accredited by appropriate professional agencies. The college ensures appropriate faculty-student engagement by policies defining levels of faculty availability and by ensuring opportunities for student participation in governance activities.

9. The college's transfer associate degree programs require a core of general education components, commensurate with standards and requirements at receiving institutions and comparable to requirements at other community colleges. The college's professional and technical degrees also have a general education component and certificate programs of a year or more in length (45 credits or more) require a core of related instruction. The Curriculum Advisory Committee oversees regular review of degree and program requirements to ensure consistency.
10. The college maintains a substantial library collection and library services in support of the entire instructional program, including off-campus offerings. Program faculty are consulted in the selection of additions to the collection. The library provides access to extensive electronic resources and provides instruction to students and faculty on use of the tools.
11. The college adheres to the principles of academic freedom in contractual agreements and related policy protecting disciplinary research, classroom presentation related to the delivery of instruction, and in policy and practice safeguarding the rights of assembly, appropriate individual expression, and freedom of the press.
12. Learning outcomes have been defined for instructional programs, including general education for all associates degrees. Certificate programs have addressed related instruction requirements for communication, human relations and computation. Systematic assessment of program components is conducted to ensure that students achieve the declared outcomes. The college's Assessment Coordinating Team, which includes discipline faculty, oversees the process for delineating outcomes, assessment, continued review, and continuous refinement of the assessment program.
13. The college is an open admissions institution, with selective eligibility and special admissions procedures for a limited number of programs. Admissions policies and procedures, which are regularly reviewed by the Curriculum Advisory Committee and the Academic Standards Committee, are delineated in the catalog; adherence to these policies is monitored by the Office of Enrollment Services as well as the instructional administration.
14. The *Bellevue Community College Catalog* is published annually. The review process that ensures currency and accuracy involves instructional and student services administrators, faculty, and staff. The catalog and other appropriate publications delineate the college's mission and goals, admissions requirements and procedures, regulations pertaining to academic standards and student conduct, degree requirements, programs and courses, tuition, fees, and refund policies. To ensure wide distribution, the catalog and other sources of information pertaining to these policies and regulations are also available online via the BCC website.
15. The college has established and can demonstrate a stable funding base, a financial planning process tied to institutional mission and goals, a balanced budget, and a responsible level of debt.

16. The college's financial practices and records are audited annually by the state auditor. College officials review any recommendations or findings in the audit report and management letter and make adjustments, as necessary.
17. The college has established clearly defined and systematic processes for regular planning and evaluation of the instructional program and its component departments, as well as other college administrative units. The college has regular processes for informing faculty, staff, students, and the public of its evaluation and assessment results, as well as measures it is undertaking for improvement.
18. The college has offered educational programs since 1966, maintaining continuous accreditation by the commission.
19. The college, in its routine operation and in preparation for the accreditation visit, has prepared and assembled all the material, information, and documentation as requested and required by the commission and by the accreditation process.
20. The college accepts the standards of the Northwest Commission on Colleges and Universities and agrees to comply with the commission's current policy statements. Further, the college understands and agrees that the commission, at its discretion, may communicate to agencies or to the public information pertaining to the college's accreditation status.

Accreditation Steering Committee

- Ron Leatherbarrow, executive dean, Instruction
- Virginia Bridwell, faculty, chair, Psychology Department, committee chair - Standard One
- Mark Storey, faculty, Philosophy Department, committee chair - Standard Two (A, B)
- Matt Groshong, associate dean, Student Services, committee chair - Standard Two (C)
- Laura Burns, faculty, English Department, committee chair - Standard Two (G, H)
- Rhonda Gilliam, faculty, English Department, committee chair - Standard Two (G.5)
- Gordon Leighton, faculty, English Department; committee chair - Standard Three
- Tom Nielsen, division chair, Arts & Humanities, committee chair - Standard Four
- Graham Haslam, faculty, History Department, committee chair - Standard Five
- Tom Pritchard, division chair, Social Science, committee chair - Standard Six
- Jennier Laveglia, faculty, Mathematics Department, committee chair - Standard Seven
- Rob Viens, faculty, Life Sciences Department; committee chair - Standard Eight
- Helen Taylor, faculty, Psychology Department, committee chair - Standard Nine
- Don Bloom, interim vice president, Administrative Services
- Lucy MacNeil, vice president, Human Resources
- Lynne Sage, faculty and former chair, Mathematics Department; coordinator, Institutional Effectiveness; chair, Science Division, APC
- Valerie Hodge, director, Institutional Research, APC
- Jerrie Kennedy, retired English faculty, former APC

ENDNOTES

- 1 A list of committee members follows each chapter of the self-study.
- 2 See Appendix i.



EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

Introduction

Bellevue Community College (BCC), since its founding in 1966, has experienced continuous growth in student enrollments and in the human, fiscal, and material resources essential for developing and maintaining educational programs in response to student needs. Entering its fortieth year, the college has developed from a small, intimate community to an organization the size and complexity of a small city and, particularly in the ten years since the previous accreditation visit, processes pertaining to institutional operations and management have become extremely sophisticated. In 2004–05, BCC enrolled 10,709 full-time equivalent students (FTES) (about 38,000 unduplicated head count) and employed 1,551 faculty and staff.

The completion of the self-study provided the college the opportunity to collectively examine and assess its purposes and goals, as well as the methods developed for achieving them. The resulting document provides strong evidence that the college is conducting both the educational enterprise and management of the institution well. BCC has established sound educational programs in response to the needs of students, industry, and the surrounding community, and employs talented and dedicated faculty and professional staff.

The self-study confirms that BCC has established significant areas of excellence from which the college community can derive justifiable pride. The instructional program is designed to provide breadth and depth in its offerings. BCC has developed a unique general education program, based

upon 18 competency areas, identified and assessed by college faculty. An array of 36 professional and technical fields, as well as programs in experiential learning, learning communities, and service learning, and trans-disciplinary offerings through BCC's Center for Liberal Arts, enhance instructional degrees and curriculum. Excellent co- and extra-curricular opportunities provide students enrichment outside the classroom; student programs offers more than 50 clubs to engage student energy, talent, and interest. Students also benefit from unique features that enrich the instructional experience, including television and radio stations, a planetarium, an observatory with a digital telescope, a scanning electron microscope, a weather station, and a large open computer laboratory.

At the core of the collegiate climate is collaborative and shared decision-making. BCC declares the importance of these qualities among its core values, and implements them in governance and in college initiatives. Planning and budgeting processes ensure regular, broad, and close consultation with faculty and staff. Faculty provide excellent leadership in important enterprises related to instructional delivery, faculty professional development, and college operations and efficiency. The college also devotes significant resources to continued professional development for faculty; in addition to sabbatical leaves, the college provides substantial support for all faculty professional and training needs, as well as opportunities for training in pedagogical and technological currency within disciplines.

The following summary provides an overview of BCC's institutional accomplishments as well as areas in need of continuing improvement, based upon the issues identified and examined in the self-study, completed August 2005.

Institutional Accomplishments

Effective and Participatory Systems for Operation and Management

The college has developed effective processes for operations and management that also ensure broad participation by and consultation with the campus community. The current strategic plan is the product of a comprehensive planning process that involved all of BCC in a reexamination of the college's mission, vision, and goals.

BCC's budget development process is also participatory and inclusive. The college's budget plans for FY 05 and FY 06 were based on the college's vision, mission, goals and core values, as well as suggestions from the college community about where budget reductions might best be made and the areas of the college that should be exempt from these budget reductions.

The process for identifying new faculty positions includes consultation with faculty and academic units, review and prioritization by the Educational Services Cabinet, and review by divisional and program faculty and the faculty association, before being forwarded to the president for final approval.

Collaborative Leadership and Decision-Making

The college has developed important mechanisms to ensure collaborative leadership and decision-making across campus, including the adoption of interest-based bargaining as the preferred method for negotiations for faculty and classified staff nearly ten years ago. Task forces with constituent representatives have been appointed to address particularly challenging issues, such as the tenure process, program chair duties and compensa-

tion, and the student evaluation forms, and have developed recommendations, resulting in widely acknowledged improvements.

Faculty have accepted important leadership positions in recent years. In 2001, responsibility for oversight of the Curriculum Advisory Committee, Faculty Professional Development, and Institutional Effectiveness was assigned to faculty leaders.

The college schedules a significant amount of time for opportunities for regular campus consultation on issues of importance: (1) faculty and staff professional development days; (2) college issues days; (3) faculty and staff divisional and program open meetings and hearings; (4) days designated for division chair use; and (5) Wednesday afternoon "set aside" times to allow faculty participation in committee work.

An advising task force recommended the college conduct student group advising, led by faculty and counselors, which was adopted and has proven to be an effective and efficient advising strategy. There is recognition across BCC that advising is a critical element for student success and discussion continues on important issues such as the desirability and feasibility of mandatory advising and the unique advising needs for students enrolling in distance education classes.

Institutional Effectiveness

A recommendation from the 1995 accreditation report led to establishment of the Office of Institutional Research in fall 1995. Institutional research projects integrate with and support efforts in institutional evaluation and planning and provide data to support all planning and assessment efforts. Since 1997, the Office of Institutional Research has tracked a set of institutional performance indicators in 13 areas related to the delivery of instruction and campus operations.

The college has significantly improved strategies for monitoring institutional effectiveness. The Institutional Effectiveness Group, led by a faculty member, oversees the Five-Year Academic Department and Professional/Technical Program Review

and the Program Effectiveness Process (PEP). The PEP process is designed to improve institutional effectiveness through regular review and analysis of department and program objectives, providing feedback for quality improvement.

Student Services Strategic Plan

In 2002–2003, student services staff, faculty, and administrators examined and evaluated student services and programs and identified strategies for improving the quality of services, organizational efficiency, and effectiveness of the organization's work. The *Student Services Strategic Plan* identified five strategic directions for guiding student services leadership in coming years: (1) increased student persistence and success; (2) expanded and integrated opportunities for student involvement outside the classroom; (3) opportunities in support of pluralism; (4) a network of shared resources; and (5) optimal balance for services delivered in person and online.

Assessment of Learning Outcomes

BCC adopted an infusion approach to its general education program, in accordance with the faculty's belief that academic competencies should be reinforced throughout the curriculum. The spring 1995 accreditation visit included a recommendation that "focus is needed to put data into a systematic college-wide framework that is understood, monitored and used by staff" and the five-year interim visit in 2000 produced the added recommendation that "the college should continue its current assessment and planning efforts."

The college has successfully addressed these recommendations. In 2002, a representative task force reviewed and modified the general education competencies, resulting in 18 specific outcome areas clustered into five groups. The task force proposed a set of requirements to inform the college's degree structures and a rating system for faculty to use as the basis for identifying general education competencies in courses throughout the curriculum.

The Assessment Coordinating Team (ACT) developed strategies for assessing general education outcomes. In addition to the formative and summative assessment methods used by individual faculty and the nationally normed Collegiate Assessment of Academic Proficiency (CAAP) tests, faculty met in groups to develop assessment rubrics, based upon the defined general education outcomes. Mechanisms to train faculty in assessment are in place and faculty meet regularly in assigned groups each year to validate and refine the assessment rubrics and review student work. Review of all 18 outcome areas occurs during a five-year cycle.

The ACT created an assessment database to verify that courses contain appropriate content, to allow faculty to prove that they assess for student attainment and to enable faculty to submit, review, and share assignments that meet general education rating requirements. By the end of the year, a revised online degree audit system will allow students and advisors to track student completion of required general education competencies in their degree programs.

Instructional Opportunity and Innovation

Distance Education

The *Bellevue Community College Strategic Plan*, in goal 7.1, calls for "an effective program for online instruction that ensures quality education and services for online and on-campus students, faculty, staff, and community." In the ten years since the last accreditation visit, BCC has established highly successful distance education program, with enrollments in online classes increasing nearly ten-fold since 1997. Instructional components are managed in concert with the college's regular instructional program and workload. Faculty contractual issues, such as course and materials ownership, have been addressed in faculty/administrative negotiations and a full complement of student services is available to students. The Office of Distance Education annually conducts surveys of student success, including retention, and has held student focus

groups to identify additional issues and needs in online instruction.

Non-Traditional Learning

BCC has developed three programs in experiential learning: (1) academic internships; (2) academic service learning; and (3) prior learning assessment. The internship program allows students to earn academic credit while gaining professional experience within an approved non-BCC organization or agency. Service learning provides students the opportunity to participate in college-guided service projects. This past year the program has: (1) recruited and trained 21 full- and part-time faculty members; (2) recruited, advised, and placed over 500 students; (3) developed 74 community partners; and (4) provided more than 6,500 hours of service for industry and community projects. Prior learning assessment incorporates the standard mechanisms for granting credit for prior learning in academic, industry, and military settings, as well as a portfolio option that allows the student to claim credit for previous exposure to material in less formal training experiences.

The college also developed successful programs to provide access for non-traditional populations. In addition to long-standing developmental programs designed to meet the needs of under-prepared learners, BCC developed the Career Education Options (CEO) Program for students aged 16–20 who lack a high school degree and the Venture Program, which provides essential skills for students with learning, cognitive, and intellectual disabilities.

Focus on Teaching and Learning

Improvement of and excellence in teaching and learning is an on-going priority for the college. Present in the Board of Trustees strategic initiatives for the past ten years, teaching improvement and excellence are included among the nine goals of the college's current strategic plan as well. The general education and assessment programs are primary vehicles on the learning side, and the tenure process, designed to provide support for candidates to ensure success as classroom teachers, is the primary

vehicle on the teaching side. The Teaching Institute, designed and led by full-time faculty, assists new faculty in their transition to teaching and in their design and planning of teaching methods and assignments. The faculty mentoring program, an outgrowth of the Teaching Institute, provides assistance by pairing new faculty members with veteran faculty, preferably outside their discipline areas, who assist them in acclimating to the college.

The college devotes two non-instructional, contractual days each year to faculty professional development, with each day's agenda planned by the faculty Professional Development Committee based on feedback from the faculty about prominent and current issues related to teaching. In addition to sabbatical leaves, BCC provides substantial support for faculty professional development, a total of \$161,000 per year, as well as additional funds designated to support faculty projects and the acquisition of technological expertise related to their disciplines.

Library Operation and Resources

BCC's Library Media Center (LMC) has historically provided strong support for the delivery of instruction. In the ten years since the previous accreditation visit, the LMC broadened its involvement to include technology applications and information literacy in the curriculum of the college. Library staff altered the traditional library research modules for classes to incorporate electronic research tools and a major component of the LMC mission now is to provide instruction for BCC students and faculty in using the new technologies. The library added electronic cataloging, an electronic classroom, more student workstations, an online public access catalog, and two adaptive work stations to accommodate the growing technology needs of all students.

Pluralism

BCC has a long-standing commitment to pluralism, as demonstrated by the adoption of the *Affirmation of Inclusion* in 1992, the inclusion of an institutional performance indicator related to diversity in 1997,

the creation of the Diversity Caucus in 2000, the adoption of the *Pluralism Compact* in 2002, and inclusion of a pluralism goal among the nine goals of the new strategic plan in 2004. BCC has demonstrated a commitment to increased support for pluralism and diversity efforts in policy statements and in the allocation of resources. The college has a committee structure that addresses pluralism issues pertaining to instruction, students, employees, and the college's interaction with the community.

Technological Advancements

BCC applies administrative and instructional technology to the maximum extent possible. Every full-time employee (except those in food and custodial services, who share computers) is assigned a computer and all part-time faculty members have access to computers. BCC provides more than 1,200 computers for student use in locations throughout the college, including the open computer lab with 211 work stations.

Facilities

BCC has expanded and improved facilities both on and off the main campus, accommodating both steadily increasing enrollments and student learning needs. New classroom buildings were added in 1997, 1998, and 2003. The main campus now has 12 buildings that include 171,424 square feet of classroom space, more than twice that of 1995, and leases three off-campus buildings with an additional 81,578 square feet.

BCC's facilities include specialized space and equipment that provide strong enhancement for our instructional programs and for our community, including a planetarium, an observatory, a scanning electron microscope, a weather station, a tropical greenhouse, theaters, radio and television stations with digital editing suites, and a science learning laboratory.

College Proposals for Improvement and Action

Faculty, Full-time and Part-time

BCC relies upon a high-quality cadre of part-time faculty for instructional delivery. In recent years, the part-time faculty presence has significantly increased due to state budget limitations. Increases in part-time positions as a cost saving measure, coupled with the allocation of 19.6 annualized full-time equivalent faculty (FTEF) in release time for full-time faculty governance and leadership assignments, have resulted in increases in part-time faculty, from 57 to 63 percent of the total faculty full-time equivalent at BCC. This has created workload issues, with increased responsibilities for the remaining full-time faculty for governance, advising, and other faculty responsibilities. The increase in part-time instructors also adds responsibilities in hiring, orientation, evaluation, and attention to the continued effective communication of information to ensure quality classroom performance. The college administration and faculty are in agreement that the full-time faculty ranks must be increased to ensure instructional program quality and effective participation in college governance. In order to make progress in this area, 14 new full-time faculty were added in 2005 and 17 were added for 2006.

The college will continue to provide strong support for part-time faculty with orientation programs and faculty professional development funds. The instructional divisions must address the need for consistent evaluation of part-time faculty across instructional programs as part of the college-wide effort to ensure institutional effectiveness and improvement.

Campus Communication

BCC has made a concerted effort to develop systems for planning, budget development, learning outcomes assessment, institutional effectiveness, and advising that ensure full participation by the college community, as well as effective communication and provision of essential information to all employees. The self-study document provides detailed descrip-

tions of the college's implementation of these communication and participation processes and the accompanying attentiveness to the needs of faculty and staff for current and accurate information.

Despite this, employees report concerns about communication on decisions and decision-making processes. Staff are particularly concerned about decisions made in the budget and planning and strategic plan development processes and the inclusion of suggestions submitted by BCC employees. In response to these concerns, a segment of the spring 2005 college issues day was devoted to clarifying issues about college communication needs and responsibilities and President's Staff has developed strategies for increasing feedback to the college community in these processes. The college administration will continue to be vigilant in apprising college personnel of progress in the communication of decision-making and disposition of suggestions.

Facilities and Resources

Although the college has significantly expanded facilities in the past ten years, challenges remain. Notably, the science and art programs, with special needs for lab and studio space, must limit offerings. A new science and technology building is in design and scheduled for construction in 2007 and the art program needs will be addressed in the next planned additions to the campus. The college recognizes the need to continue to aggressively identify and meet space needs for various programs and populations.

BCC provides accommodations for students and employees with disabilities and recent renovations meet Americans with Disabilities Act (ADA) requirements and the special needs of these individuals. Providing continued support for these mandatory services, with unpredictable volume and types of needs, will present ongoing challenges.

LMC requests for additional faculty positions have met with success in recent years, but growth of the library collection has been insufficient to meet instructional needs, as identified by faculty. The college responded with a special one-time allocation in the 2005–06 budget and planning process.

The library holdings have been added to the list of items to be funded from fund balances annually, but the college must continue to ensure that budgetary needs for the LMC are addressed.

Revenue

BCC experienced insufficient revenue increases the past four years and budget reductions were taken in order to maintain a balanced budget. The repeated shortfalls and subsequent budget reductions have had increasingly severe impacts upon the college's operation and the campus climate. Many vacant positions have not been filled or have been eliminated outright, resulting in increased responsibilities for remaining faculty and staff. To increase revenue, it has been necessary for the state to increase tuition and fees, which has had an impact on student enrollment and the efficiency of the schedule. In addition, BCC's Continuing Education Program, the largest in the state, which has historically provided revenue to the college, experienced a dramatic downturn in program enrollments and revenue from which it has not fully recovered.

Salaries and benefits for faculty and staff have increased, but not substantially or regularly, and the college will need to address these factors in recruiting future faculty and staff. BCC will also need to obtain the revenue to continue technology applications and upgrades in the instructional program and operations. For the foreseeable future, planning must take into account the revenue trends, the need to identify alternate revenue sources, and the need to adjust and possibly eliminate programs and services.

These four years of reduced funding have taken a toll on campus morale. The college has very dedicated faculty and staff, but much time has been devoted in the past four years to identifying sources for savings and making difficult decisions and choices. The loss of both people and positions has created additional anxiety, and the result has been a period of heightened stress throughout the college. The budget situation has increased people's workload and increased stress; BCC will need to repair areas affected by the budget strain and continue to discover means of buoying morale among employees.

Concluding Statement

Bellevue Community College has grown and changed significantly over the last decade. The college has developed hallmarks of distinction, as well as engaged in an ongoing program of goal-setting and continuous improvement. As the college matures, so does its commitment and adherence to its core values of participatory processes, shared governance, and pursuit of collective high ambitions.

Through the self-study process, the college community has been engaged in assessing where the college is, what is done well, and what needs to improve. As is generally the case with self-analysis, the seeds of improvement were planted and much of what was identified as needing improvement is planned or already underway.

Over the years, the college has adhered to a strong system of participatory governance; employees actively participate in governance structures that strengthen the institution, and their advice is a valuable part of every process affecting the organization. While funding shortfalls over the last four years have severely tested BCC's resilience, at the same time they have decisively confirmed the college's collective will to deal effectively with major challenges. In planning for the future, the college will continue to identify vehicles to engage the college community in analysis, deliberation, and participatory processes to determine the collective will of the campus in strategic and routine planning and in the management of critical situations and issues. The college community recognizes that its greatest strength is derived through collaboration in planning and problem-solving.



STANDARD ONE

*INSTITUTIONAL MISSION & GOALS,
PLANNING, & EFFECTIVENESS*



STANDARD ONE

MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Bellevue Community College Mission

Bellevue Community College is a comprehensive and innovative college that advances the life-long educational development of its students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community. The college accomplishes this purpose by providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. Committed to teaching and learning excellence and employee growth and development, the college nurtures a supportive environment throughout its programs and services.

Adopted by the Board of Trustees, Oct. 29, 2003

Mission and Goals

Introduction

Bellevue Community College (BCC) is a mission-driven organization. We are guided by our commitment to help students receive a high quality education that is consistent with their goals. The college's core values convey our intention to anticipate changing demands in education and shape our future, and they reflect our belief that "widespread access to excellent postsecondary education is the cornerstone of a democratic society." Every activity and program undertaken is tied to our vision, mission, and goals.

We participate in an integrated variety of assessment and evaluation activities that examine different aspects of the organization. Taken together, these activities help us determine whether we are achieving our goals and guide us in continuously improving the quality of our programs. We take seriously our responsibility to serve the needs of our constituents and recognize that only by involving the entire campus community in planning, evaluation, and improvement can we be successful in achieving our mission and goals.¹

Understanding of Mission and Goals (1.A.1)

The *Bellevue Community College Mission and Goals* are the result of a thorough and comprehensive planning process that involved the entire campus community and the Board of Trustees. Approved by the trustees in October 2003, the mission, vision, and goals are both reflective of the college at this time and serve as guideposts for the future. During this most recent review of the mission, vision, and goals, the campus community spent eighteen months examining external and internal factors that impact the college and its programs, surveying students and members of the community, reviewing college data, and discussing the factors that make the college distinctive. Throughout that time, students, faculty, staff, administrators, and trustees worked together in small groups and during three college issues days (non-instructional, contractual days) devoted to crafting a new mission, vision, and goals, which represent the best thinking of the institution. Full participation of the campus community in this process increased understanding of the mission and goals, and pro-

vided significant guidance as to how the college could accomplish its goals.²

Once the college revised its vision, mission, and goals, it began the process of collaboratively creating a seven-year strategic plan to implement the goals. For each of the nine goals (access, student success, teaching and learning excellence, institutional accountability, professional and organizational excellence, financial sustainability, technology leadership, pluralism, and community leadership and partnership) a committee was established to develop initial three-year outcomes for the goal area, criteria for determining success in meeting the goal, and means of assessment.

The President's Staff then developed specific objectives for each goal, deliverables for each objective, and strategies for reaching the objective. Each goal was assigned to members of the President's Staff to integrate it into their individual annual work plans and submit any required budget for consideration. The administrator responsible for the goal provides periodic progress reports to the president and quarterly reports to the President's Staff so that cross-area work may be coordinated. When necessary, the plan is modified to meet unforeseen circumstances. Reports and results of the discussions in the President's Staff and board meetings are posted in shared folders for the college community and highlights are included in the president's year-end speech to the college and the annual report to the community. The board receives regular updates on implementation and also any changes to the work and objectives associated with the plan, with the first update in September 2004.

Objectives, deliverables, and strategies are reviewed monthly and updated annually. Goal and outcome statements are reviewed every three years; the strategic plan every seven years, or sooner, if necessary.

Steps in the Development of the Mission and Goals for Bellevue Community College

A 19-member steering committee, including students, faculty, classified staff, administrators, and a representative from the board developed the process.

Three college issues days involved all faculty, staff, and administrators in collaborative activities that analyzed present and future needs, discussed problems and solutions, and ultimately created the direction for the college's next decade.

Seventy individuals, divided into six work-groups, were charged with identifying priority items in six theme areas: (1) instruction; (2) student services; (3) growth; (4) technology and facilities; (5) employees; and (6) fiscal needs. Data from these areas were closely examined during one of the college issues days.

Feedback from all constituencies throughout the process was incorporated into the final vision, mission, and goals.

Employees collaborated on developing a seven-year strategic plan that would carry out the goals.

Publication of the BCC Mission (1.A.2)

BCC's *Mission and Goals Statement* is included in the catalog, in quarterly course schedules, in the college's annual report to the community, and is the first link from "About BCC" on the college's website. The college has attempted to ensure that the statement is posted in campus offices and classrooms to provide widespread visibility. Letter-size posters of the new statement and strategic plan were reprinted in 2004 and made available for this purpose.³ An inventory in early 2005 found that it was posted in over 75 public areas across campus.

Accomplishment of Mission and Goals (1.A.3)

Progress in accomplishing the college’s mission and goals is documented and made public in numerous ways:

- Regular progress reports on accomplishing annual goals and objectives are made to the president, the President’s Staff, and the Board of Trustees and posted in shared folders for the college community.
- Performance reports are sent to the State Board for Community and Technical Colleges (SBCTC).
- Presentations and reports are made to Educational Services Cabinet, Student Services staff, Administrative Services staff, and selected campus committees.
- Campus-wide e-mails and presentations on the annual goals and work plans are made by the president.
- Reports are distributed to BCC stakeholders (donors, community organizations, board members, and BCC students and employees).
- Institutional Advancement widely distributes its annual report and promotes newspaper coverage that highlights BCC achievements.

In addition, the president and her staff make a number of presentations to stakeholders and interested parties during the course of the year that describe the college’s progress in meeting identified goals. These presentations, designed to address the interests of specific audiences, vary in content based on those needs.

Recent Presentations to BCC Stakeholders Tied to the Mission and Goals

Presented by President Floten and Senior Staff

Workforce Programs that Build Bridges with the Community – an overview of professional/technical programs, continuing education programs, worker retraining programs, the WorkFirst Program, and career center programs. This was delivered at the BCC Board of Trustees’ monthly meeting.

Bellevue Community College – a general overview of college programs and community impacts including student performance, awards, and business services. This program has been delivered to the Bellevue Chamber of Commerce, Bellevue Rotary groups, the East-side Business Roundtable, area legislators, and the Mercer Island Chamber of Commerce.

About BCC – a general overview of the college’s vision, mission, and goals, student performance, and community impacts with direct college to business outcomes. This program was presented to the Boeing Company, Shared Client Services, and other area businesses.

The Many Faces of BCC – a general overview of vision, performance, and immediate needs presented to the BCC Foundation Board of Directors, various local rotary clubs, the East-side Business Roundtable, and several local chambers of commerce.

Bellevue Community College, BCC 101: A Primer – a general overview of the community, the college, and how the two work together to meet educational needs and goals. Most recently presented to visiting Korean and Japanese delegations.

Bellevue Community College: Business to College (B2C) Partnerships – an overview of BCC’s impact on business including performance indicators associated with graduation rates, retention, placement, etc. This presentation was most recently delivered at a Bellevue Chamber of Commerce meeting and to several Bellevue rotary clubs.

Two highlights of the year that showcase progress on the college’s annual goals are President Floten’s formal opening day and year-end speeches, which are accompanied by videos or PowerPoint slides of faculty, staff, students, and administrators in action. The president’s fall presentation outlines goals and tasks and underscores the collegial atmosphere that advances the year’s activities. The year-end presentation provides the campus community (including trustees, BCC Foundation Board of Directors, and other guests) with a perspective on the college’s accomplishments during the past year, highlighting exceptional areas of progress, and revisiting the goals outlined in the fall. These presentations are well-attended and are made available to the campus community through the college’s website.⁴ The 2005 year-end activity included a Brazil-Fest in honor of the 2005 scholar-in-residence.

Goals and Resources (1.A.4)

The strategic plan goals were developed and evaluated in terms of whether they could be accomplished and how they would reinforce the overall mission of the institution. In an era of dwindling resources, it has become even more critical to ensure that all aspects, from enrollment policies to capital requests, from planning to hiring decisions, are tied to the college’s mission and can be carried out within existing resources. A special allocation of \$100,000 was set aside the first year of the strategic plan to assist with implementation of new activities. Setting ambitious goals and objectives has guided the college toward greater and more significant accomplishments over the past ten years.

Innovation in Alignment of Resources and Strategic Priorities

BCC prides itself on being a leader, both in the local community and nationally. BCC’s vision statement says that “Bellevue Community College will continue to be the region’s college of choice, based on its excellence, innovation, and national recognition for exemplary programs.” The short descriptions of the following programs demonstrate three of the innovative activities that are signature efforts at BCC.

Pluralism (Goal 8) BCC’s commitment to pluralism is long-standing and derived from the mission and vision of the college, along with the commitment of college leadership. This commitment is backed by resources and programs throughout the college. In 1992, the *Affirmation of Inclusion*, a statement of the commitment of the college to inclusion, was adopted and appears in classrooms and many offices; the 2002 *Pluralism Compact*, a commitment by the college to be leaders in practicing and modeling behavior that supports pluralism, inspired faculty, employee, and community-based committees to improve the diversity of faculty, staff, and the student body, and to incorporate new approaches to teaching and learning. These efforts resulted in a new Ethnic and Cultural Studies Program, revised recruitment and hiring goals, a series of “courageous conversations” about race for faculty and staff, related professional development workshops, and new diversity-based student activities.

Technology (Goal 7) With original funding provided by the National Science Foundation in 1995, BCC created the NWCET (originally the Northwest Center for Emerging Technologies, now the National Workforce Center for Emerging Technologies). This center reinforced BCC's commitment to prepare a highly skilled workforce to meet the demands of regional industry and provide job opportunities for graduating students. Now, even as industry needs and standards have changed dramatically, BCC maintains its commitment to contribute to the development of a highly-skilled information technology workforce by expanding into new areas such as bioinformatics, medical informatics, and business intelligence to meet student and workforce needs. A recent grant from the U.S. Department of Labor to help create a National Center for the Biotechnology Workforce continues this effort.

Center for Liberal Arts (Goal 3) In 2002, BCC established a Center for Liberal Arts (CLA) to address academic excellence and innovation, and provided resources for a full-time director and program budget. After three years of operation, the CLA has developed programs that enhance instructional pluralism, interdisciplinary teaching and learning, and student civic engagement.⁵ It has forged strong partnerships with the community through collaboration with non-profit agencies, businesses, and individuals and has received regional and national recognition and funding for its programming. A major feature is the "Scholar-in-Residence" program, where international faculty are brought to campus.

Direction for Activities, Policies, and Planning (1.A.5)

BCC's mission and goals provide direction for all educational activities, admission policies, selection of faculty, allocation of resources, and planning. Some examples of ways in which the college uses its mission and goals to provide direction are highlighted below.⁶

- Faculty professional development days (non-instructional, contract days) connect the classroom to the mission and goals by focusing on the improvement of teaching and learning (Goals 3, 5). Recent days have focused on themes such as "Who is Responsible for Civic Responsibility?" and "Teaching Multiple Perspectives: Diversity in the College Classroom."
- Classified staff professional development days provide opportunities to participate in experiences that contribute to improved employee performance, morale, and collegiality (Goal 5).
- As an "open door" institution, BCC has set its goals to address student success through the development of student support systems and appropriate educational offerings, such as the new intake process and Title III retention programs (Goals 1, 2).
- The college has been particularly diligent about basing resource decisions on its mission and goals during the past four years of budget cuts, which have averaged approximately \$1 million per year. Educational programs and services to students have remained intact; special funding was set aside to make progress on cultural pluralism goals (Goals 1-9).
- The college's grants director works with faculty and staff to develop and submit grants and collaborations that align with the mission and goals of the college (Goal 6).
- The capital budget documents submitted to the SBCTC for the 2003-05 and 2005-07 biennial emphasized the college's need to increase teaching and lab space to improve access for students (Goal 2).⁷
- The Universal Accessibility Committee reviews all college facilities and plans for new buildings and major remodels to ensure that BCC is barrier-free (Goal 1).
- The college prepares and maintains a master plan that guides all facilities development (Goal 1).
- The college urges accountability throughout the organization by monitoring institutional effectiveness indicators, implementing a planned program of unit improvement,

conducting program reviews, and assessing students for general education outcomes (Goal 4).

The college's *Mission and Goals Statement* provides the primary decision-making criteria for budget planning. The annual operating budget is developed and all other financial decisions are based on how they support the mission and fulfill the established goals. The Planning Council,⁸ a representative group that guides the budget development process, uses the college mission and goals to develop guiding principles for annual budget planning, and President Floten begins each of her public budget presentations with a reminder of this connection. Strategic plan implementation costs beyond the college's existing base are earmarked in the budget to ensure they have sufficient funding to be completed.

Public Service Activities that Support BCC's Vision, Mission, and Goals

KBCS, the BCC radio station, provides varied programming for its listening community.

Channel 28, the BCC television station, offers general interest and educational programming and telecourses to over 340,000 homes in the region.

BCC's service learning program provides community-based organizations with skilled volunteers.⁹

Student performances and events, and some departmental lectures are open to the public. A recent sampling is included below.

January 2005

Lecture: "Incarcerating Japanese Americans, 1942-2005"

Drama: High School Short Plays Festival

February 2005

Employment Fair: Internship Expo 2005

Concert: Jazz Festival, middle-school and high-school competition and concert

Dance: Eastside Moving Company performances

The BCC Early Learning, Family, and Child-care Center (ELFCC), a model of a successful partnership with the corporate community, provides child care and Head Start services for children of BCC students, employees, and community members.

Student activities programs foster cultural activities, enriching and providing service to the community. Phi Theta Kappa recently completed a walk-a-thon, generating \$78,000 in support of cancer research. The Diversity Fair, sponsored by Student Programs, recently drew over 9,000 people to the college.

BCC facilities are available for rental by the community, and more than 93,000 individuals annually benefit from use of these resources.¹⁰

Public Service (1.A.6)

Public service activities align with the college's mission to "...strengthen the economic, social, and cultural life of our diverse community and be a leader and partner in building a strong and vibrant region." Goal 9 of the strategic plan is directed toward community service and includes offering programs that foster civic engagement and collaboration with the community; positioning students to fulfill their roles as citizens, volunteers, and leaders in a democratic society; engaging the community with the college; and aligning the college's expertise with community needs. BCC's strategic planning and evaluation processes consider these identified needs in short- and long-term planning and then report outcomes of programs and/or processes to the broader community. The *Community Impact Report*, produced by the Office of Institutional Research, includes analyses of BCC's interaction with the community, as does the *Institutional Advancement Annual Report*. Examples of other college public service programs that are consistent with the college mission and goals are highlighted at left.

Substantive Change (1.A.7)

Mindful of the necessity to notify the NWCCU when any substantial change in the level or delivery of the college’s educational offerings occurs, the college submitted a *Prospectus of Substantive Change on Distance Learning* to the commission in 1998. The commission approved the proposal in March 1999 and asked BCC to address its Distance Education Program during the interim visit in spring 2000. The commission commended BCC for “introducing programs that will provide important options for students currently enrolled as well as place- and time-bound students in the region.” The commission’s 2000 response concluded, “In summary, the Distance Education Program at BCC is well established and continued success and growth in this area is anticipated.”

The college submitted a *Prospectus of Minor Substantive Change for an Associate in Essential Studies Degree* for special needs populations in May 2005. Called the Venture Program, the new degree prepares developmentally-delayed students to live independently and promotes lifelong learning.¹¹

In 2005, the Washington State Legislature passed a law that authorizes offering a community college baccalaureate (CCBA) at community colleges in Washington state. The process for determining which colleges will be selected resides with the SBCTC and the Higher Education Coordinating Board (HECB). The SBCTC (with contributions from President Floten and BCC staff) completed a comprehensive statewide needs analysis and review of delivery options and costing formula for this

Community College Baccalaureate Degree Investigative Process

Date	Actions and Progress
April 2001	President Floten proposed a study to document the need and review practices in other states that offer applied bachelor’s degrees through community colleges, to increase upper division opportunities for BCC graduates. The Board of Trustees determined that a need exists for a baccalaureate degree at the college, especially in selective areas such as information technology, health professions, and education. The board also discussed exploring a bachelor’s degree option for students with existing two-year technical degrees and the concept was presented to the professional associations in the community to determine their level of support.
May 2002	A BCC report about colleges across North America that have experienced the transition to a baccalaureate program, including a review of the models provided by nine colleges in various stages of development (in Canada and the U. S.) and trends in this area was completed.
December 2003	The President’s Staff completed a SWOT ¹² analysis of several current models, identifying the demand for specific baccalaureate programs in the state, including healthcare occupations, special education, teacher education, information technology, interior design, and computer science—the probable candidates for such programs.
January 2004	The Board of Trustees voted to move forward with the community college baccalaureate at BCC. The president was directed to pursue baccalaureate authority according to the 2004 Washington State Higher Education Coordinating Board Master Plan and to petition the State Board for Community and Technical Colleges to grant BCC “pilot status” to develop the process by which degrees in teacher education and applied technology could be created and offered at BCC.
spring 2004	The HEC Board specifies community college baccalaureates as a new delivery mechanism for addressing upper division capacity shortages.
summer 2004	President Floten begins a six-month assignment with the SBCTC to conduct research on baccalaureate capacity and delivery options in Washington state.
fall 2004	President Floten begins work with the legislature to influence the authorization of community college baccalaureate and university centers.
March 2005	BCC began development of its case for support to request authority for a health science applied baccalaureate degree.
April 2005	The Washington State Legislature granted authority for four community college baccalaureate pilot programs.

degree option. BCC is actively seeking authority to be included in the initial group of four colleges that will receive this authorization and, if granted, BCC will prepare and file a substantive change prospectus with the commission. The process and progress of this effort is included on page 15.

Planning and Effectiveness

Institutional Evaluation and Planning Processes (1.B.1)

Bellevue Community College engages in several integrated processes to plan and measure the effectiveness of the institution as a whole, using the results to help determine progress against achievement of the mission and goals. These processes focus on continuous quality improvement through analysis and feedback. Planning efforts incorporate the college mission, involve all aspects of college programs and operations, and include students, faculty, staff, and administration in needs assessment, analysis, and problem solving. Their interrelated nature is depicted in Appendix 1.3, where the vision, mission, and values of the college are shown at the heart of the planning and effectiveness efforts. Three threads, representing instruction/student learning, institutional effectiveness, and operations, run through the circle with activities occurring annually, every three years, every five years, and every ten years. Planning and effectiveness processes that regularly occur at BCC are placed both within the appropriate “thread” and within the appropriate “time ring” of the circle.

BCC’s Strategic Plan for 2004-2011 (shown at the center top of the circle) is the primary operational vehicle for achievement of the vision, mission, and goals. The strategic plan begins with a specific goal; identifies the desired outcome for the first three-year segment of the plan; establishes how achievement will be assessed; and then sets the objectives, deliverables, and strategies to accomplish the goal. A portion of goal 1 is provided at right to demonstrate how the planning process outlines and measures achievement of the institutional goals.

Excerpt from 2004-2011 Strategic Plan

Goal 1: Access BCC will provide access to educational programs and services that strengthen the economic, social, and cultural life of its diverse community.

Three-year Outcome: In meeting enrollment targets, the college will reach or exceed state performance benchmarks annually in all programs. The college will add five percent new space over the next three years to align its programs with needed space requirements.

Assessing Results: Efficiency will be measured by monitoring faculty-student ratios, performance against state standards, and course section costs. Alignment will be assessed by demonstrating that the highest priority needs are addressed by the college. Sufficient facility capacity will be determined by comparing space needed with available space as well as determining ADA compliance.

Objective 1.1: Develop a comprehensive enrollment planning process based upon a needs assessment that addresses demographic shifts, lifelong learning, and workforce needs within the service area of the college.

Deliverable, Year 1: An enrollment review and management process, a community needs assessment and gap analysis, and a five-year enrollment plan.

Strategies, Year 1: Development of an (1) enrollment review and management process; (2) community needs assessment; (3) gap analysis; and (4) five-year enrollment plan.

Other institutional evaluation and planning processes shown in Appendix 1.3, such as institutional performance indicators, the Program Effectiveness

Process (PEP), curriculum planning, academic program review, enrollment management plan, budget planning, facilities master plan, and so forth, feed into and inform each other to achieve institutional goals. On their own, none of the processes shown in the planning and institutional effectiveness cycles diagram can give a complete picture of how BCC plans for and evaluates the activities that implement its mission and goals; however, as integrated processes, they assist the college in making progress in accomplishing college goals. Planning and effectiveness processes not discussed in the current chapter are described in other parts of this document.

Systematic Planning and Evaluation (1.B.2)

Goal 4 of the college's strategic plan declares BCC's intention to maintain a viable and supportive system of organizational review that verifies and improves college effectiveness and ensures the integrity of programs. In all its activities, BCC engages in systematic planning and evaluation, consistent with its mission and goals. The strategic plan, the annual budget process, PEP, and other integrated processes help to keep the institution on track toward achievement of its mission and goals.

PEP is an excellent example of systematic planning and evaluation at the program level. The purpose of PEP is to enhance institutional effectiveness through regular analysis of department and program effectiveness, providing a feedback loop for quality improvement. PEP, formally begun in January 2000, involves 45 service units, 23 professional and technical programs, and 12 instructional programs (transfer, general education, etc.). The process has five steps:

1. Identify and connect unit or program mission to the BCC mission, vision, and goals.
2. List two to three outcomes for the unit or program.
3. Construct appropriate assessments for those outcomes.
4. Report the results of those assessments.
5. Identify actions taken based on those results.

Responsibility for implementing PEP is assigned to the Institutional Effectiveness Group (IEG) whose membership includes students, staff, faculty, and administrators. The IEG reviews PEP reports, provides feedback to individual units and programs, and offers periodic training in PEP procedures.

During the first complete year of PEP (2001-02), 71 percent of the units and programs submitted outcomes and assessments. During the second year, this declined to 25 percent. After additional efforts to increase involvement, 87 percent of units and programs participated in 2003-04. The college is still developing a climate of continuous improvement, and some programs have yet to complete all five steps of the process. Ongoing encouragement and education will ensure that all programs and units participate. Supervisors have been enlisted to help and service units have made especially good progress. From 2001-02 to 2003-04, participation grew from 22 to 91 percent, due largely to the efforts of supervisors, who made it a priority. PEP is considered to be so central to the college's ongoing institutional effectiveness efforts that it is specifically included in the institutional accountability goal (Goal 4) of the strategic plan.

To streamline the PEP reporting process, a web-based database was designed to assist units with input of PEP data and for IEG members' review. The database is organized by year and program so that anyone on campus can view outcomes, assessments, results, and actions taken by any unit. The database has made submitting forms much easier and has improved IEG efficiency. A new, improved version of this database became operational in July, 2005, in time for the 2005-06 submission of PEP plans in August 2005.¹³

Participation in Planning (1.B.3)

Because maintaining a high level of participation throughout the campus is integral to the institution's planning and effectiveness efforts, the college sets aside several days during the academic year when no classes are held to make available more opportunities for faculty, staff, and administrators to consider and discuss important issues.

College issues days (originally called governance days) began in 1996-97, dedicating two contract days per year to process, discuss, and plan college-wide issues. Setting aside contractual days for planning and addressing organizational issues grew from concerns of faculty and staff that there was insufficient time to come together as an institution to discuss issues that affected the organization without consuming time dedicated for faculty and staff professional development days. The college currently supports two college issues days and two professional development days per year as non-class contractual days.¹⁴

In addition to college issues days, many representative college committees and groups are regularly involved in planning efforts.

- The *Planning Council*, convened annually to assist in the budget development process, works collaboratively with the President's Staff to make budget decisions, with representation from all campus constituencies.
- The *Institutional Effectiveness Group* meets at least quarterly to review the program effectiveness process submissions, as well as the five-year academic department and professional/technical program review work, and helps to ensure that the college's institutional effectiveness processes remain on track.
- The *President's Staff* addresses issues of college-wide concern, and engages in problem-solving, strategic planning, task development, and regular review.
- The *Educational Services Cabinet*, meeting twice monthly, acts as a forum for educational issues, provides input to the executive dean of instruction, and plans and coordinates instructional policies and procedures.
- The *All College Council*, comprised of students, faculty, staff, and administrators, considers initiatives with college-wide impact.
- The *Curriculum Advisory Committee*, chaired by a faculty member and comprised of faculty, staff, and administrators, reviews curriculum proposals and changes.

Another illustration of the participatory nature of institutional planning and evaluation is the annual budgeting process, which begins with input from the campus at large that is conveyed to the Planning Council, then to Educational Services Cabinet, and finally, to the President's Staff for prioritization.¹⁵ The institutional mission and goals are central to these planning activities and each recommendation for a budget change must be tied to one of the college goals.

BCC has encouraged faculty to assume leadership positions for enterprises related to planning and implementation of key initiatives. Faculty members chair the IEG, the ACT, the Curriculum Advisory Committee (CAC), and the Faculty Professional Development Committee. These faculty leaders are strongly supported and have been very effective in developing strategies and processes for addressing campus initiatives and gaining support from constituency groups across the college.

Students also play a key role in campus planning and evaluation. They participated in the 2003 strategic planning process on both the steering committee and in work groups and provided a valuable perspective to the decision-making process. Students serve on the Tenure Review Committee and, in fact, attempts are made to include student participation on virtually every college committee, if possible, although their studies limit the time the students have available for these governance activities. Through such processes, students learn by observation and participation how campus governance is accomplished and how effective meetings are conducted, and decision-makers hear student perceptions as well.¹⁶

Resource Allocation (1.B.4)

The annual budget and planning process is closely linked to the college mission and goals and is the basis for resource allocation each year. Every budget request submitted to the Planning Council must be tied to a goal in the strategic plan, demonstrating how it will contribute to achieving that goal. In cases where the institution determines, based on the results of its evaluation activities, that additional progress in a goal area is needed, additional resources are allocated. For example, when the college determined

through the strategic planning process that more progress was needed in the area of cultural pluralism, additional funds were allocated during the budget process for specific efforts to achieve those goals.

Faculty contract negotiations provide another example of how the college finds solutions to problems identified by the campus community. Issues over program management duties, as they related to evaluation and planning, were identified during faculty negotiations. In 2001–2003, a joint faculty/administrator task force studied program chair compensation and developed a position description and formula for assigning release-time/stipends for program chairs, based primarily upon full-time equivalent faculty (FTEF) and full-time equivalent students (FTES). Some program chairs argued persuasively that they should receive additional compensation and the group agreed. While this problem has not been resolved definitively, additional funds were allocated for program chair duties. Discussion continues, along with other program management-related issues, with a group of faculty and administrators who meet regularly. This process demonstrates both the collaborative nature of BCC decision-making and the use of planning and evaluation processes to identify institutional priorities and related allocation of funding.

A look at the metamorphosis of the Board of Trustees initiatives to the goals identified in the current strategic plan provides another example of how the institution uses systematic evaluation to improve instructional programs and institutional services. Although the goal areas have remained much the same since 1995—teaching and learning excellence, institutional accountability and effectiveness, student preparation and success, cultural pluralism and community involvement—the particular focus of the goals has changed as successful accomplishment has been achieved. The college continually strives to improve the process of organizing, guiding, evaluating, and reporting college-wide work. The results from one cycle of analysis are used to inform and change the specific objectives under the goal and to focus it in an area that is in need of improvement.¹⁷

Institutional Priorities for Improvement (1.B.5)

Since 1997, the director of institutional research has tracked institutional performance indicators in thirteen areas: (1) program degree completion; (2) transfer student success; (3) student retention; (4) progression from developmental to college level courses; (5) employer satisfaction and career progress; (6) efficiency of college operations; (7) effectiveness of college operations; (8) college and service area diversity; (9) English-as-a-Second-Language progress; (10) continuing education; (11) student satisfaction; (12) employee satisfaction; and (13) teaching excellence. Following the indicator trends over time has been a useful tool to help the college identify areas that need improvement and identify where the organization has implemented successful improvement measures. The data is regularly provided to the Board of Trustees, President's Staff, and to departments to assist them in planning and effectiveness efforts.¹⁸

Another element of institutional effectiveness is the Five-Year Academic Department and Professional/Technical Program Review, which applies to all professional/technical programs and academic departments. This process requires analysis of enrollment data, course success and completion rates, student/faculty ratios, full-time to part-time faculty ratios, and curriculum currency. After completing this analysis, each program develops an action plan for the next five years, including the steps they plan to take toward improvement. Begun as a pilot during the 2001–02 year, this process is ongoing with a regular schedule of six to eight different departments/programs participating each year.¹⁹ The reports submitted for the first two years were mixed in terms of quality, and a number of reports were not completed on time; however, the IEG is working with the division chairs and the executive dean of instruction to promote and encourage efficient completion. Programs that have completed the full process report that it is informative and useful and, if results are unsatisfactory, the information can be used for improvement plans.²⁰

Another activity that grew out of evaluating needs identified by BCC's planning processes is the increased level of assistance provided to new faculty. Faculty and administrators involved in evaluating new faculty recognized that both the institution and the faculty would benefit from having both a mentor and an in-depth look at the college and its practices. The Teaching Institute, held prior to the beginning of each school year, employs experienced faculty to assist those new to community college instruction, and the faculty mentoring plan pairs experienced faculty with new hires.²¹

Evaluation Resources (1.B.6)

The college allocates the necessary resources to ensure that effective evaluation and planning occur and the highest priority in the planning process is given to funding activities that support the strategic plan and mission. The college actively seeks additional funding, such as the recent Title III grant, for substantial planning processes that go beyond the organization's ability to fund them.²²

Because of the importance the college places on involving faculty in institutional governance, many of the critical planning and effectiveness processes are coordinated by faculty. The college funds partial release time for the coordinator of institutional effectiveness, the chair of the CAC, and program chairs. Full-time faculty are paid for committee work that involves time that exceeds their individual teaching contracts. For example, faculty who serve on the Tenure Review Committee often meet on Saturdays and the full-time faculty who attended the Dec. 16, 2004, accreditation document review session were reimbursed for their time. In addition, the institution funds certain positions that contribute to its ability to effectively conduct the work of the institution, such as the assessment coordinator, the director of institutional research, an institutional research analyst, and budget analysts. The college also provides funding for four days (two college issues days and two professional development days) to allow for sufficient time for the college community to engage in professional development and college-wide activities.

Institutional Research (1.B.7)

A recommendation in the 1995 accreditation report led to the creation of the Office of Institutional Research (OIR) in fall 1995. Institutional research projects integrate with and support institutional evaluation and planning. The director of institutional research is a member of the Educational Services Cabinet, the Administrative Services Executive Staff, the IEG, and ACT; the latter two being the main campus-wide groups working in effectiveness and assessment. The director also participates in President's Staff's planning efforts and is a permanent member of the Planning Council. Institutional research is intricately involved with college planning activities; for example, college departments that need materials to address specific issues, meet program needs, and gauge the effectiveness of programs may obtain needed information from institutional research.²³ Individuals may request data ranging from a single number to a small research study.²⁴ The PEP objectives of institutional research include items related to the use of data at the college and the timeliness of the delivery of the data. The director of institutional research provides a standing report on institutional effectiveness measures to the Board of Trustees.

Effectiveness of Efforts (1.B.8)

All of the planning and effectiveness measures identified in the planning and institutional effectiveness cycles (Appendix 1.3) include a review and feedback mechanism as part of the process. The components of the strategic plan have measures to document their effectiveness, as do the institutional performance indicators.

A good example of how BCC reviews its efforts to document effectiveness is provided by data collected for the annual accountability report of the SBCTC. This report is used to rate how well professional and technical graduates are prepared for work, whether transfer students are ready to go on to baccalaureate institutions, and how successful colleges are at providing basic skills training. The report presents a comparison of how well BCC does compared to other community and technical

colleges in the state. In two of the three areas, BCC ranks at the top—professional and technical program graduates have the highest starting wage in the state, and BCC transfers more students to four-year institutions than any other college in the state.

Each year, the President’s Staff reviews the institutional performance indicators to ascertain whether the “right” indicators have been chosen, whether the goals selected reflect where the college wants to be, and whether the activities undertaken to influence the indicator have been successful. The result of the review has been some change in the selected indicators to better reflect where the college wants to be. For example, the Continuing Education Program recently suggested that the indicator chosen for them, students enrolling in additional courses, was not as appropriate a measure as student evaluations of courses and recommended a change, which was accepted by the President’s Staff.

The primary challenge for the college is to select “appropriate” indicators and success measures. Some goals that have been selected for effectiveness indicators are clearly “stretch goals,” meaning they are obtainable only in the long-run. Further, selecting strategies that will impact goals and determining whether the strategy has, is having, or will have an impact because there are many intervening variables, is also very challenging. These relationships and interactions—among goals, strategies, outcomes, evaluation, and knowing what data—are the sources of ongoing discussion at the college. BCC faculty and staff believe that the evaluation systems, with regular revision, work well and college staff monitor the indicators and are actively engaged in analyzing and trying to understand how to influence them to meet college goals.

One measure of the effectiveness of BCC research, planning, and evaluation efforts is the successful award of very competitive Title III and TRIO grants, both of which grew out of institutional self-analysis, assessment, and the ability to align strategies and programs to meet clearly defined college goals, such as student retention and more effective intake and advising processes. BCC has been very successful in competing for state and

national grants, due largely to the clarity of mission, vision, and goals, and the coherence of its research, planning, and evaluation efforts.

Public Awareness of Institutional Effectiveness (1.B.9)

The college communicates evidence of its institutional effectiveness to the public wherever possible. Institutional Research publishes the annual *Institutional Performance Indicators Report* mentioned earlier and the *Community Impact Report*, that delineates the benefits the community derives from having a college such as BCC in the area. The impact report and its accompanying executive summary are distributed to BCC stakeholders (donors, community organizations, board members, and BCC students and employees) and are available on the OIR website. To further enhance visibility, the 2002 *Community Impact Report* was condensed into a brief brochure, *High-Return Investment*, that was distributed to the local media, chambers of commerce, and community members. Media were encouraged to follow-up with college relations staff for additional information on the full report.

The president incorporates information and research about the college’s effectiveness in her speaking engagements, whether in the community, with local legislators, or in legislative hearings. Institutional Advancement and the president routinely present information to the Board of Trustees and the Foundation Board of Directors, marking progress against key deliverables.

STANDARD ONE ANALYSIS AND APPRAISAL

Strengths

BCC fulfills its mission to be a comprehensive and innovative college through its varied curriculum, strong faculty, and dedicated staff. Employees thoroughly understand the role of “their community college” in education and are proud of the institution.

BCC has developed an integrated and effective series of planning and evaluation processes based on its mission and goals that help it continuously improve the quality of its programs.

BCC maintains institutional accountability through a participatory process in all areas of strategic planning and campus governance. In spite of extremely busy schedules, faculty, staff, and students participate in activities that support the mission and goals, such as professional development days, campus committees, and other forms of planning and governance. Faculty and staff have ready access to all data necessary to support these activities via the Office of Institutional Research.

The heightened leadership role of faculty in planning and governance committees has strengthened their commitment to and involvement in planning and evaluation processes.

Challenges

Campus understanding of the Five-Year Academic Department/Professional-Technical Program Review and the Program Effectiveness Process varies. This understanding needs to broaden in order to achieve maximum results.

Directing and maintaining college-wide focus on planning and effectiveness is a challenge. Some members of the college community do not yet see this as central to their work. While this perception has improved yearly as more individuals are actively involved in one or more of the college’s planning efforts, the college needs to be vigilant to keep forward momentum.

Some employees have expressed concern through the employee survey that they are not yet fully aware of how decisions are made or why decisions were made, pertaining especially to the strategic plan and budget plan. The President’s Staff has taken extra efforts, upon learning this, to provide more information to the college community. For example, in budget meetings and budget correspondence, President Floten now reviews all the steps and opportunities for involvement that have or will occur. She has also posted all budget presentations and letters on the college intranet and sent an all-college e-mail alerting the college community to their availability. In conversations with staff at the last college issues day, many expressed concern about information overload—especially through e-mail—and how to sort out what is really important. Some employees also expressed concern about sharing their opinions with other employee groups. Specific communication strategies emerged from that discussion, such as holding more constituent-based meetings on the budget and on college issues days when controversial or more sensitive issues are being discussed.

STANDARD ONE COMMITTEE

Virginia Bridwell, faculty and chair, Psychology Department, and committee chair, Standard One

Barbara Martin, Anne Pflug, Don Bloom, former vice presidents and interim vice president,
Administrative Services

Lynne Sage, faculty and former chair, Mathematics Department, and chair, IEG

Michael Meyer, faculty, English Department

Emily Fisher, program manager, Workforce Development

Sharon Kline, former grants director, Institutional Advancement

Diane Douglas, director, Center for Liberal Arts

Valerie Hodge, director, Institutional Research

ENDNOTES

- 1 A three-ring binder detailing the history of planning and effectiveness activities will be available on-site.
- 2 See Appendix 1.1.
- 3 See Appendix 1.2.
- 4 See President's Speeches on <http://bcc.ctc.edu/about/college/president/#speeches>.
- 5 See www.bcc.ctc.edu/liberalarts.
- 6 The numbers in parenthesis refer to goals 1 through 9 of the strategic plan.
- 7 See Standard 8 for additional information.
- 8 See Standard 7 for additional information.
- 9 See also Standard 2.
- 10 See Exhibit 1.52.
- 11 See Appendix 2.1 for a complete description of the program.
- 12 SWOT—Strengths, Weaknesses, Opportunities, Threats.
- 13 See PEP database at <https://www.bcc.ctc.edu/pep/>.
- 14 See Appendix 1.4 for a list of the issues that have been addressed during college issue days.
- 15 See Standard 7 for a full description.
- 16 See Standard 3 for additional information on student involvement.
- 17 See Appendix 1.5 which illustrates the progress from Board of Trustees initiatives to the current strategic plan.
- 18 See Exhibit 1.2, BCC *Institutional Performance Indicators* Report.
- 19 See Appendix 1.6.
- 20 See Exhibit 1.9.
- 21 See Standard 4 for additional information.
- 22 See Standard 7 for additional information.
- 23 See www.bcc.ctc.edu/InstResearch.
- 24 See Appendix 1.7 for examples.

SUPPORTING DOCUMENTATION FOR STANDARD ONE

Required Documentation	Exhibit #	Name of Exhibit
1. Official statement of institutional mission; how and when it was developed, approved and communicated to institution's constituencies	1.1	Bellevue Community College vision, mission and goals. Significant Milestones, Development of 2004 mission, vision and goals
2. Evidence that demonstrates analysis and appraisal of institutional outcomes, including annual goals and assessment of success;	1.2	<i>Institutional Performance Indicators, Sixth Report 2003</i>
	1.3	<i>Institutional Performance Indicators, Fifth Report 2001-2002</i>
	1.4	<i>Institutional Performance Indicators, Fourth Report 2000-2001</i>
	1.5	<i>Institutional Performance Indicators, Third Report 1999-2000</i>
	1.6	<i>Institutional Performance Indicators, Second Annual Report, December 1998</i>
	1.7	<i>Institutional Performance Indicators, First Annual Report</i>
	1.8	Assessment Notebook
	1.9	Examples of Five-Year Instructional Program Reviews Physical Science, Programming, Anthropology, Speech, English, Economics, Drama, Administrative Office Systems, Engineering Transfer, Geography, Fire Programs, Music, Interior Design, Philosophy, Associate Degree Nursing, Diagnostic Ultrasound, Business Transfer, History, Translation and Interpretation
	1.10	<i>Nuclear Medicine Technology Program Self-Study, February 11, 2004</i>
	1.11	<i>Associate Degree Nursing Program Self Study Report and Washington State Accreditation, spring 2003</i>
1.12	<i>Diagnostic Ultrasound Program Self Study Report, January 2002</i>	
1.13	Institutional Effectiveness Group Summaries 2001-2005	
1.14	Examples of completed PEP forms. See also, https://www.bcc.ctc.edu/pep/	
1.15	2004-05 Combined Action Plans	
1.16	2003-04 Organizational Unit Action Plans	
1.17	2002-03 Action Plans	
1.18	2001-02 Action Plans	
1.19	<i>International Student Programs Program & Marketing Strategy 2004-2006</i>	
1.20	<i>International Student Programs Program & Marketing Strategy 2004-2006, Section II: Enrollment Analysis & Specific Plan of Action by Country</i>	
studies of alumni and former students;	1.21	Business Transfer Program, June 2, 2005
	1.22	Examples of Transfer Student Follow-up Data


	1.23	<i>Data Report 05-31 A Survey of Bellevue Community College Graduates: spring 2005</i>
	1.24	<i>Data Report 05-32 A Survey of Bellevue Community College Graduate Employers: spring 2005</i>
	1.25	<i>A Survey of Bellevue Community College Graduates: spring 2004</i>
	1.26	<i>A Survey of Bellevue Community College Graduates, July 2003</i>
	1.27	<i>Bellevue Community College Transfer Students Results of a Telephone Survey, December 2001</i>
studies regarding effectiveness of programs and graduates; studies of success in placing graduates	1.28	<i>SBCTC Follow-up of Professional/Technical Students 2002-03 Exit Year, Bellevue Community College Summary Report</i>
	1.29	<i>SBCTC Follow-up of Professional/Technical Students 2000-01 Exit Year, Bellevue Community College Summary Report</i>
	1.30	<i>Professional/Technical Programs Student Follow-up 1997-98 to 1999-00</i>
	1.31	<i>Professional Technical Program Information</i>
	1.32	<i>Final Report and Recommendations from the IT Business Division Task Force to Executive Dean Dr. Ron Leatherbarrow, 2 June 2000</i>
pre- and post-test comparisons of students;	1.33	Summary of the CAAP Testing, spring 2004
	1.34	<i>Summary of the Results from the Administration of the Collegiate Assessment of Academic Proficiency (CAAP) Test, summer 2000</i>
surveys of satisfaction	1.35	<i>Report of the Community College Survey of Student Engagement (CCSSE), winter 2004</i>
	1.36	Student Satisfaction Surveys
	1.37	<i>Perceptions & Experiences of First-Quarter Students, fall 1996</i>
	1.38	<i>BCC Employee Opinion Survey, fall 2004</i>
	1.39	Summary of fall, 2000 BCC Employee Opinion Survey Results
Required Exhibits		
1. Institutional short term, strategic or long term plans, including system master plans	1.40	Strategic Plan Goals and Objectives, September 8, 2004
	1.41	Mid-Year Report on Strategic Plan Goals and Objectives, December 15, 2004
	1.42	2001-2004 Board of Trustees Initiatives Final Report (and synopsis of all three years)
	1.43	Strategic Initiatives 1998-2001
	1.44	Outcomes and Activities Supporting Board Initiatives – 2000-2001
	1.45	Summary 1998-2000 Progress on Board of Trustees Initiatives
	1.46	Bellevue Community College Board of Trustees Strategic Initiatives, 1998-2001
	1.47	1997-98 College Goals and Objectives

	1.48	Final Report on 1996-97 College Goals and Objectives
	1.49	<i>Bellevue Community College Master Plan, December 2001</i>
	1.50	<i>Bellevue Community College Master Plan, August 2005</i>
Suggested Materials		
1. Planning studies, enrollments for past 5 years, enrollment projections, program and personnel needs analyses, fund development plans and other institutional research results	1.51	Initial and Final Enrollment Plans, 2000 – 2006
	1.52	<i>Community Impact Report and Executive Summary, fall 2002</i>
	1.53	<i>Community Impact Study, Full Report, fall 2000</i>
	1.54	<i>Service Area Census, 2000 Data Book</i>
	1.55	<i>Census 2000 Data Book, Zip Code and Census Tract Detail</i>
	1.56	<i>1997 Environmental Scan, March 1998</i>
	1.57	<i>BCC Student Profile, fall 2003</i>
	1.58	<i>Student Profile Report, fall 2001</i>
	1.59	BCC Foundation Development Plan



STANDARD *Two*

EDUCATIONAL *P*ROGRAM &
ITS *E*FFECTIVENESS



STANDARD TWO

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Introduction

The core values of Bellevue Community College make clear our intention to anticipate and respond to changing demands in education, while also shaping its future. These core values reflect our belief that “widespread access to excellent postsecondary education is the cornerstone of a democratic society.”¹ To achieve these aims and to fulfill our mission to “place students at the center of all we do,” our educational programs undergo continuous review, evaluation, and revision, based on student need, assessment procedures, departmental program review, shifting requirements of business and industry, and consultation and collaboration with our primary transfer institutions.

General Requirements

Human, Physical, and Financial Resources (2.A.1)

BCC’s commitment to high quality in all aspects of its operations is demonstrated throughout this document with detail on the faculty in standard 4, detail on the physical resources of the institution in standard 8, and a detailed analysis of the financial resources of Bellevue Community College in standard 7. The descriptions and analyses in these three chapters demonstrate that BCC does provide sufficient resources for high quality educational programs in all these areas and also that the college has responded well to the inevitable shifts in funding and student needs to remain at the forefront of community college education in Washington state.

Human Resources

BCC students have the advantage of learning from educators with long-term institutional commitment; it is common for faculty to spend their entire careers at BCC, dedicated to building and sustaining a high quality college. In addition, staff in the Student Services Program continually find ways to better provide students with advising assistance, registration services, and access to other needed services.² Table 2.1 shows the growth in number of employees BCC has experienced in the past ten years. Overall, the number of employees (based upon headcount) at the college has increased by 47 percent, with an increase of 16 percent in full-time faculty, an increase of 69 percent in part-time faculty, and an increase in state and contract student full-time equivalent of 34 percent.

The faculty to student ratio is lower than it was in 1995. In 1995 the ratio was 28.75 and in 2004 it was 24.03. The full-time/part-time (FT/PT) faculty mix shows a slightly higher percentage of part-time faculty in 2004 than in 2000, 42 percent full-time equivalent faculty in 2000 and 43 percent full-time equivalent faculty in 2004. The FT/PT mix has led to several challenges, including managing the delivery of instruction, with the increased numbers of part-time faculty and their associated hiring, orientation, and evaluation. Full-time faculty members have increased their responsibilities in activities related to governance and college initiatives in conjunction with the increase in part-time faculty, who are not available for these efforts. The college awards 19.6 annualized FTEF in release time to full-time faculty for departmental chair or college governance

Table 2.1: Change in Employees and Students at BCC, fall 1995 to fall 2004, Headcount

Employee Category	fall, 1995	fall, 2004	# Change, 1995-2004	% Change, 1995-2004
All Faculty	613	859	246	40%
All Full-time Faculty	132	153	21	16%
Part-time Faculty, excluding Continuing Education	277	409	192	69%
Continuing Education Part-time Faculty	204	297	93	46%
All Classified	203	270	67	33%
All Administrative	32	53	21	67%
All Exempt	25	100	75	300%
All Employees	873	1,282	409	47%
Total Student Headcount	15,424	19,540	4,116	27%
State, Contract Students Headcount	10,722	13,716	2,994	28%
State, Contract Student FTEs	6,852	9,211	2,359	34%

Note: Classification rules changed during this period for exempt employees. Many employees previously coded classified are now coded exempt. If these two categories (classified and exempt) are combined, the percent of change is 62%.

duties, which creates more part-time faculty sections, impacting the full-time/part-time ratio. The situation has been exacerbated by the state budget shortfall in recent years, which has made it very difficult to improve the full-time/part-time faculty mix.

Classified employees at BCC are an indispensable part of the college's operation. Although they are not specifically addressed in any of the standards, their importance to the college is such that they are deserving of individual mention here. In the past ten years, the number of classified employees, as shown in Table 2.1, has increased by 33 percent. Apart from part-time faculty, classified staff are by far the largest employee group at BCC. In actuality, the increase has been larger as classified positions were reclassified to exempt positions in order to provide more flexibility in the workforce and to provide for highly capable classified employees to be able to essentially remain in their positions, yet take on added responsibilities, including supervisory roles.

Classified staff are active in college governance, serving on and chairing college committees, such as the Employee Pluralism Committee and the Diversity Caucus. While participation on certain committees is mandated by the staff collective

bargaining agreements, most classified staff involvement derives from the college's commitment to college-wide involvement in governance.

In the past four years, a time of budget retrenchment, classified staff members have sustained considerable employee reductions in their ranks, impacting the morale and workload of the remaining employees. Additionally, during its 2002 session, the legislature adopted the Personnel System Reform Act of 2002. The act provided for full scope collective bargaining for community college classified employees, civil service reform, and contracting out of services historically performed at the community colleges by classified employees. In January 2004 the Classified Employees Association of Bellevue Community College (CEABCC) affiliated with the Washington Public Employees Association (WPEA). The first state-wide master agreement with WPEA was ratified in September 2004. In May 2005, classified staff at BCC voted to decertify the WPEA. This decision was challenged by the WPEA and was upheld.

Despite the uncertainty and concern that budget reductions and affiliation have created among classified staff, these dedicated employees continue to

step up when called upon, bring creative solutions to issues, and contribute significantly to the success of students and the college. Staff members, too, have been recognized for their active role in creating professional development activities not only for BCC staff, but for classified staff state-wide, which is a source of pride for BCC.

Physical Resources

BCC has made huge strides in the past ten years as improvements in physical resources have corresponded to the increases in enrollment and student needs. The NWCCU response to the 2000 interim accreditation visit noted:

College facilities at BCC have been greatly expanded and improved. The addition of several new buildings, including the Northwest Center for Emerging Technologies and the general classroom Building L, have alleviated many of the problems noted in the 1995 report. Remodeling the Student Union Building has had a similar positive effect.

Since that report, BCC has renovated existing structures, constructed new classroom buildings and a parking garage, developed a North Campus (at 10700 Northup Way in Bellevue), and created new student gathering places, including new computer labs, the student union lounge, coffee bars (C and R buildings), and study lounges (A, L, and R buildings).³ The college has added over 484,000 square feet since 1995, including 91,000 square feet of classroom space. BCC had few student informal study spaces ten years ago, so the addition of these new spaces has helped to develop the sense of community needed in a commuter college. The high volume of student use since these facilities opened demonstrates the level of need for them. One instructor tells of seeing students sitting on the boxes of furniture in the L Building lobby before they were even opened.

The use of technology has grown exponentially in the past ten years and instructors and students regularly rely on e-mail to communicate with each other. Distance education provides the opportunity for online completion of degree requirements. The

new portal (*MyBCC*) allows instructors to post course materials, students to access those materials and manage all their educational efforts, and employees to manage their workday and college communication more efficiently and effectively. Students can register online (about 80 percent do this) and access their records to make sure they are accumulating the needed distribution and general education requirements. Many classrooms are now electronic and wired for Internet access, and new and expanded labs use constantly upgraded programs and materials to aid student learning. BCC also continues to expand areas where students can use wireless Internet connections and plasma monitors have been added to the cafeteria for information dissemination on campus, expanding ways the college communicates with students.

Financial Resources

The Finance and Budget departments manage resources, comply with regulations, and address employee and student needs in order to maintain a balanced budget and provide a solid financial foundation for the college. The budget process has changed significantly in the last ten years, now providing for greater participation by employees. Prior to 1995, the budget process was initiated and conducted by senior administrators; now the process is collaborative and much more open. The Planning Council, whose task it is to provide an avenue for planning and reviewing budget requests from all units of the college, conducts public hearings to provide all employees the opportunity to respond to the budget process. The Planning Council is an excellent example of the participatory, process-oriented decision-making that BCC values.⁴

Educational Programs (2.A.2)

The college's instructional program is fully in accordance with its mission; programs are designed to prepare students for transfer to baccalaureate institutions, for employment opportunities fulfilling the needs of industry, and to prepare students for college-level study. In the development of liberal arts programs, professional and technical pro-

grams, and developmental programs and policies, administration and faculty consult with receiving institutions and secondary schools to address general and specific needs. All instructional policies and practices, including program content, methods, and delivery system, are developed by program faculty and reviewed by instructional administrators and faculty at the Educational Services Cabinet and the Curriculum Advisory Committee (CAC) with ensuing recommendations for action by the executive dean of instruction and, when appropriate, by the President's Staff and the Board of Trustees. The pertinence of courses, programs, policies, practices, and delivery to the college's mission and to student transfer and employment needs are fundamental issues for all persons engaged in oversight.

The Office of Instruction has established well-defined processes for initiating, developing, approving, and evaluating all components of the instructional program, including policies and practices pertaining to content and delivery, for both credit and non-credit offerings. These processes are within the charge of the CAC and are primarily managed by that group. The CAC is responsible for the effective and efficient management of curriculum development and oversight, including quality of content, effectiveness of delivery, incorporation of assessment measures, and appropriate procedures for approval. The CAC develops mechanisms for effectively notifying the campus community of all curriculum-related developments, processes, and changes.

Degree and Certificate Programs (2.A.3)

Degrees and certificates are primarily developed by program faculty who are cognizant of requirements at receiving institutions and the needs of industry. Accordingly, program faculty provide thorough, consistent focus in planning educational programs and on essential curricular issues, including specific course content and requirements, sequencing of courses, rigor of content, depth and breadth of coverage, identification of appropriate learning outcomes, effective assessment measures, and sufficient incorporation of library and information resources. The CAC, along with representatives

from liberal arts, professional/technical programs, and the library, focuses on these important issues in its course and program proposal forms and in its discussion of curriculum proposals. At all stages of the development and approval process, programs leading to degree and certificate awards are carefully reviewed to ensure cogency, rigor, and appropriateness of content, structure, and assessment strategies.

Outcomes Review Procedure

In fall 2004, the executive dean of instruction implemented a procedure that resulted in a complete review of all course outlines and course outcomes, many of which were written several years ago, in preparation for entry into the CAC database and coordination of these documents with the college's assessment plan. Course outlines and outcomes for BCC courses are now online and available for any BCC employee to view.⁵

Degrees and Certificates Offered (2.A.4)

In 1995, the college offered four degrees: associate in arts and science (AAS), associate in arts (AA), associate in science (AS), and associate in arts in general studies (AAGS). Certificates of achievement and certificates of completion were offered in a limited number of programs. Currently, BCC offers six degrees, with a new (seventh) degree recently approved for implementation in fall 2005:

1. Associate in arts and sciences degree (AAS)—direct transfer agreement (DTA)
2. Associate in business degree (AB)—DTA
3. Associate in science degree (AS)—transfer
4. Associate in arts in general studies (AAGS)—non-transfer
5. Associate in arts degree (AA) and certificates—limited transfer
6. Associate in applied science degree—technical (AAS-T)—limited transfer
7. Associate in essential studies degree (AES)—non-transfer

Until recently, BCC transfer degree designators were determined by the college; however, the State Board for Community and Technical Colleges (SBCTC) recommended new articulated degree titles to be used at all the community colleges in Washington state and BCC has complied.

Associate Degrees

Degree objectives for all associate degrees are clearly defined in the college catalog and readily available online or in print campus-wide. Instructional division offices and the counseling and advising centers have handouts with curriculum maps specific to each degree and to individual programs, as appropriate. The college provides significant online resources for students and staff including the new BCC-developed degree audit program, OSCAR (Online Student Credit Audit Review).⁶ BCC awarded 1,527 associate degrees in 2004-05.

Associate in Arts and Science (AAS—DTA)

All community colleges and all public and most private four-year institutions in the state subscribe to the direct transfer agreement (DTA). Completion of the AAS—DTA degree ensures that a student will have completed most, if not all, of the general education requirements or general undergraduate requirements of the baccalaureate institution prior to transfer. The transfer student who has earned the AAS—DTA will generally have junior standing at the receiving institution; however, additional language requirements, minimum grade point average requirements, application deadlines, or submission of necessary documents may be required for admission. The DTA requires 90 credits of college-level transferable credit that includes 45–60 credit hours to satisfy distribution requirements, in accordance with the articulated state-wide agreement. BCC also requires that AAS-DTA students complete coursework that fulfills 12 general education outcomes in five cluster areas (see Table 2.2). BCC awarded 915 AAS degrees in 2004–2005.

Associate in Business (AB—DTA)

The AB—DTA readies the student for direct admittance to the business school of a Washington state baccalaureate institution. Approved by the SBCTC in 2003 and effective at BCC in fall 2004, this degree is similar to the AAS—DTA degree, but is more specific in its individual requirements, including 20 credits in business core courses.⁷ BCC also requires AB-DTA students to complete coursework that fulfills 12 general education outcomes in five cluster areas (see Table 2.2). BCC awarded 101 AB—DTA degrees in the 2004-05 year.

Associate in Science Degree (AS)

In 2000, the SBCTC divided the associate in science degree into two tracks:

Track I—Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, Earth Sciences

Track II—Engineering, Computer Science, Physics, and Atmospheric Science

Both degree options require a minimum of 90 college-level credits, address the specific academic needs of students in science-related programs, and may be offered by all community colleges in Washington state. Students working toward this degree are encouraged to take the entire sequence of a science's introductory courses at one institution to ensure curriculum coherence and promote synthesis of learning. BCC's general education program requires AS students to complete general education requirements for six outcomes in four cluster areas, effective fall 2005 (see Table 2.2). In 2004–2005, BCC awarded 44 associate in science degrees.

Associate in Arts in General Studies (AAGS)

The AAGS degree is a non-transferable and non-technical option for students who desire docu-

mentation of their education for employment or advancement opportunities. Requirements for the completion of the AAGS degree include completion of 90 credit-hours, of which 60 credits must be from courses numbered 100 or above. BCC requires AAGS students to complete general education coursework for four outcomes in four cluster areas (see Table 2.2). BCC granted 50 AAGS degrees in 2004–05.

Associate in Arts (AA)

The AA is designed for students in professional and technical programs. BCC makes every effort to adapt to changing market forces and meet its expressed goal of providing education for the diverse population it serves. Since the 1994–95 academic year, the college has added 16 new professional and technical programs, now offering 36. The primary areas of growth have been in information technology and healthcare. BCC requires AA students to meet general education requirements for ten outcomes in five cluster areas (see Table 2.2). BCC awarded 417 associate in arts degrees in 2004–05.

Associate in Applied Science— Technical (AAS–T)

The AAS–T degree is not designed to transfer universally; rather it is a dual-purpose degree designed to prepare students for work and will transfer to a limited number of degree programs at selected baccalaureate institutions. AAS–T degrees are technical in nature and the general education courses, although the same as general education courses included in universally transferable degrees, are fewer than in the associate in arts and sciences DTA. Programs that offer this degree option have articulation agreements with one or more four-year institutions. BCC requires AAS–T students to meet general education requirements for 10 outcomes in five cluster areas (see Table 2.2). BCC awarded one AAS–T degree in 2004–05.

Associate in Essential Studies—(AES)

This degree was approved by the Board of Trustees on June 15, 2005, and is currently being reviewed by the NWCCU through a minor substantive change document, filed in May 2005.⁸ BCC will require AES students to meet general education requirements for six outcomes in three cluster areas (see Table 2.2).

New BCC Honors Program

A BCC honors program, to be implemented in the 2005–06 academic year, was recently developed to provide an enriched liberal arts experience for students seeking transfer or professional/technical degrees. Designed to attract and challenge talented and motivated individuals who choose to participate at their own initiative, the honors program includes requirements that develop discipline expertise through depth of study within a subject area, build critical thinking through interdisciplinary learning, and provide opportunities for application of learning through work and civic engagement. Students participating in the honors program are guided by faculty advisors who help them determine relevant academic goals. Students will develop personal learning plans, select courses with enriched and rigorous content, meet together as a cohort, complete internships and volunteer projects that connect them to their communities, explore potential career objectives, and create portfolios of their educational progress and accomplishments. Any BCC student may participate in the honors program by maintaining a 3.5 gradepoint average, enrolling in select courses, and completing other program requirements. Students who fulfill the requirements will have “Honors Program Graduate” printed on their transcript.

Certificates

Certificate programs are designed to prepare students for industry and professional or technical employment and are created to meet the changing market needs in our service area. The many certificate options provide a variety of paths to student success and demonstrate community leadership and partnership (goals 3 and 9 of the strategic plan).⁹ In the last 10 years, 35 certificate programs have been added and four have been discontinued. Overall, the college offers 59 certificate programs. Expansion has primarily been in healthcare and technology where the high demand nature of both fields has demanded growth and additional options.

A certificate of achievement provides focused training in a specific occupational field with 45 credits or more of prescribed courses; a certificate of accomplishment requires 20 credits or more of specific courses; and a certificate of completion requires fewer than 20 credits. Certificates of 45 or more credits are required to include related instruction in communication, human relations, and computation. Changes in the curriculum required for certificates must be approved by the CAC. The college awarded 189 certificates in 2004–05.¹⁰

Table 2.2: BCC General Education Outcomes and Degree Requirements

Outcome Cluster	Outcome Area*	AAS-DTA and AB-DTA Degree Requirements	AAS-T and AA Degree Requirements	AS - Tracks I, II Degree Requirements	AES Degree*** Requirements	AAGS Degree Requirements
Effective Date		Winter 2005	Winter 2005**	Fall 2005	Fall 2005	Fall 2005
Reasoning	<ul style="list-style-type: none"> • Critical Thinking, Creativity, Problem Solving • Quantitative/Logical • Research/Information Literacy 	One from each area (3)	One from each area (3)	Critical Thinking and Quantitative/Logical (2)	Any two areas (2)	Any one area (1)
Communication	<ul style="list-style-type: none"> • Reading • Writing • Listening & Speaking • Visual • Computer Literacy 	Writing plus any 2 from this cluster (3)	Writing plus another 2 from this cluster (3)	Writing only (1)	Writing plus any two from this cluster (3)	Any one area (1)
Responsibility****	<ul style="list-style-type: none"> • Self-assessment/ Life Goals • Group Processes • Ethics • Lifelong Learning 	Any two from this cluster (2)	Any one area (1)	None	Any one area (1)	Any one area (1)
Cultural Traditions	<ul style="list-style-type: none"> • Historical & Intellectual Perspectives • Aesthetic Awareness • Cultural Diversity 	Cultural Diversity plus another from this cluster (2)	Cultural Diversity plus another from this cluster (2)	Cultural Diversity only (1)	None	Cultural Diversity only (1)
Science & Environment	<ul style="list-style-type: none"> • Nature of Science • Science & the Natural World • Technology & Society 	Any two from this cluster (2)	Any one from this cluster (1)	Nature of Science and Science and the Natural World (2)	None	None
Total	18	12	10	6	6	4

*A requirement is met in an outcome area by taking one course rated 3 or two courses rated 2 in that area. See Course Catalog for ratings. **General education requirements for health sciences AA degrees will be completed for 2006 implementation. ***BCC is awaiting endorsement by NWCCU for this new degree, which is planned for fall 2005 implementation. **** The first “responsibility” outcome area will be a requirement for the AAS-DTA and AB-DTA in 2006 and the second in 2007.

Concentrated and Abbreviated Courses (2.A.5)

A concentrated course offers the same number of instructional hours as a standard course with the same credit, but compresses the course to fewer than 11 weeks: for example, a five-credit course in which students complete 54 classroom hours in eight weeks. During 2003–04, eight programs and departments offered concentrated courses, the majority of them professional technical courses. Examples from the Alcohol and Drug Counseling (ALDAC) and Fire Science programs include: ALDAC 160, Cultural Diversity in Alcohol Studies, a two-credit course that meets on four Saturdays from 9:30 a.m. to 3:30 p.m., a total of 24 class hours; and FS 240, Crime Scene and Physical Evidence, a four-credit course that meets from 9:00 a.m. to 4:00 p.m., one day per week, for a total of 49 hours. Additional courses offered in a concentrated timeframe include organic and general chemistry courses and the foreign language courses when they are offered in the summer. Students in concentrated sections demonstrate mastery of course outcomes in the same way they do in traditional classes—through essays, exams, projects, presentations, etc. To maintain course quality and comparability, faculty members often teach the same academic course in both timeframes, using the same kinds of exams for both.

No abbreviated courses have been offered during the past ten years.

Example of a Concentrated Program

Fast Track technology programs are intensive, credit-bearing programs administered and taught through the Continuing Education Program. Students in the intensive applications developer program earn 30 credits in about 23 weeks, meeting four hours a day for six months, completing 91 sessions of classroom work, somewhat more than would be included in six five-credit courses.¹¹ Some elements of this program match programming courses taught through the Business Division and Continuing Education Program. The divisions work closely together to make sure these programs achieve the same outcomes, with mastery demonstrated by performance on Microsoft certification exams.¹²

Program Credit, Length, and Fees (2.A.6)

BCC bases its course schedule on the 50-minute hour. Most five-credit classes, for example, meet either daily for 50 minutes or twice weekly for two hours and 10 minutes for an average of 54 classroom hours per quarter. Most BCC programs consist of the commonly accepted 90 credits of college-level credit for the award of an associate degree. BCC offers 17 professional/technical degrees that require more than 90 credits, some of which cannot be compared with programs at other institutions because they are unique; however, with the exception of Interior Design, BCC programs are very similar in terms of required number of credits to their closest counterparts at other colleges in the system.

BCC's Interior Design Program expanded from a 94 credit, two-year program in 1987 to a 153 credit three-year program currently. The increased credits resulted from conversion of three-credit courses to five-credit courses, providing alignment with the qualifications of the Foundation for Interior Design Education and Research (FIDER). Some of the courses received increased credit value due to the need to cover new developments in the field, and others were increased simply because three hours did not allow enough time to cover the content in sufficient depth for FIDER compliance.

BCC's fees are in line with fees at other colleges in the area and are intended to cover course-specific materials and equipment needs. Course-specific fees are determined during the new course proposal process and are based on actual anticipated costs.

Curriculum Design and Control (2.A.7)

In 1995, the Curriculum Committee was composed solely of administrators and staff (deans of instruction and student services), division chairs, credit and degree evaluators, and directors of educational planning and multi-cultural services. Meetings occurred twice a year (eventually increased to three times a year, or once a quarter) and were closed to the campus community. Although faculty members were invited to attend meetings whenever they were submitting a proposal, they did not participate in

the discussion. Final approval or denial occurred at the meetings. When the committee met three times a year, proposal packets contained hundreds of pages and meetings often lasted four or more hours.

In academic year 1998–99, the executive dean of instruction convened a group to create a new Curriculum Committee to report to and advise the executive dean on matters related to curriculum and academic standards. For the first two years, the CAC, with faculty representatives from transfer disciplines and professional/technical programs and members from instructional administration, was led by an instructional dean. Since 2000, the CAC has been chaired by a faculty member, appointed by the executive dean in consultation with the faculty association leadership.

In order to make proposals regarding changes or additions to the curriculum, a department/program chair reviews proposals for accuracy, completeness, and appropriateness; division chairs review proposals from a divisional level for accuracy, appropriateness, funding, qualified instructors, and fit; the CAC chair and secretary examine accuracy and completeness and consider the course from a campus-wide standpoint. An electronic curriculum proposal system, launched in fall 2004, has eliminated paper and increased efficiency by reducing the number of steps in the process.

Prior to proposal submission to the CAC, a small team of faculty, called the Curriculum Advisory Review Team (CART), reviews the proposal from an instructional point of view outside the discipline submitting the proposal. CART members meet with proposal initiators to identify problems before the proposal is submitted to the CAC (i.e., accuracy, completion, and potential conflicts with other programs) but has no authority to act on the proposals. If proposal initiators do not act on CART's suggestions, the proposal is sent to the CAC "as is" with comments from CART. Proposals recommended by the CAC are sent to the executive dean for approval and, in the case of rejections, proposals are returned to the author for further refinement and subsequent re-submittal.

Curriculum Advisory Committee Membership

Chaired by a faculty member, appointed for a two-year term by the executive dean in consultation with the BCCAHE president.

Five faculty representatives, including at least two from professional/technical programs.

Three administrators, including at least one division chair.

Executive dean of instruction or designee.

Library Media Center representative.

Enrollment Services representatives.

Office of Instruction representatives.

One student representative, appointed by the ASG president.

Integration of Library and Information Resources (2.A.8)

To integrate information literacy into their courses, faculty work with the Library Media Center (LMC) staff to create useful assignments, train students to retrieve relevant and reliable sources and cite them correctly, and ensure that library resources support curricular needs.¹³ Several requirements serve to reinforce the connection between the library and instruction:

- The LMC director or one of the faculty librarians is a voting member of the CAC.
- Faculty must consult with the library in curriculum development and all new course proposals must be signed by a librarian prior to submission to the CAC to ensure the availability of resources that support the curricular and research needs of the proposed course.
- Research and information literacy is an outcome area in the reasoning cluster of the general education program.
- Library equipment is selected, integrated, and maintained through Information Resources, which also provides training, as needed.

Curriculum Scheduling (2.A.9)

With access as the first of the nine goals in the strategic plan, one of the ways to fulfill the goal of supporting students' lifelong educational needs is to understand the demands on students' time. Working students must have access to the courses they need for degree and job requirements, and courses must retain the goals and rewards of a sound educational foundation. Options for high school students must provide a seamless path to higher education, and students whose earlier educational experiences have been negative or limited must be provided the opportunity to succeed. Courses are offered in a variety of formats to accommodate student needs and schedules. These formats share instructors, course outcomes, and assessment practices with their "regularly scheduled" counterparts. Content covered in any course—regardless of its time frame or delivery system—must include the outcomes set forth by the academic and/or professional/technical faculty and be approved by the CAC.¹⁴

Credit for Prior Experiential Learning (2.A.10, 2.G.9, Policy 2.3)

Planning for prior learning assessment, by which a student's demonstration of learning derived through life or other educational experiences is evaluated for possible college credit, began at BCC in the 2001 academic year. The faculty and staff involved used NWCCU Policy 2.3 and the *Washington State Community and Technical College Guidelines for Prior Learning Assessment* as guides for developing these courses.¹⁵ The first course, developed as a pilot by an ALDAC instructor, was designed specifically to evaluate the prior learning experience of students in the ALDAC program. The proposal was approved by the CAC in January 2002 and offered the following fall quarter. In spring quarter 2003, the college developed the curriculum for a college-wide prior learning assessment course, after reviewing national and local models and consulting with faculty and staff throughout the college. This course will be offered for the first time in fall 2005.

Program Elimination or Significant Change (2.A.11, 2.A.12)

All policies pertaining to the addition or elimination of a course or program are outlined in the *Curriculum Advisory Committee Handbook*.¹⁶ To change or delete a course or program, proposals are submitted to the CAC for discussion of the impact on students, faculty, administration, and the community. If a course or program is no longer offered, the information remains in the files for former students who may need the credit information for transfer institutions or employers. When a program is cancelled or significant changes in requirements occur, students enrolled in the program are notified immediately, informed of their options, and protected against increased time in earning a degree or certificate because of changes to degree, certificate, or course offerings. Course substitutions may be allowed in cases of additional prerequisite courses or deleted courses and most degrees or certificates include elective or non-essential credits which the student may use to satisfy requirements in the event of significant change. Current degree-seeking students are not required to take additional credits because of program changes.

Undergraduate Program

BCC degrees are designed to provide students with substantive, coherent, and progressive exposure to the broad realms of knowledge. BCC has a strong program of liberal arts, notable in the breadth and depth of its curricular offerings, designed to provide students with the knowledge, commitment, resilience and creativity they need for life and work in the 21st century.

BCC's associate degrees have three primary building blocks: (1) significant content in the field or subject area (for professional and technical programs) or through distribution requirements (for transfer programs); (2) substantive general education courses or related instruction that fulfills BCC's general education requirements; and (3) a broad selection of electives.

The instructional program is clear and consistent in its design and presentation to students. All degree and certificate programs are available to students in print through the catalog and online through the college's advising website.

BCC's Interdisciplinary Studies Program (IDS)

One of the strengths of BCC's liberal arts program is its learning community or interdisciplinary classes (typically referred to as IDS classes). Designed as team-taught interdisciplinary seminars, they offer students concentrated time to explore topical issues and problems from multiple disciplinary perspectives. Combining book discussions, field-based learning, and individual and group research with more traditional lectures and assignments, these courses build strong critical thinking skills in a dynamic and supportive learning environment with strong opportunities for faculty mentorship. Featured as part of BCC's curriculum for over 15 years, learning community classes attract approximately 500 students annually. In 2005–06, IDS will feature a pilot where college-level social science content is combined with developmental English, mathematics, and study skills.

General Education Program (2.C.1, 2.C.2, 2.C.3, Policy 2.1)

Bellevue Community College is committed to ensuring that its graduates receive a comprehensive liberal arts education, including acquisition of essential skills and abilities and understanding of a range of intellectual perspectives. This foundation should help graduates build fulfilling and successful lives as individuals, workers, citizens, and life-long learners. BCC students must take courses that address general education for associate degrees, and related instruction for certificates of 45 credits or more.

BCC's General Education Program (GenEd) is designed to ensure student exposure to and acquisition of BCC's stated educational objectives, as well as assess the program's effectiveness. GenEd ensures that degree-seeking students receive instruction in broad

domains of knowledge through carefully identified and quantified outcomes across the BCC curriculum.¹⁷

The general education requirements were developed through the efforts of the General Education Task Force, a group specifically created to address these issues (see following boxed area for membership). Involving both faculty and the administration, this effort codified the across-the-curriculum infusion model that includes the traditional distribution areas of written communication, quantitative skills, science, humanities, and social sciences.¹⁸ At the end of this work, the task force transformed into the General Education Implementation Committee, charged with solving issues arising from implementation of the GenEd requirements.

The infusion model for general education was originally chosen because BCC faculty believe strongly that students should learn quantitative and writing skills, for example, not only in mathematics and English composition classes, but in academic and professional/technical classes across the campus. The infusion model focuses the college's efforts to advance the life-long educational development of students and assures graduates of a well-balanced liberal arts education.

Composition of the General Education Task Force

- Coordinator, Assessment Coordinating Team
- Coordinator, Institutional Effectiveness Group
- Faculty from the Professional Development Committee (1)
- Faculty appointed by BCCAHE (1)
- Administrator from the CLA
- Administrator from the Faculty Resource Center
- Executive dean of instruction
- Dean of instruction
- Division chair (1)
- Chair, CAC

BCC's program of general education consists of five clusters: (1) reasoning; (2) communication; (3) responsibility; (4) cultural traditions; and (5) science and environment. Within these clusters 18 general education outcome areas have been identified, which are applied to BCC associate degrees. Table 2.2 delineates specific general education outcome requirements for each associate degree that BCC offers.

Two exceptions to the general education requirements currently exist:

- General education requirements for AA degrees in health sciences are under development and will be effective in 2006.
- One outcome area in the responsibility group will be implemented as a general education requirement for the AAS-DTA and AB-DTA degrees in 2006, and the second in 2007.

Opportunities for students to address general education requirements are incorporated throughout the college curriculum with different courses supporting different general education outcomes. All credit courses have been evaluated to determine which satisfy a particular outcome area and student work is assessed routinely to determine how well outcomes are being achieved in classes, programs, and across disciplines.

To confirm that coverage of general education outcomes is infused throughout the curriculum, the college adopted a course rating system which determines which courses fulfill the GenEd requirements (Table 2.3). Courses have been rated several times, most recently in 2004, when all courses were reviewed by department faculty who assigned every course a rating of 0, 1, 2, or 3 for each of the 18 outcome areas, according to the degree to which the outcome is addressed and assessed in the course. Over 1,000 courses were re-rated; all course ratings were reviewed and approved by division chairs prior to implementation. Ratings for each course were reviewed and accepted by the CAC and the executive dean of instruction, but may be revised by faculty, based upon course changes, with approval of the CAC.¹⁹ Because the course ratings are based

not just on exposure, but on assessment (attainment), with this system student learning outcomes are also ensured.

Students satisfy a GenEd area by completing one course rated a 3 or two courses rated a 2 in that area. Courses rated a 0 or 1 do not satisfy the GenEd requirement. As a result of the re-rating and review, approximately 30 proposals to increase or reduce the general education ratings for courses were presented to the CAC. Through a deliberative process, the CAC considered the department's rationale and approved changes, where warranted, in the ratings.

Table 2.3: BCC General Education Course Rating System

Rating #	Meaning of Rating
0	Course does not include instruction in the area.
1	Course includes instruction or practice of the general education area, and performance/knowledge of this area is assessed.
2	Course includes instruction or practice in two or more of the outcomes of this general education area, performance/knowledge is assessed, and 20 percent or more of the course focuses on it.
3	Course includes instruction or practice in at least half of the outcomes of this general education area, performance/knowledge is assessed, and a third or more of the course focuses on it.

Because of the comprehensive nature of the course ratings review, the development of assessment rubrics, and the college's new ability to track student completion of GenEd requirements, the General Education Task Force determined that the college could now define and implement general education requirements (exposure) and define and measure outcomes (attainment) through an assessment program for degree programs. The GenEd program outcomes identify abilities that, in previous years, the college could only assume were achieved by students completing degree requirements. Of the 18 outcome areas, students are required to satisfy between four and 12, depending upon the degree (Table 2.2).

Prior to implementing GenEd requirements, the CAC conducted a transcript analysis of students

who received associate's degrees to determine the extent of GenEd completion in previous years. This study showed that 69 percent of the students met 11 of 12 general education outcomes requirements.²⁰ Except for cultural diversity and the two responsibility areas, all GenEd requirements for AAS graduates are currently being met at a rate of 95 percent to 100 percent. Consequently, the GenEd requirements formalized what students have already, to a large degree, been accomplishing. Cultural diversity, at 90 percent compliance, is now a mandatory requirement for earning the AAS degree for new students beginning winter quarter 2005. Compliance for the cultural diversity requirement, will henceforth be 100 percent. The responsibility requirements will be added to the AAS degree requirements in 2006 and 2007, after BCC course offerings are increased.

Certificate programs are required to demonstrate instruction in communication, computation, and human relations. Instruction in these areas has been documented and approved by the curriculum advisory committee for all certificates with 45 credits or more.²¹

Transfer and Acceptance of Credit and Articulation (2.C.4, Policy 2.5)

Most BCC policies have been developed in response to state and system guidelines related to the transfer and acceptance of credit; others have been locally developed and processed through the institution's curricular approval processes. All exceptions related to BCC degrees/certificates are clearly stated in the *BCC Policies and Procedures Manual*: course substitutions (3150), waiver of requirement (3150), reasonable accommodation (3150), credit by exam (3400), and credit for Tech Prep (3350). The catalog includes BCC's policies related to transferring and earning credits: advanced placement (AP), international baccalaureate, college in the high school, College-Level Examination Program (CLEP), credit by exam, military credit, prior learning assessment (currently under review), Tech Prep credit, Running Start credit, residency credit requirement, and restricted transfer credit.²²

It is BCC's policy to accept credits earned at other accredited institutions, provided that such credits have been earned through college-level courses that are applicable and/or comparable to the student's program at BCC. Transfer guides from other colleges are used to facilitate review/acceptance by evaluation office staff. Credits from other countries are accepted in the Evaluation Office through protocols established by American Association of Collegiate Registrars and Admissions Officers (AACRAO), Association of International Educators (NAFSA), and Projects for International Educational Research (PIER) World Education Series.

Guidelines and requirements for transfer agreements are articulated by the Inter-college Relations Commission (ICRC) and approved by the Instructional Commission for community colleges and by the Inter-institutional Council of Academic Officers (ICAO) for the baccalaureate institutions.²³ The ICRC is a voluntary association of accredited institutions in the state of Washington that facilitates the transfer of students between institutions.

BCC maintains articulation agreements with four-year public and private colleges and universities in the state of Washington to accept, as juniors, BCC students who have earned the associate in arts and sciences degree (direct transfer degree), the associate in science—transfer degree (track I or track II), or the associate in business direct transfer degree. BCC employs four professional evaluators who review all transferred-in academic courses for their applicability to the student's intended degree, as well as the transfer institution's accreditation. Professional/technical program chairs assist in evaluating transfer credits for their degrees and certificates, but they normally prefer that the evaluation of any academic coursework be conducted by the professional credentials evaluators. Students transferring to BCC may request an evaluation of their transcript at any time, and all transcripts are evaluated when a student applies for graduation.

For students earning degrees in professional/technical programs, BCC has several articulation agreements with four-year colleges. The articulation agreements allow for transfer of certain professional/technical

courses within the degrees when the courses normally would not be accepted by four-year colleges.

During 2003–04, BCC established articulation agreements with Eastern Washington University (EWU) for students to earn a BS in technology/applied technology or a BA in interdisciplinary studies. EWU currently offers upper division courses at BCC’s Main and North campuses and will add a bachelor’s degree in business, starting in the 2005–06 academic year.

BCC also has agreements for transfer of certain professional/technical degrees with City University; the University of Phoenix; the University of Washington, Bothell; the University of Washington, Tacoma; the Evergreen State College; and Seattle Pacific University. These agreements are reviewed and updated based on specific terms of the individual agreements.

Early Childhood Education was the first BCC program to seek and receive approval to offer the new state-approved professional/technical transfer degree option (AAS–T) and to identify baccalaureate institutions for purposes of articulation.

The Office of Instruction and the Educational Planning Resource and Transfer Center (EPRTC) produce a database for advisors that identifies all of BCC’s articulation agreements and partner institutions. New courses, deletions, and changes in courses approved by BCC are communicated to the ICRC representatives once a year for entry into the various transfer guides.

BCC will continue to pursue additional articulation agreements and support new degree options that provide more transfer opportunities, especially for professional/technical program graduates. The college has embraced the AAS–T degree and encourages professional /technical programs to complete the curriculum approval process and seek articulation with baccalaureate institutions, which this particular degree option requires.

In response to a Board of Trustees initiative to enhance access, identify and reduce barriers to the 2+2+2 concept, and to effect a “seamless” approach

to articulation and transfer, the Articulation Consortium (school districts and community and technical colleges serving East King County, as well as the University of Washington, Bothell; Seattle Pacific University; and City University) was formed in 1999. The consortium has met continuously since then, addressing issues such as high school graduation reform, tracking and sharing student academic performance data, new degree development, the transcription of Tech Prep credits, and the development of new articulation arrangements with baccalaureate members of the consortium. The consortium provides a forum for discussion, issues clarification, and problem-solving to enhance access and support student success at all levels.

Student Advising (2.C.5)

Advising at BCC has undergone a thorough review and reorganization in the past three years. A task force was appointed in 2002 to analyze the status of the advising process and to design a plan for improvement. BCC faculty and staff were concerned that several factors were contributing to a reduction in the effectiveness of student advising, with increasingly serious consequences for students:

- Changing fall quarter registration from summer to spring.
- Reallocating funding for summer advising to support full-time division advisors in science and business.
- Increasing numbers of students outpacing the number of advisors and the need for advising.
- Decreasing faculty involvement in advising.
- Changing registration practices that make it easier for students to self-advise. Self-advising results in slower degree progress, increased transfer problems, inappropriate course selection, and higher drop-out rates.
- Changing requirements at transfer institutions, unknown to self-advised students, that result in delayed transfer and credit loss.

The Advising Task Force concluded that group advising, with trained faculty and counselors providing advising information sessions to groups of

students, would be an effective and efficient intervention. In fall 2003, the BCC Advising Committee began coordinating advising by offering group new student advising/registration sessions and assisting divisions in making the advising process easier for continuing students. Now, following application to BCC, students receive a registration appointment and are directed to a new student advising session. Students who have not chosen a major are directed to the Educational Planning Resource and Transfer Center (EPRTC) for an individual appointment.

The new student advising/registration sessions provide students with information about college processes, degree requirements, and transfer information; demonstrate advising tools and resources available online; define terms; assist students in selecting classes; provide information on available support services (labs, DSS, student services); and advise students about general classroom expectations (regarding cellphones, disruptive behavior, attendance, plagiarism, taking notes, study skills, homework demands, etc.).

In January 2005, the college began assigning advising representatives to work with faculty within their academic divisions to provide ongoing advising information and training. These positions strengthen the collaboration in advising already begun between student services staff and faculty. The business and science divisions each have a full-time advisor that provides students pursuing majors in these fields with help in educational planning and transfer preparation. Chairs of professional/technical programs advise their students through program advising workshops and the Workfirst, Worker Retraining, and Career Education Options (CEO) programs have program-specific advisors who assist students with educational planning and meeting program eligibility requirements.

In 2002–03, the Educational Planning and Advising Center changed its name to the Educational Planning Resource and Transfer Center to better reflect its major focus on the exploratory/undecided student. The EPRTC provides information to students about requirements for degrees and certificates

offered at BCC, as well as community colleges and universities in Washington state and throughout the U.S. The EPRTC sponsors a college transfer fair every quarter, bringing representatives from many colleges and universities to BCC for general outreach and individual student appointments and maintains extensive online and print resources for students, including:

- The Advising Web page (www.bcc.ctc.edu/advising)
- OSCAR (Online Student Credit Audit Review) (www.bcc.ctc.edu/advising/da)
- E-mail Advising Services (<http://www.bcc.ctc.edu/advising/Contact.asp>)
- The Advising Listserv (<http://www.bcc.ctc.edu/advising>)
- Degree Planning Worksheets
- The schedule of New Student Advising Sessions each quarter, www.bcc.ctc.edu/advising/AdvisingSession

Special Admissions and Developmental Work (2.C.6)

BCC is an open door institution, admitting high school graduates 18 or older and currently-enrolled high school students who are prepared for college-level English courses. Five BCC programs in health sciences require students to meet specific admission guidelines: (1) Diagnostic Ultrasound Technology; (2) Nursing; (3) Nuclear Medicine Technology; (4) Radiation Therapy; and (5) Radiologic Technology. Transfer credits are evaluated for students seeking to enroll in these selective admissions programs, and the admission requirements are published in program brochures, with information also available from program staff and faculty. Special programs for high school students (CEO, Running Start, High School Enrichment) and the college's international student program also maintain special admission criteria. In addition, the college recently approved a new program, Venture, for adults with learning, cognitive, and intellectual disabilities (LCID), which has special admission requirements to help determine a student's ability to benefit from the program.

Developmental or remedial work is not required for admission to BCC; however, students who do not meet college-level English and mathematics admission requirements of specific programs (e.g., Nursing) are required to take developmental courses in those two disciplines in order to meet the admission requirements. Except for the non-transferable associate of arts in general studies and associate in essential studies degrees, which permit the use of developmental credits, and the fire science degree, which allows Math 099 (Intermediate Algebra) as part of its curriculum, BCC does not allow courses numbered below 100 to be used to satisfy degree or certificate requirements. English and mathematics prerequisites for both college-level and developmental courses appear in course listings in the catalog and each quarterly schedule.

Ability levels in reading, writing, and mathematics are determined by a placement test (COMPASS) administered in the Assessment Office. Placement test policies are available on the assessment website.²⁴ The federal policy that governs ability to benefit procedures is available in the *Free Application for Federal Student Aid* (FAFSA) information packet available in the Financial Aid Office. Students who apply for financial aid and do not have either a high school diploma or a GED must take an approved “ability to benefit” test to establish they are able to benefit from courses offered at the college. According to the director of financial aid, an average of 10 students per year must prove their ability to benefit by taking the COMPASS reading, writing, and mathematics placement test. Students who earn a passing score are eligible for financial aid. Those who do not are

referred to developmental education for adult basic education or English-as-a-Second-Language classes.

Because there are no explicit policies related to “reasonable student load” for developmental and remedial work, counselors and advisors have the flexibility to respond to course load issues for developmental students on an individual basis. The only requirement governing student load is that students who wish to enroll for more than 18 credits in one quarter must apply for and receive permission according to guidelines set by the dean of student services. Definitions for credit hours and credit loads (Policy 3050) are available through Enrollment Services and in the college catalog.²⁵

Adequacy of Faculty (2.C.7)

The number of faculty is adequate for the educational levels offered at BCC. There is at least one full-time faculty representing each field in which the college offers major work, other than the four programs listed in Table 2.4.²⁶ These professional/technical or special population programs are relatively small self-support programs with industry or content-area professionals serving as managers and faculty. Fire science courses are taught by professionals currently working in the field; the real estate courses are taught by real estate professionals; Venture is managed by a program coordinator who also teaches in the program; and ALDAC is managed by a faculty member, who also serves as program coordinator and advisor.

Table 2.4: Professional/Technical Programs without Full-time Faculty

Program	Degree/Certificate	Type of Funding	1994–95 FTEs	2004–05 FTEs
Fire Program	AA Degree	Professional-Technical Self-Support	142	108
Real Estate	AA Degree + Cert	Professional-Technical Self-Support	108	273
Alcohol/Drug	Certificate	Professional-Technical Self-Support	152	100
Venture*	Associate's Degree in Essential Skills	General Education Self-Support	NA	NA

*The Venture Program was just approved by the Board of Trustees at its June 15, 2005, meeting. The first official enrollment in this new degree program will occur fall 2005, although students have been enrolling in individual courses prior to this time.

Employment Outcomes of Professional/ Technical Program Graduates (2.C.8)

Measures used to evaluate student achievement also include licensure pass rates and job placement rates. BCC’s professional/technical degree and certificate program graduates compare favorably in these areas (Table 2.5).²⁷ The statewide comparison of community colleges for 2001–02 shows that BCC’s estimated employment rate for “job-preparatory completers” is 80 percent, very close to the statewide rate of 81 percent (the statewide range is 72 percent to 87 percent). The median hourly wage of BCC’s job-preparatory graduates was \$18.02, more than \$2 higher than the next highest community college (\$15.95). The college’s program mix and the characteristics of the economic region where our students find employment are factors in this high wage situation.

Table 2.5: Job Placement Rates, BCC Professional/Technical Programs

Employment rate, 2002-2003	80%
Employment rate, 2001-2002	80%
Employment rate, 2000-2001	80%
Employment rate, 1997-2000	86%
Employment rate, 1994-1997	86%

Five programs have a licensing requirement that includes passing a national test: (1) Nursing, (2) Diagnostic Ultrasound; (3) Nuclear Medicine Technology; (4) Radiation Therapy; and (5) Radiologic Technology. The BCC pass rate is substantially above the national pass rate in all cases (Table 2.6).

Table 2.6: Student and National Pass Rates, BCC Departments Whose Graduates Must Pass a National Examination to be Licensed

Department	BCC Pass Rate	National Pass Rate
Nursing	92%	82%
Diagnostic Ultrasound	100%	59%
Nuclear Medicine Technology	100%	87%
Radiation Therapy	92%	82%
Radiologic Technology	100%	89%

Educational Program Planning and Assessment (2.B.1, 2.B.2, 2.B.3, Policy 2.2)

BCC has 38 academic programs offering credentials: a general education program, a transfer program, and 36 professional/technical programs, 22 of which offer the associate degree. The processes for assessing these programs include: (1) institutional performance indicators; (2) the Program Effectiveness Process (PEP); (3) the five-year program review; (4) Collegiate Assessment of Academic Proficiency (CAAP) testing; and (5) the authentic assessment of general education (Table 2.7).²⁸

The college’s assessment processes described here were begun after the spring 1995 ten-year visit. At that time, BCC received the following recommendation in the area of educational program planning and assessment:

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.

Table 2.7: BCC Processes for Assessing Educational Programs

Assessment Method	Level of Analysis	Frequency	Oversight Responsibility
Institutional Performance Indicators	Institution	Annual	Institutional Research
Program Effectiveness Process	Organizational Unit	Annual	IEG/Individual Units
Five-Year Program Review	Department/Program	5-year, rotating	IEG/Individual Units
CAAP Testing	Institution	Annual	Institutional Research
Authentic Assessment of General Education	Institution	Annual	ACT/College Faculty

The commission requested and received from BCC a written progress report on this recommendation in 1997, and in the report from the regular five-year interim visit (in 2000) BCC received the following recommendation:

The college should continue its current assessment and planning efforts. The college should be encouraged to analyze the newly available data and outcomes information and to incorporate this information throughout its planning processes.

While the evaluator noted that “progress in the areas related to outcomes assessment is significant,” the college was encouraged to continue its work. This work has continued, as evidenced in the efforts of the intervening five years:

- Annual reporting on institutional performance indicators, including three years of explaining what use has been made of the data.
- Four years of the Program Effectiveness Process (PEP), with 84 percent of the units reporting on the use of results by the fourth year.
- Three years of the five-year instructional program review cycle, with 13 departments having completed a review, six in the process, and an additional eight programs in review during the 2004–05 year. The entire cycle will be completed by 2007.
- Three years of institution-wide CAAP testing.
- One year of experience conducting authentic assessment of general education outcomes, using faculty-developed rubrics.

In the past ten years, BCC has substantially improved its assessment program by: (1) revising its general education objectives into outcomes statements; (2) validating that general education outcomes are infused into all degrees; (3) designing and institutionalizing a cycle for formatively assessing the outcomes; and (4) conducting summative testing through CAAP. As engagement in assessment has increased, faculty members are progressing from thinking about general education as it is addressed and assessed in their own classrooms to thinking about it in cross-disciplinary terms.

Helping to advance the general education assessment program is a \$1.6 million Department of Education Title III grant, which supports a variety of college strategic goals, one of which is increasing the number of faculty specifically assessing for general education competencies in the classroom. The grant also provides funds to support an assessment coordinator position, development of an assessment database, and faculty professional development on assessment-related topics.

Assessment of General Education

While faculty members continually use formative and summative approaches to assessment in the classroom, the college annually utilizes two other approaches to assess students’ achievement of the general education outcomes, CAAP testing and authentic assessment of general education. The responsibility for developing, implementing, and overseeing successful completion of the college’s assessment program for general education resides with the Assessment Coordinating Team (ACT) whose membership includes faculty and administrators. Additionally, in 2004 BCC administered the CCSSE, which provides a student perspective on attainment of GenEd skills.

CAAP Testing

BCC has administered the CAAP tests on an institution-wide basis for three years. Prior to this, the college attempted several methods of administration, all involving samples of students; however, the only method proven effective is in-class administration. Nearly 1,000 students take one of two CAAP tests each year. In alternating years, the critical thinking and scientific reasoning or reading and mathematics tests are given to students enrolled in 200-level classes.

Because these tests measure how well students are attaining the college’s general education outcomes, they must relate to those outcomes. To verify this, BCC faculty reviewed the CAAP tests prior to the initial administration in 2000. At that time, subject matter faculty agreed that the reading, critical thinking, science reasoning, and mathematics tests were

well suited to assess attainment of BCC's general education outcomes in these areas. Faculty did not agree that the writing skills or writing essay instruments were well-suited, however, so those abilities are assessed using the authentic assessment method.

BCC students consistently perform at or above the national norm on the four CAAP tests (Table 2.8).²⁹ A transcript analysis showed that students who completed courses emphasizing the ability being tested performed better on the CAAP than did students who had not completed those courses.³⁰ This result helps to verify that students are learning the content and achieving the desired proficiency.

Table 2.8: CAAP Test Results

CAAP Assessment	National Norm	BCC Norm
Critical Thinking	60.7	61.6
Scientific Reasoning	59.0	59.4
Reading	60.6	61.0
Math	56.2	57.0

Authentic Assessment of General Education³¹

BCC's second method of assessing attainment of GenEd outcomes, authentic assessment, uses faculty-designed rubrics in the assessment of student work. Since BCC's general education outcomes are cross-disciplinary, student work across the curriculum, including distance education courses, is gathered each year and assessed using these rubrics.³²

The first full year of the authentic assessment, 2004–05, provided assessment results of student performance in four of the 18 outcome areas. Using a scale of 0–5, with 0–1 indicating “behavior absent,” 2–3 indicating “behavior developing,” and 4–5 indicating “behavior strongly present,” students achieved the average scores shown in Table 2.9.

The college reviews all 18 outcome areas on a regular five-year rotation cycle in which one ability from each outcome group is reviewed per year, thereby completing assessment of all 18 in a five-year period. Currently, the college is focused on training faculty in the authentic assessment processes, ensuring that

class assignments allow students the best chance to demonstrate their learning and that student performance is benchmarked. As faculty members become more familiar and experienced with the authentic assessment process, they will be able to set specific student performance goals for each area.

The general education assessment cycle (Figure 2.1) shows the cyclical nature of the authentic assessment effort, annually closing the loop of assessment, analysis, and change. Since this is important faculty work, all full-time faculty members are assigned to one of five general education outcome groups. Faculty members in each group incorporate rubrics created by BCC faculty to assess student work and analyze their findings to consider and implement changes in both teaching and learning.³³ Small Group Instructional Diagnosis (SGID) is a popular assessment tool at BCC, so an “Assessment Day SGID” was completed by faculty after working with the rubrics the first time. This helped determine what did and didn't work in this process in order to improve it for the next round of assessments. SGID results showed that faculty members understand that rubrics and outcomes must align and that using the rubrics to evaluate actual student work improved their sense of what appropriate general education outcomes are.

As shown in the *Assessment Notebook*³⁴ and in the compilation of departmental templates, BCC faculty members are actively engaged in assessment and in improvement of student learning and their own teaching.³⁵ A variety of evaluation tools are used across disciplines. The examples of assessment methods submitted by faculty, taken from the departmental templates, show some of this variety (Table 2.10).

In 2003–04, in order to provide more tools for faculty, an assessment database was created, which enabled faculty to submit, review, and share assignments that meet GenEd rating requirements. For each course with an outcome area rated 2 or 3, faculty members were asked to enter one classroom evaluation task or activity. In entering these tasks and activities into the database, faculty indicate the specific outcomes addressed, further clarifying

Table 2.9: Results of the fall, 2004 Authentic Assessment

Area Assessed <i>Scale: 0-1: behavior absent, 2-3 behavior developing, 4-5 behavior strongly present.</i>	Mean Score
Critical Thinking, Creativity and Problem-Solving	
Formulates problem or issue	3.10
Maintains focus on problem or issue	2.93
Relevant features/assumption of discipline into approach to task	2.91
Accurate, credible evidence to bear on problem or issue	2.72
Infers and interprets from evidence	2.71
Offers solution/conclusion to issue	2.89
Grasps implications and consequences	2.80
Writing	
Focus writing and limit discussion to main point	2.92
Topic sentences	2.92
Appropriate organization pattern to subject, purpose, audience	2.96
Analytical principles appropriate to generate knowledge/demonstrate understanding	2.90
Make assertions, select evidence, connect evidence and assumptions, as required	2.39
Offers solution/conclusion to issue	2.82
Assumptions acknowledgement	2.00
Relationship of evidence	2.25
Uses correct grammar, punctuation, sentence structure	2.58
Appropriate terminology, writing conventions, etc. used	3.03
Self Assessment	
Identify personal qualities, interests, values, capabilities re: educational, career, and life goals	3.00
Locate/use career information resources, etc.	1.94
Personal, educational, career decisions, establish short/long term goals	2.50
Analyze professional/educational context for advancement opportunities	1.71
Manage time effectively to complete commitments	3.10
Historical and Intellectual Perspectives	
Discussion objective and evidence based	3.55
Ability to acknowledge and understand differing perspectives	3.28
Recognize relevant causal factors to specific incident	3.36
Recognize relationship between power and culture/ideology	3.33
Recognize link between economic/cultural tensions	3.00
Link cultural/ideological perspectives to incident of conflict	2.95
Recognize relationship between intellectual traditions/cultural phenomenon	2.88
Awareness that solutions are varied and complex	2.54

Figure 2.1: BCC General Education Assessment Cycle

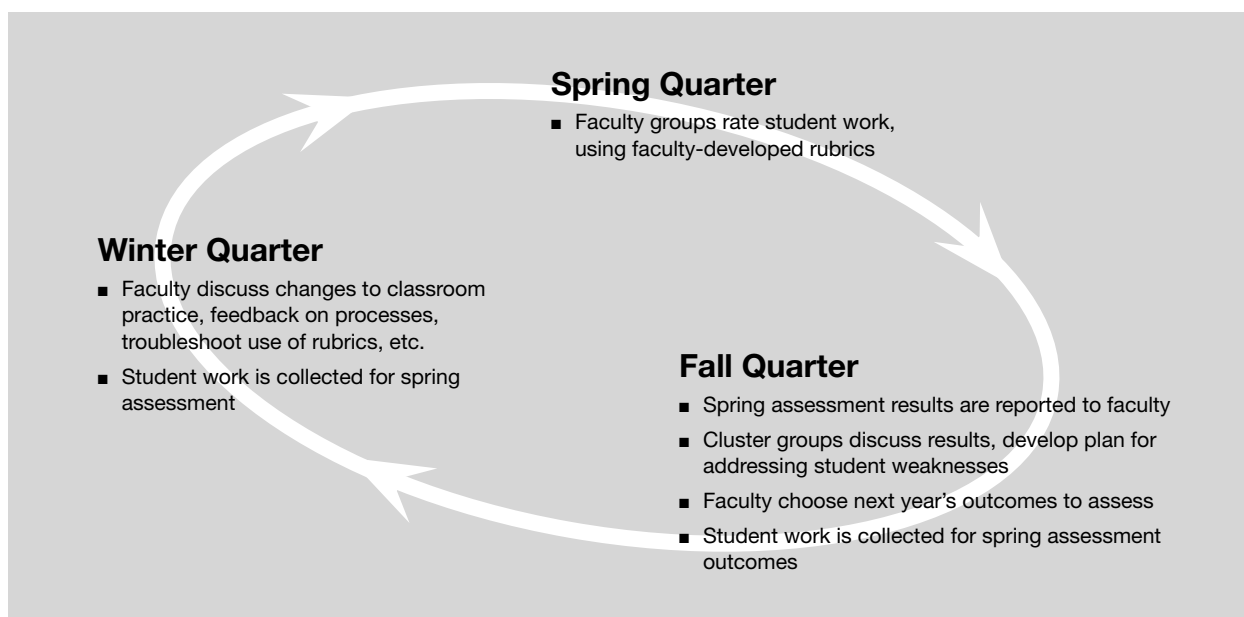


Table 2.10: Examples of Assessment Methods Submitted by Faculty

Department	Assessment/Evaluation Tool
Alcohol/Drug Counseling	<i>Portfolio</i> : Students create a of professional portfolio and complete the application process for registered counselor status.
Economics	<i>Group Assignment</i> : Group assignments allow students to learn how to work together, learn from each other's strengths, improve communication skills and develop an appreciation of the improved product resulting from a diverse group's efforts. Some courses use random groups for a specific project, while other instructors develop permanent teams for the entire quarter, with regular assignments.
Psychology	<i>Service Learning</i> : Students apply the theories they are learning in class to service activities that they are providing to a community organization. Students are required to write journals of their activities, reflecting on the theories or concepts that they are using or observing in their service-learning placement.
Mathematics	<i>Computer Based Projects (CBP)</i> : CBP is used in some of the higher level courses where math software exists. CBPs allow a student to demonstrate knowledge of various graphs and models that are part of the course outcomes. CPBs also allow students to work with more complex problems that would be difficult to do by hand.
Life Sciences	<i>Group Capstone Projects</i> : Students are required to pull together many different outcomes that creates the opportunity for diverse expression of understanding of concepts.

the relationship between a general education ability and disciplinary practice. This database verifies that courses not only contain the content, but that faculty members can prove that they assess the attainment of the ability that they claim for the course. It is also intended to be a resource tool to permit faculty members to view evaluation tools in various disciplines dealing with each general education area.³⁶

Community College Survey of Student Engagement

Another data source that shows students are obtaining the college's desired GenEd outcomes is student testimony. In winter 2004, BCC administered the Community College Survey of Student Engagement (CCSSE) to over 1,000 students. The results of the responses related to acquisition of general education skills and abilities may be found in Table 2.11.³⁷ Students responded most positively

about learning on their own, acquiring a broad general education, and thinking critically and analytically, all of which correspond to the BCC general education outcomes. BCC faculty and administrators are reviewing the CCSSE results in detail in order to better understand what students think and how to use the information for improvement. The CCSSE will be repeated in three years to see how student responses have changed.

Table 2.11: General Education Outcomes Related Results from the CCSSE,* winter, 2004

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	
Percent of Students Who Answered Quite a Bit or Very Much	%
Learning effectively on your own	63%
Acquiring a broad general education	56%
Thinking critically and analytically	55%
Working effectively with others	48%
Writing clearly and effectively	45%
Developing clearer career goals	44%
Acquiring job or work-related knowledge and skills	42%
Using computing and information technology	42%
Understanding yourself	41%
Solving numerical problems	39%
Speaking clearly and effectively	36%
Gaining information about career opportunities	36%
Understanding people of other racial and ethnic backgrounds	31%
Developing a personal code of values and ethics	28%
Contributing to the welfare of your community	14%

*The CCSSE is the Community College Survey of Student Engagement.

Institutional Performance Indicators

The BCC institutional performance indicators have been in use since 1997. Gathered and analyzed at an institutional level, the indicators cover all areas of the college mission. They are reported to the Board of Trustees, the President’s Staff, the Educational Services Cabinet, and the college community and are posted on the institutional research website.³⁸

The indicators report summarizes the status of the indicators in order to see where the values of the indicators lie in relation to the goals, provides a chart that shows how the data from the previous year’s report were used, and includes a three-year summary of the data that provides context for each year’s report.³⁹ Summary data on indicators is included in Table 2.12. Institutional performance indicators with particular relevance to educational program planning and assessment include:

- Progression from developmental English to college-level English
- Progression from developmental mathematics to college-level mathematics
- Program completion
- Completion and success rates by division and department
- Transfer success
- Employment outcomes
- Employer satisfaction
- Teaching effectiveness.

Program Effectiveness Process

Begun in late 2000, the Program Effectiveness Process (PEP) is a continuous improvement process involving the entire campus: 45 service units, 23 professional/technical programs, and 12 instructional programs (including transfer, general education, basic skills, and continuing education, among others).

BCC provides release time for a faculty coordinator to direct the PEP efforts and the work is overseen by the Institutional Effectiveness Group (IEG).⁴⁰ PEP has five components:

1. Identify the unit/program mission and connect that to the BCC mission, vision, and goals.
2. List two to three outcomes (or objectives) for the unit/program.
3. List assessments for those outcomes.
4. Report the results of those assessments.
5. Identify any action taken based on those results.⁴¹

Table 2.12: Institutional Performance Indicators Related to Educational Program Planning and Assessment

	Goal	4th Report	5th Report	6th Report
Professional/technical program completion	85%	78%	90%	78%
Transfer program completion	75%	53%	57%	67%
Educational attainment at transfer institution	50% of students w/ AA at transfer	33%@CWU 42%@UW 47%@WSU 70%@WWU	No update	44%@CWU 56%@UW 32%@WSU 100%@TESC
GPA retention after transfer	<.10 loss in earned GPA	Data incomplete. .03-.09 decrease	.16 decrease at the UW	+ .10 @ CWU Even @ WSU -.11 @ UW
Graduation rate at baccalaureate institution	75% grad. rate	UW – 70%	No update	UW – 67%
Credit accumulation at transfer institution	W/in 10 cr. of native students	BCC – 210 UW - 202	No update	No update
Progress from developmental to college-level English	85% successful	78% successful	092-71% 093-90%	73% 78%
Progress from developmental to college-level math	75% successful	65% successful	69%	74%
Employer satisfaction ratings	90% satisfied 90% recommend BCC	77%	Not updated	72% 98%
Student employment	90% employed	86%	81%	80%
Student wages	BCC median wage greater than system	BCC - \$19.80 State - \$12.89	BCC - \$18.43 State - \$12.57	BCC - \$18.55 State - \$12.92
Course success	80%+ success	77%	78%	79%
Teaching excellence	95% (total) 70% (very) satisfied	91% 56%	90% 59%	90% 59%

In the 2003–04 academic year, 87 percent of the units completed outcomes and assessment plans for PEP, reporting on results and use of those results the next year. In the 2004–05 year, 91 percent of the units submitted outcomes.⁴²

Five-Year Program Review

An effort related to, but separate from, PEP is the BCC Five-Year Academic Department and Professional/ Technical Program Review Process. Once every five years, every academic department and professional/technical program undertakes an in-depth analysis of the following data provided by the offices of Instruction and Institutional Research: (1) enrollment trends; (2) course success and completion rates; (3) student/faculty ratios; and

(4) full-time to part-time faculty ratios. These data (called the annual data profile) are provided to the departments every year so chairs have the opportunity to review their program’s status on an annual basis.⁴³ After review of the data and discussions among the faculty, the department or program chair prepares a report that includes an action plan for the next five years, which is given to the division chair and reviewed by the executive dean of instruction.

Begun during the 2001–02 academic year, program review was in its fourth year of implementation in the 2004–05 academic year. Six to 10 programs participate each year, with all 47 completing this process in the course of one five-year period.⁴⁴ Because it is relatively new, the processes in the five-year program review are still being fine-tuned. Reports submitted

Nuclear Medicine Technology and the Program Effectiveness Process (PEP)

PEP is one of those “close the loop” activities that can be easy to forget about in the rush to accomplish the tasks of each day, but it is very valuable to me as a program chair, because it forces me to step back and look at what I’m accomplishing in the big picture. To begin with, PEP asks three things:

1) What is the program’s mission, and how is it related to the college’s mission: 2) What are the objectives the program is trying to accomplish: and 3) How does the program assess whether it has met those objectives? After you’ve established the objectives and assessments, PEP then asks you to perform the assessments and to take actions based on the results. The goal is that your assessments cause you to make changes in your program that lead to better results. Let me give a couple of examples. Since I direct a professional/technical program, my results are best evaluated by the employers of my graduates. One of my PEP objectives is that employers will express satisfaction with my graduates and the assessment mechanism is an

employer survey, done 3-6 months after graduation. Employers in the past have told me that students did not have specific skills that they were looking for, causing me to find ways to incorporate those skills into the program. Another criticism was that students weren’t making the connection between their classroom learning and what they were doing clinically. I made that my responsibility to address and developed a list of questions to ask students during my clinical site visits. Since implementing that step, students have shown greater ability to integrate knowledge with practice, and the grades given by the clinical instructors have improved. PEP is not a time-consuming or difficult process, but it does require that I be explicit about my objectives for my program, that I identify ways to evaluate whether I’m meeting those objectives, and that I incorporate results of my assessments into program improvements. In the end, the PEP process produces benefits for my program, my students, and the college.

Jennifer Prekeges, program chair, Nuclear Medicine Technology

for the first two years were mixed in terms of quality, and a number of reports were not completed on schedule; however, the IEG coordinator is working with division chairs and the executive dean of instruction to make this process more fully operational. Programs that have completed the review process report it to be informative and useful.⁴⁵

Additional Improvements in Assessment of Teaching and Learning

In addition to the ongoing efforts in general education, the college has engaged in a number of efforts that illustrate the use of assessment activities to improve teaching and learning. They are highlighted below.

- **The STEPS Program:** This BCC-designed developmental English effort analyzes student work to place students when entering the program and again when they are recommended either to move to the next level or to repeat the current level. As a result of this analysis, the number of students repeating the same STEPS course has dropped significantly. Of the stu-

dents who are enrolled in the STEPS sequence, 80 percent take it just once prior to moving on to the next level course.⁴⁶

- **Outcomes Forum:** Held in April of 2004, the forum included a discussion of how to effectively use outcomes in the improvement of teaching and learning and included a demonstration of instructors’ uses of outcomes that improved both the assignments and the work turned in by students.
- **Mathematics Course Sequencing:** In 1998, the math department realized that students who were taking a two quarter combined elementary/intermediate algebra class were not doing as well on the department final (given at the end of the second quarter) as the students who took just an intermediate algebra class and the same final. Based on that information, the developmental algebra curriculum was revised and the current sequence for courses was developed (Introductory Algebra I, Introductory Algebra II, and Intermediate Algebra). Student success in the courses continues to be moni-

tored by examination of grades received on common finals given in all three courses.

- **CTILAC:** The Information Literacy Across the Curriculum (ILAC) Project, originally implemented by librarians and continued as the Critical Thinking and Information Literacy Across the Curriculum (CTILAC) Project, has greatly improved the value and perspective of information literacy among faculty at BCC.⁴⁷
- **Writing Project:** In 1995–1996, writing outcomes were reviewed through faculty interviews, a student focus group, and a study of student writing assignments. For the student work, a group of faculty members from across the college reviewed student writing assignments and produced a set of descriptors that eventually became the current writing rubric.

Continuing Education and Special Learning Activities Offered for Credit

Compatibility, Appropriateness, and Institutional Control (2.G.1)

BCC offers a wide range of non-traditional educational programs that provide credit but are separate from the college's traditional academic and professional/technical programs. Each student enrolled in the academic internship experience is assigned a faculty mentor to guide him/her in developing learning objectives and meeting the other outcome requirements for the experience. The academic internship program as a whole is guided by the Faculty Committee for Internships and Career Connections. Included among these special programs and other learning activities are: (1) Tech Prep; (2) CEO; (3) College in the High School; (4) Workfirst; (5) Venture; and (6) Experiential Learning. Each of these programs is discussed in turn in the following sections.

Tech Prep

Tech Prep is a national, federally-funded program in which high school students receive dual credit (high school and college) and prepare for a professional or technical career while enrolled in and fulfilling their high school requirements. Students earn tuition-free credit toward a degree or certificate at BCC by taking classes on their high school campus in areas such as media technology, accounting, marketing, graphics, engineering, and programming. All courses and credits awarded to high school students through this program must be based upon an established written articulation agreement that reflects joint agreement between college and high school faculty on course equivalency, common letter grading standards, and a standardized transcript process. BCC currently has 471 active Tech Prep course articulation agreements with area high schools. The college retains authority over granting college credits for articulated programs. Tech Prep is a large program, and BCC granted 847 students 5,183 credits in the 2003–04 year. Provisions that govern vocational certification in Washington state also pertain to teachers who are employed to teach Tech Prep courses.⁴⁸

CEO

Career Education Options (CEO), designed for students aged 16–20 who do not have a high school diploma, provides students with a second chance at their education. The goal of CEO students is to obtain a professional-technical degree or certificate, and this state-funded program provides students with many tools to succeed in the college environment, including payment for tuition, fees, and books. CEO students begin their college career by taking introductory courses which are designed to help prepare them for college-level classes. Students enroll in CEO I and CEO II their first two quarters, or until the courses are successfully completed. CEO I is a 10-credit course, while CEO II is variable, from 5–10 credits.⁴⁹ Students may then take courses in various professional/technical programs, while receiving continued mentoring and advising from the CEO staff. In 2004–05, 137 students were enrolled in CEO.

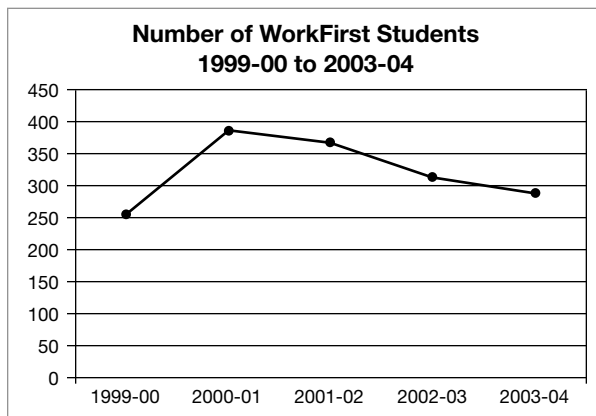
College in the High School

High school students can earn both college and high school credits by taking certain higher-level classes at their high school. This program is open to eligible students enrolled in a participating public high school. Courses are taught by qualified high school instructors and are reviewed and evaluated by BCC faculty who collect evaluations and hold workshops with high school faculty during the year to ensure consistent curriculum. In 2004–05, 618 students participated in College in the High School classes.

WorkFirst Program

BCC’s WorkFirst programs, serving low-income and Temporary Assistance for Needy Families (TANF) parents, are funded by a block grant managed by the SBCTC with savings realized through reduced welfare caseloads (the intent of the program). As welfare caseloads rise, the funding available to serve this population (and numbers of students served) are reduced (Figure 2.2). The program is managed by a director and employs six additional staff, including an associate director, three project managers, an ESL placement specialist, and a King County housing outreach worker. BCC WorkFirst programs include customized job skills training programs, ESL/customer service, and business technology systems.

Figure 2.2



WorkFirst works closely with English-as-a-Second-Language (ESL), adult basic education (ABE), and business technology systems (BTS) faculty and staff, sharing instructors, curriculum, and support programs in order to offer an integrated curriculum and apply for joint funding and grants when appropriate. ESL and ABE administrators and faculty work with WorkFirst staff and local employers to design curriculum that provides education and entry-level job skills. BTS faculty help WorkFirst staff members plan and implement credit instruction and BTS, ESL, and ABE faculty have responsibility for instructional issues, while WorkFirst staff provide student services and employment support.

All credit instruction is identical to that offered through the regular curriculum, using the same texts, academic standards, assessment, and grading criteria; all courses, both credit and non-credit, are approved by the CAC. WorkFirst staff work closely with community partners, including community service organizations (CSO), Employment Security (ES), and community-based organizations, such as Hopelink, to coordinate TANF referrals for training, support services, and placement assistance for TANF and low-income parents.

WorkFirst financial aid/tuition assistance is a wage progression program available to low-income/TANF parents who are working part-time for short-term programs leading to skill and wage progression. Funds may be used for tuition, fees, and books related to vocational programs and attainment of credentials.

The WorkFirst Program also provides outreach, employment, and training services to five King County housing complexes located in Bellevue and the Snoqualmie Valley. WorkFirst provides one-to-one employment assistance including job development, resume and interview assistance, and short-term training assistance for those residents needing additional skills for initial employment or wage progression. Support dollars are available to assist with employment and training barriers such as child care, transportation, and assistance with tuition and books. The BCC Foundation recently awarded WorkFirst a mini-grant to fund “Talk

Time” that provides residents an opportunity to practice their English in informal conversation.

Venture

The Venture Program is a three-year, self-support program that prepares individuals with developmental disabilities for the workforce through the combination of academics, social/life skills, and workplace skills development. In 2005, BCC developed a non-transferable degree, the associate in essential studies (AES), designed for these students who are challenged by learning, cognitive, and intellectual disabilities (LCID). Students completing this degree will possess skills in self-determination and self-advocacy, independent living, and lifelong learning.

Venture began in 2002 and currently consists of 52 courses. Enrollment has grown from 10 students in 2002 to 40 in 2004–05. Venture has a director, 13 part-time faculty members, and an advisory board consisting of faculty, parents, students, and the director. The faculty meet bi-monthly for training in delivery methodology and work on the continual alternative assessment system that was designed and implemented starting fall 2004. Venture conducted significant research to determine the best and most promising practices for the development of this postsecondary program for LCID learners. The faculty team has expertise in educating students with special needs, extensive experience, and/or advanced degrees in education or a field directly related to her/his role in the classroom. Venture has documented the quarterly evaluations since fall 2002, and there have been significant improvements on a variety of levels, including academic and social skills.

This new program and degree have been approved by the CAC and were recently granted approval by the Board of Trustees at their June 15, 2005, meeting. BCC filed a minor substantive change document with NWCCU in May relative to officially offering this degree option in fall 2005.

Experiential Learning

The mission of experiential learning at BCC is to:

...provide meaningful opportunities for BCC students to actively engage in applied learning experiences that lead to a greater integration of knowledge, skills, and understanding.

In spring quarter 2004, after approval by the CAC, the college established the Department of Experiential Learning (EXPRL) in the Arts and Humanities Division to improve the visibility of experiential learning opportunities and facilitate the scheduling necessary for the program’s growth and success.

Experiential Learning encompasses three components: (1) academic internships; (2) academic service learning; and (3) prior learning assessment.

An academic internship is:

...a structured and supervised professional experience, within an approved agency, for which a student earns academic credit. It is guided by well defined learning goals and supervised by both academic and agency personnel.⁵⁰

In 1999, the college initiated a centralized internship program, housed in the Career Center, which facilitates internships for both transfer and professional/technical students and provides maximum flexibility for students and internship employers. The internship experience was set up as a continuous enrollment course so that agencies could list new offerings at any time, and students could begin an internship whenever an opportunity presented itself. Students may use the internship experience early in their studies to help them decide on a major or career path as a way to determine what niche within their field suits them, or as a way of getting a foot in the door for permanent employment. Each student is assigned a faculty mentor to guide him/her in developing learning objectives and meeting the other outcome requirements for the internship experience. The overall internship program is guided by the Faculty Committee for Internships and Career Connections.

In winter 2005, 98 students utilized program services, 41 students applied for internship openings, and 30 students were successful in obtaining internship positions with businesses, community-based organizations, and governmental agencies.

Academic service learning is an instructional method that integrates community service with academic instruction as it focuses on structured, critical, reflective thinking, and civic responsibility tied to the learning outcomes of a class. BCC's service learning program—Serve, Learn, and Lead—was launched in 2001 with an American Association of Community Colleges Broadening Horizons Service Learning Mentee College Grant, a national initiative of the Corporation for National Service. To support and expand upon this effort, BCC has received consecutive Washington Campus Compact/Campus Connections grants to provide Americorps volunteers charged with expanding the service learning project. The advisory committee for this program is composed of full-time faculty, staff, students, and representatives of community organizations. The Serve, Learn, and Lead program includes 74 community partners, 21 faculty members who have incorporated 18 courses with service learning components, placed over 500 service learning students, resulting in more than 6,500 hours of community service provided to the BCC area. Approximately 650 students participated in service learning in the 2004–05 academic year.

Since service learning projects are designed to be part of the curriculum of existing classes, student work is assessed by the faculty teaching the classes. Students must meet the specific learning objectives set by instructors for their service learning work.

Control of Instructional Programs (2.G.2)

All programs are entirely under BCC's management; however, with College in the High School, teachers in the high schools deliver the BCC curriculum and the college awards the credit. Faculty credentials and courses are reviewed and evaluated by BCC faculty. BCC faculty members collect evaluations and hold workshops with high school faculty during the year to ensure consistent curriculum. With the Tech

Prep program, BCC is one of several colleges in a consortium arrangement. The official curriculum is agreed upon by the entire Tech Prep consortium and adhered to by participating high schools.

Full-time Faculty Representation (2.G.3)

All special learning activities where the college delivers instruction involve full-time BCC faculty in the planning and evaluation of those programs.

Organizational Placement of Special Learning Activities (2.G.4)

The Tech Prep program operates through negotiated articulation agreements tied to specific courses. The administration of the CEO and College in the High School programs reside with the dean of instruction. The WorkFirst program is administratively assigned to the vice president of workforce development and its students take regular BCC professional/technical courses. Venture is currently offered at North Campus through Continuing Education. Now that the associate degree has been approved, it will be a credit-bearing degree and managed by an instructional division. Experiential learning opportunities are managed through the Office of Instruction and offered through the college's academic divisions, using regular BCC courses and faculty.

Distance Education (2.G.5, Policy 2.6)

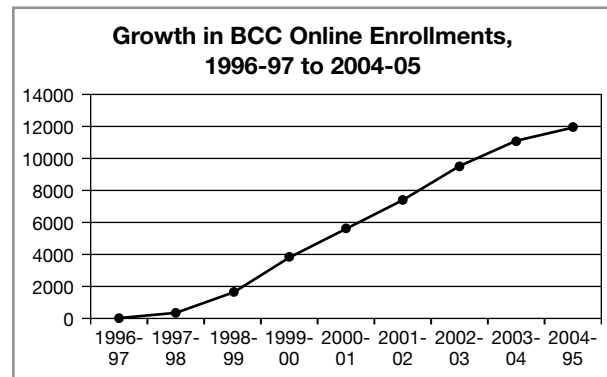
Purpose (Policy 2.6, a)

At the time of BCC's last accreditation visit (1995), distance learning was just emerging as a new direction for higher education and for BCC. Since then, distance learning has become a major component of enrollment, societal need, and educational options for students. Students whose jobs, family commitments, or physical disabilities may have prevented their enrollment in the traditional college classroom now have virtually unlimited access to degrees, certificates, course content, and interactions with other students, and taking an online course is now commonplace.

The mission of the Distance Education Program is to enhance and support the mission of the college by delivering a comprehensive selection of college courses, degrees, and certificates via the Internet and other digital communication systems. The mission statements of the Distance Education Program and the Faculty Resource Center (FRC) support both the college mission statement and goal 7 of the college’s strategic plan to “be a leader in administrative and educational technology, including online learning.”⁵¹ Goal 7.1 calls for an effective program for online instruction that ensures quality education and services for online and on-campus students, faculty, staff, and community; goal 7.2 calls for the college to develop a “virtual campus” for all students and employees. The Distance Education Program and the FRC work with programs across campus (including Instruction, Student Services, Information Resources, and Human Resources) to successfully fulfill both goals, most recently via the deployment of the new college portal system.

Table 2.13 and Figure 2.3 show the dramatic growth in distance education over the past nine years. The decrease in telecourse enrollment and corresponding increase in online enrollment indicate shifts in technology, familiarity, and student preferences.

Figure 2.3



When the college first began offering online courses, the Distance Education Program recruited experienced full-time faculty members to teach them. As the program has grown, significant need for increased faculty support and training became evident. To meet this need, the college hired a full-time curriculum design specialist and an educational technology specialist and refocused the FRC to attend to the special needs of this group of faculty. Distance Education has conducted several studies of student success, including a comparative study of student grade point averages and retention rates between online and on campus classes and a study focused on why students were not successful in completing their online courses. The Distance Education Program has been proactive in searching out issues related to online education and student

Table 2.13 Distance Education Enrollment

Year	Online	Telecourses	Total Enrollment	Sections Offered	Annual FTES Generated
1996-97	61	1,441	1,502	71	167
1997-98	437	1,778	2,215	96	246
1998-99	1,573	1,658	3,231	186	359
1999-00	3,706	1,452	5,115	211	568
2000-01	5,466	1,075	6,541	285	727
2001-02	7,268	842	8,110	321	901
2002-03	9,460	854	10,314	429	1,122
2003-04	11,057	720	11,777	488	1,264
2004-05	11,909	652	12,661	514	1,368

success and provides strong support for online students, with online student orientations and a student helpdesk for students who encounter problems using the technology.⁵²

Program Approval (Policy 2.6, b)

Most courses offered through distance education are also available on campus, and all courses that are part of a degree or certificate program, no matter what the delivery mode, are offered only after curriculum review and approval by the CAC, with the concurrence of the executive dean of instruction. Course content, learning outcomes, and general education requirements are identical to those for on-campus classes and are posted on the WebCT Vista platform for online classes and in hard copy format for telecourses.

Interaction (Policy 2.6, c)

Through the WebCT Vista course management tools, timely and appropriate interaction between students and faculty, and among students, is facilitated. The FRC provides orientation and training for online instructors in the practices and techniques of online interaction. The FRC and Distance Education Program provide student tutorials on how to use Vista tools, such as chatrooms, discussion boards, instant messaging, and e-mail. Divisional administrators monitor student satisfaction with their interactions online through student evaluations and through formal studies of student success. Students are also enrolled in a support course that leads them through five activities crucial to interacting online with other students and their instructor (mail, discussions, assignments, assessment, and interface navigation).

Faculty who have signed a contract to develop online course material for the college are required to consult with the curriculum design specialist in the FRC to become oriented to the services, tools, and expectations of online learning. Faculty training includes discussion of the importance of online interaction, student-teacher interaction, and best practices for facilitating these tasks.

Faculty Involvement (Policy 2.6, d)

Distance education courses are managed by instructional divisions as a component of the schedule of classes. Consequently, the division chairs maintain oversight over the development, scheduling, and staffing of online course offerings. Faculty and instructional administrators also participate in the committees and oversight groups responsible for distance education, including the Distance Learning Committee. The Enrollment Management Task Force, responsible for planning enrollment growth and development and management of the annual schedule, includes on-line components among its oversight responsibilities. Administration and faculty, in contractual negotiations, address and develop policy pertinent to faculty workload issues and ownership rights related to online instruction.

Appropriate Technology (Policy 2.6, e, s)

The college utilizes the WebCT Vista's enterprise course management software, which was chosen in an open competition with other available products in 2001. Vista is used for fully online or mixed instructional delivery (MID) courses and includes specialized mathematics equation software, online tutorials, and links to audio and video streaming supplements. RealNetworks hardware and software are used to stream audio and video. For telecourses and general educational programming (such as sports activities, concerts, travel reviews, etc.), the college operates a digital production facility that produces material for the BCC cable channel (Channel 28), which is broadcast to 340,000 homes. The distance learning website specifies the level of technology and technological expertise necessary to effectively participate in an online course. For those who choose the telecourse option, library copies and rental sets of the tapes are available for those who do not receive the BCC education channel in their homes.

Currency and Ownership of Materials (Policy 2.6, f)

The Office of Distance Education began providing stipends in 1993 for telecourse development and has continued that support through the intensive period of online course creation. These stipends are now included as part of the faculty contract, which stipulates that the recipient of a development grant agrees to maintain currency of course materials.⁵³ To that end, the course originator receives a stipend for each student enrolled on the tenth class day throughout the life of the material.⁵⁴ The 2003–05 contract addresses this issue by involving department chairs in the process for their specific offerings and programs. Individual departments are responsible for checking the currency of their online courses, just as they do for their on campus classes. To verify currency and quality in online offerings, every course is evaluated by the enrolled students every quarter, using an online version of the same form employed by classroom instructors. The tabulated results of these evaluations are submitted to the appropriate faculty member and division chairs, in accordance with the faculty contract.

Policies (Policy 2.6, g)

All policies concerning ownership of materials, copyright clearances, and faculty compensation are outlined in the course development agreements that are signed by faculty, the appropriate department and division chair(s), and the executive dean of instruction.⁵⁵ Interest-based bargaining allows discussion within formal negotiations to facilitate better understanding and management of these matters.

Support Services and Training (Policy 2.6, h, i, m, n)

To provide support for all faculty, including online instructors, the FRC was created to:

- Assist faculty in using technology to enhance teaching and learning.
- Conduct interactive sessions focused on improving instructional skills.

- Provide services to faculty working at a distance via phone, e-mail, web, and WebCT-Vista course sites.
- Establish a digital library for faculty to use in curriculum development.
- Create a supportive conduit for faculty to improve teaching and scholarship.
- Assist department chairs in making decisions about online and distributed course section assignments by providing a glossary of terms, a start-up schedule for new online faculty, information on the mentor program, training opportunities, revisions to technology options, and listserv information.
- Assist faculty wishing to shift curriculum to a televised format (produced through television services), covering all aspects of delivery and production.

Within the FRC, the curriculum design specialist, the educational technology specialist, and student interns work with faculty interested in creating an online course. The staff in the FRC, who are certified Vista instructors, provide one-on-one and group training in the use of Vista as a teaching tool. The FRC also provides an online mentoring program for new faculty and offers a variety of online resources that can be accessed by faculty. A “faconline” listserv has been created where faculty can assist each other and ask questions. This listserv is also used to share important information from the Office of Distance Education or to notify faculty when technology problems occur.

Library and Learning Resources (Policy 2.6, j)

The LMC posts resources for distance learners on the college’s main website.⁵⁶ A direct link to the LMC site is available on the distance learning homepage as well, providing the means for students to contact a reference librarian via e-mail. While the LMC website is open to the public, only registered students can access the web-based databases for which the college pays a site license. The LMC has expanded online resources for students, staff, and faculty, allowing them to use the online library

catalog and search the Library's periodical databases remotely. The LMC webpage contains links to library catalogs of other community colleges in the state, the University of Washington, and to useful web links on various topics.⁵⁷ To further aid online students and faculty, the LMC continues to expand its online full-text journals, magazines, and newspapers, providing EBSCOhost and Pro-Quest Direct as its main sources.⁵⁸ The LMC also subscribes to Washington state newspapers, the *New York Times*, *Ethnic Newswatch*, *Books 24X7*, *Corbis*, and *Pub Med*. As students are provided web-based sources, they are reminded of their responsibility in following the copyright guidelines of the college.

To help students effectively use online resources, the LMC website includes a variety of interactive online tutorials, as well as information on bibliographic instruction and conducting research. Similar links are also available on the distance education website. To help faculty teach information literacy and critical thinking skills to students, the library has posted an instructional tool online.⁵⁹

Student Use of Resources (Policy 2.6, k)

BCC recently purchased and installed a new web tracking program (NetTracker) to monitor the use of the LMC learning resources. This system can track unduplicated hits to various websites and monitor the length of time a student spends at a specific website. WebCT Vista also has the ability to track students and generate performance reports within class sites, but, at present, there is no monitoring method to see if students are making appropriate use of online resources.

Appropriate Equipment and Facilities (Policy 2.6, l, s)

All students who take both distance and on-campus classes have access to BCC computer labs during open hours. For students taking science lab classes at a distance, the college bookstore stocks the necessary materials or readily available materials may be purchased at retail outlets (such as pharmacies and grocery stores). These labs are designed to be conducted either in the home or in the field. For one

lab telecourse (Biology 150), a weekly on-campus laboratory session is scheduled.

Student Services (Policy 2.6, o)

Admissions, placement, registration, financial aid, and academic advising are accessible online. Students can complete the admissions form via BCC's website, be evaluated for English and mathematics placement by taking the distance education assessment, apply and receive approval for financial aid, and send e-mail questions for academic advising. Limited career or personal counseling is offered online; however, students can take a career exploration class through distance education. Students can order their books online from the BCC Bookstore at the same time they register for classes and distance education students may have their books mailed to them.⁶⁰

Student Complaint Procedures (Policy 2.6, p)

Distance learning student complaints follow procedures similar to on-campus complaints. Students can address their informal complaint directly to the instructor, contact the Office of Distance Education, contact an online advisor, or use the feedback form on the distance education website.⁶¹ When a complaint is received, the program forwards it to the appropriate division chair or program chair. Formal student complaints and grievance procedures are addressed in the *Student Handbook*, available in print, online, and on CD.⁶²

Advertising, Recruiting, Admissions (Policy 2.6, q, u)

The college mails a quarterly schedule (also available online) to all households in its service area. The distance education homepage also provides an online quarterly schedule of all distance education courses.⁶³ In addition, the Office of Distance Education mails out a program brochure each quarter that lists all distance courses and provides news, information, and advertisements of featured courses. The Office of Distance Education is currently developing a marketing plan to attract online students from outside the Puget Sound region.

Technological Assistance and Expertise (Policy 2.6, r, s)

Online students can acquire a current list of minimum equipment requirements via the distance education website. The Vista course management platform has a series of bookmarks linking students to tutorials, orientations, and information pages including instructions on how to post to discussion, navigate Vista 3.0, attach files, adjust browser settings, and download mail attachments.⁶⁴

At the same time that the student portal was launched, a Student Technology Support Center (STSC) was inaugurated. The STSC provides technological help seven days a week through three venues: in person, by phone, or via an academic support website form. The STSC supports Outlook, network login, student portal accounts, e-mail configuration, and campus course management applications such as Vista.

Students having technical difficulties accessing online courses can get help from the troubleshooting page which leads students through a series of steps that address progressively complex technical issues.⁶⁵ Instructions on how to tune browsers and deactivate pop-up blockers and other software that may be hindering full access to classroom tools is also available.⁶⁶ In addition, the page links to the WebCT browser for support, to which has been added local technical assistance, such as how to address a firewall issue. In the event the online services are insufficient to resolve a problem, students are also provided telephone numbers where human help can be reached.

Staff Planning and Budget (Policy 2.6, t, u)

The Office of Distance Education has existed for 16 years, employing the same staff for most of that time. The office includes a director, an 80 percent full-time staff position, and five part-time staff for administration, advising, student technical support, Web Master, and application development and programming.

The strategic plan emphasizes the role of distance education. The Distance Learning Committee and distance education staff make recommendations

on course offerings, courses to be developed, strategies for improving retention rates, faculty training needs, research activities, and any related issues relevant to the improvement of distance education to the Office of Instruction.

Distance Learning Committee

Director of Distance Education
Dean of Information Resources
Director of Television Services
Division Chair (1)
Continuing Education representative
Technology Services representative
Six faculty members (at least two members from technical programs; no more than one representative from each organizational unit)

Distance education is funded through student tuition plus special fees. These funds are dispersed to: (1) faculty to compensate them for maintaining the currency of the curriculum; (2) Information Technology Support Services (ITSS) to keep the course management system and servers current and working; (3) the library to purchase electronic databases for student use; (4) the FRC to provide training and assistance to faculty and students; and (5) the Office of Distance Education for use as a contingency fund. A portion of the distance education fund is returned to each of the academic divisions at the end of the year, based upon their distance education FTE production. These funds are provided to encourage and assist the division in developing more distance options for students, as well as to help offset some of the workload incurred by divisions in scheduling online classes and hiring online faculty. Each year, the Office of Distance Education submits an operating budget which is approved by the President's Staff. The college is also in the process of developing a new information technology strategic plan which will include distance education.

For telecourses, a portion of the distance education fee is applied to maintenance, replacement, and upgrades of studio equipment.

Educational Effectiveness, Assessment and Program Review (Policy 2.6, v, w)

BCC is an open-enrollment college, so students may register on campus or online for any class that does not have prerequisites; however, the Office of Distance Education does monitor student abilities to succeed in distance education classes. Course evaluations are collected each quarter for all distance education courses and shared with the faculty member teaching the course and the instructional administrators. Based upon student feedback, faculty make ongoing adjustments to their courses in order to improve their online teaching effectiveness.

Student evaluation form return rates for online courses have historically been lower than those administered in the classroom because of the difficulty in controlling electronic returns. In an effort to increase returns, the evaluation link for all online courses is now placed prominently on the student's log-in page and reminder e-mails are sent to students both by the Office of Distance Education and by faculty (Table 2.14).

Table 2.14: Online Student Evaluation Return Rate

summer 2003	24%
fall 2003	30%
winter 2004	26%
spring 2004	24%
summer 2004	16%
fall 2004	27%
Average	25%

In addition to course evaluations, two complementary studies have been conducted to assess effectiveness of online education. Grade analysis and student retention studies assessing student success in distance education have been conducted annually, beginning in 2000–01. The purpose of these studies is to analyze retention and success for

students enrolled in online courses, based on grades and retention, compared to students enrolled in similar on-campus courses. Information from these studies is shared with the campus community and the Distance Education Committee. Grade point comparisons between distance learning courses and on-campus courses reveal no statistical difference in grades for each of the four years of study; however, retention rates for online courses are lower than for similar on-campus classes.⁶⁷

To better understand online retention rates, phone surveys were conducted to identify which factors were most significant (for students failing to successfully complete online courses). All students who were registered in an online course and did not successfully complete the course during winter quarters of 2003, 2004, and 2005 were included in the surveys.⁶⁸

Survey questions were developed to assess which factors were most significant in students selecting the online format, what level of satisfaction students assigned to specific aspects of online delivery, and which factors were perceived by students as most significant in not completing the online course.⁶⁹ Students were also asked what, if any, prior experience they had with online courses and if they would consider registering for another online course in the future. Comments were encouraged from survey responders, especially in areas where they expressed dissatisfaction. Students were also asked to share advice they would give to students considering registering for an online course for the first time.

In addition to these formal studies, students participated in focus groups to discuss what does and does not work in online environments. Online students were also asked to comment on what they wish they had known before beginning an online course at BCC. Information gathered from the formal and informal retention surveys is now incorporated in the distance education website “Is it for You?”⁷⁰

Integrity and Credibility (Policy 2.6, x)

To address cheating and plagiarism in the online environment, the FRC provides an overview of good online assessment practices and strategies

for dealing with cheating and plagiarism. Faculty members are encouraged to use multiple assessment methods and to require assignments and assessments regularly throughout the quarter. Faculty members who use objective tests as a major part of their assessment strategy are asked to participate in BCC's proctored exam program where students can come to pre-arranged locations and take a monitored exam. In addition, the library provides screening programs (such as Turnitin.com) to detect plagiarism, and the LMC and BCC Writing Lab offer workshops regularly on plagiarism, copyright violations, and cheating.

In addition to campus-wide assessments discussed previously, the Office of Distance Education also is required to complete annual studies of its own success in meeting its mission and goals. Each year, Distance Education chooses two to three mission-central outcomes to assess and carries out at least two different assessments to measure success in each one. In its PEP report, the Office of Distance Education tracks students who request information and/or advising, then reviews how many apply and register during the academic year for one, two, or more quarters. In response to the information gained through the PEP reports, the Distance Education Program has increased its on-campus advising sessions and outreach programs, and it has tried to increase the number of students who register each year relative to the number requesting information. Distance Education's PEP information can be found on the PEP website.⁷¹

Fees and Refund Policy (2.G.6)

The college announces all fees and procedures for payment and refunds in the catalog, on the college's website, and the print schedule of classes for each term. Fees are proposed by program and faculty, based upon related program costs and student benefits, and they are reviewed at the Educational Services Cabinet, with recommendations for action at the President's Staff. Preferred practice in the college is for anticipated additional fees and fee increases to be incorporated in the college's annual

budget process to ensure careful planning of revenue and impact on students.

Refund policy and procedures are also announced in the appropriate section of the catalog, on the college's website, and the print schedule of classes. Refund deadlines are established by state law to allow students full or partial refunds if they make schedule changes within the first 21 calendar days of the quarter (or its equivalent during summer quarter). Appeals based on medical hardship or military service may be submitted to the dean of student services for consideration and action.

All fees related to instructional programs and courses are set in accordance with appropriate Washington state law and policy.

Award of Credit for Special Learning Activities (2.G.7)

The CAC reviews all proposals for credit-bearing activities and makes recommendations to the executive dean of instruction. A fundamental issue in CAC review is equivalent content and credit award. The CAC applies uniform standards for determining credit and credit-equivalency across the institution for on-campus, off-campus, distance learning, continuing education, and special learning offerings.

Curriculum Approval for Special Learning Activities (2.G.8)

All curriculum approval for credit-bearing courses is vested in the executive dean of instruction through recommendations from the CAC.

Credit for Prior Learning (2.G.9)

See 2.A.10.

Alternative Credit (2.G.10)

Credit by examination is granted, on a limited basis, to currently registered students who have completed at least 10 credits at BCC. BCC transcripts indicate the type of credit by stating “Course name, credit by exam, 5 credits awarded.”⁷² Examinations for credit are generally administered at the department or division level, and each department or division follows a standard procedure for reporting the results to Enrollment Services for posting to students’ transcripts. Advanced Placement (AP) and International Baccalaureate (IB) credit is granted to students who have achieved an acceptable score on the AP or IB examinations (this varies by department), and who have completed 10 or more credits at BCC. A maximum of 60 AP and/or 60 IB credits may be awarded.⁷³ Some credits may not apply toward a BCC degree or certificate, and credit will not be granted if the student has taken the equivalent course. During the past five years, BCC has followed the University of Washington in raising most of the acceptable scores on the AP examinations to 4 or 5, although a few remain at 3 or higher. BCC grants a maximum of 15 elective credits for CLEP examinations to students who have completed 10 credits at BCC. These credits are identified on the transcript, for example, “POLSC 102 CLEP Credit 5 credits awarded.”⁷⁴ CLEP credit is not granted if the student has taken the same course.

Nontraditional Demonstration of Achievement (2.G.11)

The college’s procedures for awarding credit on the basis of measurable outcomes or nontraditional learning experiences ensure that student learning and achievement are demonstrated to be comparable in breadth, depth, and quality to the results of traditional instructional practices. In the award of credit for various prior learning experiences, for advanced placement, for service learning, and for other non-traditional learning, discipline faculty are consulted in developing procedures to ensure appropriate review, and they are also consulted in determining the validity of individual student requests. The Academic Standards Committee, with faculty rep-

resentatives from across instruction, is charged with adjudicating disputes among students, program faculty, and credentials evaluators on the award of credit from other educational institutions and from prior and nontraditional learning.

Study Abroad/Travel Study (2.G.12, Policy 2.4)

BCC provides several kinds of learning opportunities that take place away from the main campus, including academic study in other countries for credit. BCC actively participates in the Washington State Community College Consortium for Study Abroad (WCCCSA), an association of 15 community colleges that sponsors study abroad programs for two-year college students, since no one community college has a student body large enough to support its own study abroad program. The mission of these study abroad programs is to provide an international experience that increases cross-cultural awareness, adaptability, and problem-solving skills. WCCCSA develops and delivers four study-abroad educational programs each year: (1) London in fall quarter; (2) Paris in winter quarter; (3) Florence in spring quarter; and (4) Costa Rica in summer quarter.

Faculty participation at home and on-site ensures the academic integrity of the programs and that credit is not awarded for travel alone. Course offerings are determined by the consortium. Courses are taught by participating faculty from member institutions and by on-site instructors at the host institutions who develop curricula and define policies for judging performance and assigning credit. Language and culture classes, a typical component of each study abroad experience, provide a context for learning and living in the host culture as faculty identify significant differences between a home campus experience and what can be expected abroad. BCC’s travel study/study abroad coordinator, a faculty member with release time, promotes these programs to the student body and helps each student choose a program appropriate to his/her educational goals. The coordinator also works with the consortium to match each program’s course

offerings with approved courses at BCC. WCCCSA provides information on the relevant culture, housing, classrooms, and the foreign institution, and students receive written information that defines policies regarding payment and the availability of financial assistance for these programs.

In 2001, BCC designed and sponsored a unique opportunity for students to earn 10 credits of Spanish through an intensive cultural immersion in Guatemala. Students traveled with a BCC faculty member and received Spanish instruction on-site, using the same texts and materials as classes taught on our main campus. This program also incorporated a service learning component. BCC instructors regularly lead study tours to international destinations such as Italy and Greece for which independent study credit is available.

Non-credit Programs and Courses (2.H)

Introduction

BCC's non-credit programs include Basic Skills and Developmental Education, the English Language Institute, and Continuing Education. These programs are well-developed, long-standing programs of the college and compose part of the offerings of virtually every community college in Washington state. These three programs are discussed in turn in the following sections.

*Basic Skills and Developmental Education*⁷⁵

The three-fold mission of developmental education at Bellevue Community College is to provide students with the basic skills to participate more fully in society, find success in employment, and prepare students who lack the mathematics, reading, or English skills to enroll in college-level courses. When exiting these programs, students are able to effectively use basic verbal and mathematical skills in their multiple roles as students, workers, citizens, and consumers.

The Developmental Education Program serves basic skills students in the following programs: Adult Basic Education (ABE), General Education Development (GED), and English-as-a-Second-Language (ESL). Developmental Education also includes two credit courses, DevEd 061 and 062 (Strategies for Learning English), coordinating closely with the English and mathematics departments, which offer developmental labs (reading, writing, and math) and classes for students whose skills are still below college-level but higher than those students enrolled in developmental education.

The Developmental Education Program also works closely with the Workfirst ESL pre-employment program (which offers language and employment training to low income parents), sharing personnel and curriculum and coordinating on grants. When students complete the WorkFirst ESL pre-employment program, they are eligible to be placed on a priority basis into regular ESL or ABE/GED classes.

The Developmental Education Program resides in the Arts and Humanities Division, and a full-time faculty member from ABE/GED/ESL, who receives two-thirds release time, manages the program. Three full-time faculty positions have been added since 1995, two in ESL and one in ABE/GED, and 22 adjunct faculty members teach in the program. Students who wish to enroll in an ABE, GED, or ESL class are referred to the Arts and Humanities Division for information about the program and to sign up for an intake session composed of an oral interview (which includes goal setting), a standardized CASAS (Comprehensive Adult Student Assessment System) appraisal instrument, and a writing sample. ESL faculty and an assessment coordinator conduct placement assessments for ESL students, and program faculty place students into appropriate classes. Most referrals for ABE/GED come through the Assessment Office, CEO Program, TRIO (a student support program), or the English Department. ESL students come to BCC primarily through community partners (Project PODER, the Bellevue School District), community-based organizations (Hopelink), governmental agencies (Employment Security,

Department of Social and Health Services, city of Bellevue), and consortium partners (Lake Washington Technical College, Eastside Literacy, and Cascadia Community College).

The department chair for Educational Development works with the division chair in matters of planning, local funding, and enrollment. Full-time faculty members plan and develop policies, curriculum, materials, and evaluation criteria for the program. Monthly meetings provide adjunct faculty an opportunity for input and participation in program planning. Most faculty members in Developmental Education have master's degrees in adult education, teaching english to speakers of other languages (TESOL), or foreign languages, and faculty take advantage of professional development opportunities on and off campus. The program chair conducts formal observations of part-time faculty, and all faculty conduct student evaluations, normally once a year in spring quarter, since most students stay in the same class the entire year.

Developmental Education is funded by a variety of grants from federal, state, and city sources. Of these resources, the Adult and Family Literacy Act stipulates that programs serve the most needy and least educated in the community. The Developmental Education Program can technically serve any students except those on an F-1, foreign student, or visitor visa. In 2003-04, Developmental Education served 923 federally-reportable students on campus and at two off-site locations. All grants come with numerous requirements and deadlines for gathering information and reporting. The requirements of the Adult Education and Family Literacy Grant from the federal government regulate the entire ABE/GED/ESL program (and other grants), even though the majority of the program is funded through the state. The Adult Education and Family Literacy Grant must be periodically rewritten based on the *2002 Washington State Plan for Adult and Family Literacy*. The grant, which also requires interim reporting, will be written again in 2005 with a new state plan.

All classes in the ABE/GED/ESL programs have Classification of Instructional Program (CIP) codes in the 32 series, which means they are non-credit and eligible for tuition waivers. Classes are coded as continuous enrollment (meaning students can enter at any point) and variable credit. The curriculum for ABE levels 1-4, GED, and ESL levels 1-6 were submitted to the CAC when CIP code changes were made in 2000. Course descriptions are available in the BCC catalog. The fee structure and refund policy is clear, equitable, and readily available to students.

Adult Basic Education (ABE)

The ABE Program helps adults to function independently, participate more fully in society, and exercise the rights and responsibilities of citizenship. BCC served 186 students in ABE classes in the 2004–05 year. The basic skills for adults class is designed to improve reading, writing, and math skills; develop life-long learning skills; meet basic skills requirements for workplace job opportunities; and prepare for GED classes. Students must be 19 or older (age 16–18 with instructor permission) and reading and math evaluation is required before enrolling in class. There is a \$25 non-refundable registration fee for these classes.

General Education Development (GED)

The GED credential is recognized by most colleges, training schools, and employers as equivalent to a high school diploma. BCC served 138 students in these classes in 2004–05. The GED class is designed to improve ability to comprehend, analyze, and evaluate written information, build academic skills to prepare for developmental English classes for credit or other college classes, help students pass the five GED tests (writing, reading, social studies, science, and mathematics) and help Spanish-speaking students pass the Spanish language version of the GED. Reading and math evaluation is required before enrolling and seventh grade reading ability is recommended. Students must be 19 or

older or have instructor permission. Classes are offered day and evening and a \$25 non-refundable registration fee is required.

English-as-a-Second-Language (ESL)

In six different levels of ESL classes for U.S. residents (adult citizens, immigrants, and refugees), students develop listening skills, learn to read and write in English, and learn about American culture. In 2004–05, BCC served 985 students in ESL classes. The ESL program has maintained essentially the same enrollment for the past 10 years. The demand for classes is always high, and a long wait list for evening classes normally exists at the intermediate levels. Students are charged a \$25 non-refundable registration fee for each quarter of enrollment.

Table 2.15 provides information on basic skills enrollment and student outcomes. The performance rate is based on the percent of students completing a subject area and is the same as the data that is submitted for the ABE, GED, and ESL federal report.

Table 2.15: Basic Skills Enrollment and Performance

Year	ABE	ESL	GED	Performance Rate
1999-2000	41	581	59	51%
2000-01	38	609	74	62%
2001-02	23	667	85	70%
2002-03	49	832	169	59%
2003-04	123	773	35	62%
2004-05 (fall Quarter only)	58	459	23	N/A

Developmental Education

Two 11 or 12-credit classes, Strategies for Learning English through Reading and Strategies for Learning English through Grammar and Writing, are designed to help high intermediate ESL students with academic intent to build reading skills, improve listening and speaking skills, improve grammar, develop writing skills

at the sentence and paragraph level, and build academic skills to prepare for the English STEPS (ENGL 071/072/073/074) or other college classes. Placement is determined by the college English assessment test. BCC served 51 students in these classes in 2004–05.

Volunteer Tutor Program

The Volunteer Tutor Program is an integral part of the basic skills program at Bellevue Community College. Volunteers of all ages and educational and cultural backgrounds donate their time and talents towards helping BCC's adult learners achieve their personal and professional goals. The mission of the program is to establish and support an environment for tutorial partnerships in which students from basic skills classes can acquire ability and confidence in their educational, vocational, and life goals. Tutor sessions and "Talk Time" themes are focused on student needs and interests and instructors and volunteers follow the Washington state core competencies which are life-skills-based.

After training, tutors are able to: (1) assist teachers in ABE, GED, and ESL classrooms; (2) tutor small groups or one-on-one; (3) assist students in the Basic Skills Lab; and (4) facilitate English conversation groups.

"Talk Time" provides a non-critical, low risk, supportive environment for limited English speakers to: (1) practice the English language skills they have learned; (2) exchange cultural information and experiences; (3) connect with the community; (4) feel more comfortable around Americans; and (5) generate as much conversation as they can manage, using English they have already acquired.

English Language Institute

The English Language Institute (ELI) offers intensive ESL and community ESL programs for international students and visitors on tourist visas, as well as local residents. The institute's mission is to foster the development of a cooperative global community by developing and delivering self-support instructional programs for international students and community members. The ELI advances the college's goals of promoting pluralism and meeting the educational needs of our diverse community by offering programs that lead to English language acquisition and retention, and prepare students to be successful in BCC credit courses. Its focus on English language acquisition addresses four broad outcomes: (1) preparation for academic study in English in other American institutions of higher learning; (2) general English use in the workplace in a domestic or international setting; (3) effective use of English in social or survival situations; and (4) understanding of media coverage of world events and current issues in English. The ELI served 470 students in the 2003–04 year in university preparation (UP), international business professions (IBP), and community programs courses.

Full-time faculty members are involved in the planning, development, and implementation of all policies, curriculum, materials development, evaluation, and special learning activities that are a part of ELI. This involvement is regular and ongoing. Classes are evaluated each quarter through use of the course evaluation form, administrative observations, Small Group Instructional Diagnoses (SGID), and self-evaluations, which are collected in faculty files. Prior to 2003, all ELI courses were non-credit. Since then, the curricula for UP and IBP have been revised, all courses were reviewed through BCC's curriculum approval process and are now credit courses. Most UP and IBP courses remain preparatory in nature, offering below-college-level credit. Notable exceptions are "bridge" courses in several disciplines that combine English language instruction with college-level discipline content. ELI is a self-support program. The budget for the

instructional portion of the program is developed and monitored through the Arts and Humanities Division, and the budget for student services is managed by the dean of student services. In total, ELI served 781 students in the 2004–05 year.

University Preparation (UP) Program

The UP program provides an intensive ESL experience for students and is an American Association of Intensive English Programs (AAIEP) Certified Intensive English program. It offers six levels of English language training that bring learners up to proficient levels in speaking, reading, writing, listening, and grammar. After successful completion of this program and proof of English proficiency, students can directly transfer into Bellevue Community College academic credit classes or apply to enter other U.S. colleges and universities.

International Business Professions (IBP) Certificate Program

The IBP program is designed for adults who are interested in upgrading their skills in international business and English. The IBP curriculum incorporates ESL training geared toward international students with business careers, includes an observational "internship" with a local firm, and leads to a certificate. The IBP certificate offers students two tracks, allowing students with college-level English proficiency to take some college-credit courses as part of the certificate.

Community ESL Classes

The ELI's non-credit community classes offer permanent and temporary community residents who are non-native speakers of English a chance to learn and practice English in a relaxed academic setting. Classes are designed to meet community needs and interests, with various levels and intensity.

Administration and Faculty Involvement (2.H.1)

The CAC reviews all proposals for courses and programs and makes recommendations to the executive dean of instruction. Non-credit programs and courses in developmental education and in continuing education are reviewed by the CAC, which applies the college's academic policy and standards consistently and equitably in approving all offerings. Planning of instructional programs occurs in discussion among faculty and administrators at the program level and is then reviewed, as appropriate, at Educational Services Cabinet, at President's Staff, and at CAC.

Record Maintenance (2.H.2)

Complete records for non-credit instruction, as with all credit instruction, are maintained in the Office of Instruction and managed by a staff member assigned to the CAC. Curriculum records include the nature, level, and quantity of service provided by learning activities offered by all areas of the instructional unit. Records are also maintained by the appropriate program management office. Records pertaining to faculty load and compensation are maintained in the office of Human Resources and Business offices.

Award of Continuing Education Units (2.H.3)

The BCC Continuing Education Program awards one continuing education unit (CEU) for every 10-lecture hours of instruction, consistent with the national standard, for courses taught by instructors employed by BCC. CEU appears on the student's registration report and on the student's transcript.

Continuing Education

To fulfill BCC's mission to advance life-long educational development of its students, BCC's Continuing Education Program provides non-credit and credit educational programs and services that are monitored to ensure continuous improvement, flexible and responsive delivery mechanisms, and to make sure that they address the needs and interests of the Eastside community. Continuing Education has several "lines of business," fully described in Table 2.16.

BCC has the largest continuing education program in the state, although enrollments have fallen in recent years due to the dot.com bubble burst and the downturn in the local and national economies.⁷⁶ For over 20 years, the Boeing Company offered tuition reimbursement for any course taken and passed at an accredited institution. Boeing employees used this benefit for their professional advancement and personal enrichment prior to the reduction in force of 30,000 employees in October 2001. Since that time, 30,000 fewer Boeing employees are spending their tuition reimbursement money, and the remaining employees have less time and inclination to retrain in a new employment area, causing a dramatic drop in continuing education enrollment (Table 2.17). A second factor has also affected enrollment: the Trade Adjustment Act (TAA) funds used for worker retraining programs in continuing education have declined. Enrollment was fueled by this population since TAA funds did not limit students to traditional credit programs; many of those enrollments were in technology. WorkSource centers counseled people into these programs since they offered the desired starting wages and wage progression, and jobs appeared plentiful. Subsequent to the stock market "tech bubble" burst, this trend slowed dramatically.

The Continuing Education Program works actively with faculty and institutional personnel in program development and approval. Continuing education program directors are responsible for choosing and developing courses and programs. Faculty involvement in course design is essential. When a certificate program is developed, the Continuing

Table 2.16: Components of Continuing Education

<p>Professional Education</p>	<p>Designed in cooperation with professional associations and corporate partners, and developed with the involvement and approval of the corresponding academic division. Professionals can earn clock hours, continuing education units, industry specific CEUs, college credit, or BCC certification.</p> <ul style="list-style-type: none"> ■ The Real Estate and Fast Track certificate programs are self-support credit programs that are run cooperatively with the Business Division. ■ The Human Resources, Technical Communication, Project Management, and Risk Management Certificates are self-support non-credit programs that operate with support from the Business Division. ■ Translation and Interpretation is a self-support credit certificate program for bilingual people seeking careers in these two fields. ■ Some continuing education offerings provide an option for students interested in pursuing technical certifications outside a degree program. These programs are linked to degree programs; for example, the Real Estate Program is operated by the continuing education and BCC awards certificates and degrees through the Business Division. The Fast Track Cisco Certified Network Associate program in continuing education provides the prerequisites for the Business Division's Cisco Certified Professional Certification program.
<p>Job Training</p>	<p>Short term, non-credit technical certifications (for example, Technical Communication, Programmer/Writer, et. al) help students upgrade existing technical skills or retrain in a new field. These programs are typically three quarters or less and meet during evenings and weekends.</p>
<p>Test Center</p>	<p>The BCC Test Center is an official Prometric testing facility, offering Microsoft Office Specialist (MOS) exams for either the core or expert levels certifications, ACT exams, and proctored Transportation Security Administration and selected social work and nutrition exams.</p>
<p>SBDC (Small Business Development Center)</p>	<p>A cooperative effort of Washington State University, other universities, community colleges, private sector organizations, the state of Washington, and the U.S. Small Business Administration to provide business management and technical assistance, training, and research to the small business owner or manager. Partially funded by the federal government, the SBDC provides no-fee, confidential counseling, seminars, and classes on small business topics.</p>
<p>Community Programs</p>	<p>Art Zones, Explore! (a personal enrichment program), and world languages and travel, are programs that offer a variety of courses on campus and at sites throughout the community to meet artistic and general interests.</p>
<p>Telos</p>	<p>A program that offers opportunities and challenges for continued learning and personal growth for retired people. The Telos program attracts an intellectually curious audience over the age of 55.</p>
<p>Customized Training</p>	<p>Training programs are developed based on organizational needs assessment, designed by BCC instructors, and delivered on campus or at the clients' location. For example, the human resource certificate program was developed in cooperation with the local chapter of the Society for Human Resources Management (SHRM); the Medical Informatics Program is being developed with input from local hospitals, local medical equipment manufacturers, and American Health Information Management Association.</p>

Education Program works with the credit program to involve faculty in planning and instruction. For example, when the certificate in project management was developed, the chair of the business division recommended an advisory board member from the full-time program faculty. At times, faculty from the credit programs teach in continuing education programs.

Each quarter, the Continuing Education Program schedules a “new course proposal” meeting, with the directors, dean, and marketing coordinator, to discuss and approve new directions. Since all courses

are non-credit, course proposals are submitted to the CAC on an information-only basis, giving the CAC an opportunity to clarify, ask questions, and raise concerns, if necessary. Continuing Education employs a dean, three program directors, a director of customer services, 32 full-time and eight part-time staff, and approximately 300 faculty per quarter. The dean reports to the vice president of workforce development.⁷⁷

Students can register for continuing education courses in person, by phone, by FAX, online, or by mail. Registrations are processed through the

college system with records maintained in the Registration Office in accordance with college and state regulations. Fees vary by the nature of the course or offering and all fees appear in the course schedule. Withdrawals and refunds are explained in the registration portion of the continuing education course schedule.⁷⁸

All continuing education courses are evaluated by students each time they are taught and results are reviewed by program chairs. Unsatisfactory evaluations are reviewed with the instructor, classes are observed, and improvement measures are designed and implemented. If improvement does not result from taking the above steps, the instructor is replaced.

Table 2.17: Continuing Education Unduplicated Headcount

Total Students Served	1999 – 2000	2000 – 2001	2001 – 2002	2002 – 2003	2003 – 2004
	19,702	19,048	17,166	17,101	14,610

STANDARD TWO ANALYSIS AND APPRAISAL

Strengths

Faculty engagement in the assessment process is critical to its success and BCC faculty members have become much more engaged in this work in the past three years. Faculty have reviewed the general education ratings of their courses and applied to the CAC to change them, as needed; they have contributed to the creation of the assessment database; they have met in cross-disciplinary groups to create rubrics for all 18 outcome areas; and they have used Wednesday afternoon set-aside times for meetings and college issues days to work with colleagues to refine the rubrics and use them to assess student work.

The Curriculum Advisory Committee system has developed into an efficient, fair, yet rigorous, process to ensure consistency and quality in the college's course and program offerings. Shifting to a faculty-directed process has improved collaboration on courses at the division level and reduced duplication.

The Office of Institutional Research regularly provides data that is incorporated across the college to improve planning, effectiveness, and decision-making.

The college has developed a comprehensive and sophisticated program of ongoing evaluation and assessment that identifies areas of strength and concern, the results of which are incorporated into college planning and used to make continuous improvements in instruction and service.

Since 2001, advising at BCC has been considerably improved. The Educational Planning Resource & Transfer Center (EPRTC) has collaborated with academic departments and student service units, and EPRTC staff members have offered training sessions to faculty/professional advisors on the advising materials/tools necessary to assist BCC students in planning their educational programs. The degree audit system (OSCAR), the advising

webpage, and advisor notebooks provide easily-updated information, and faculty report that students are coming to them better prepared and asking the right questions.

BCC is the only community college in the state that links basic skills to a volunteer literacy program by funding a full-time director. The Office of Adult Literacy views this as desirable and this program consistently receives high reviews. Since the Volunteer Tutor Program reaches out to the community, the entire basic skills program has an excellent reputation for consistent, quality instruction by a caring faculty and a committed team of trained volunteers.

About 20 percent of continuing education's programs are new each year, indicating a high response to community needs. New certificate programs are developed on a regular basis to satisfy the need for short-term training, programs are updated yearly, and out-of-date offerings are eliminated.

The Continuing Education Program has made substantial changes to its structure and staff as a result of the decline in enrollments and is appropriately staffed for the next growth cycle in the economy.

Since the Distance Education Program decided at the beginning to use the distance education fee to fund other programs that support distance education, the system runs smoothly. The Information Technology Support Services portion ensures that servers and hardware are staffed and upgraded, the designated faculty remuneration maintains course currency, the Faculty Resource Center portion enables hiring interns from the media program to assist with online course development, and the library purchases online reference and research materials with its portion.

The college has provided support and encouragement to faculty for developing online versions of courses in order both to extend the college's curriculum to distant students and create new learning options for all students.

Challenges

The initial general education course rating process in which faculty rated courses for general education content was a new venture for almost all faculty members, as was the development and implementation of the assessment rubrics. Faculty are continuing to review and refine the ratings and the rubrics, but as faculty members become more practiced, the course ratings will stabilize and greater consistency and confidence will be achieved.

Faculty participation in the college-wide assessment of student learning has dramatically increased in the past three years; as a result, support for the assessment initiative has grown, and, in general, faculty are far more conversant with the nature and value of assessment and have increasingly engaged in the work. Efforts to involve all full-time faculty in general education assessment activities should continue to be encouraged by providing designated meeting times and assessment days when the majority can participate. Additional efforts, such as the recent Title III mini grant opportunity for writing cross-disciplinary general education assignments, should be developed and supported.

The college is exploring ways to increase involvement of part-time faculty in assessment activities. Funding from the Title III grant was used on assessment day this year to pay part-time faculty for their participation. The input of part-time faculty is essential and needs to continue to be part of the process.

BCC should keep newly-hired faculty informed of assessment procedures by continuing to schedule assessment and professional development activities that allow faculty to share their assessment experiences.

The benefits of the annual PEP process have not been recognized by all the units and programs currently involved with the process. The Institutional Effectiveness Group (IEG) will continue to provide assistance to those involved with PEP and solicit feedback on training needs. Efforts are also underway to share successes of other programs with the campus community so that others can see the

advantages of the process and how they can use it to improve their programs and services.

A number of programs involved in the five-year instructional program review process have not completed their reports in a timely manner. In addition, there is currently no method built into the process that provides for follow-up on the action plan portion of the report once it is submitted. Efforts have been made by division chairs to monitor more closely the progress of each program involved with program review in a given academic year and these efforts should continue. The IEG will discuss the issue of the action plan follow-up and make a recommendation to the executive dean of instruction.

Post-testing of ABE and GED students has proven difficult; students often leave when their goals are met, and the college has not discovered an effective way to mandate the CASAS at the end of their work in the program. The lack of this post-test score affects the completion rate for the program.

Department chairs are only just beginning to learn how integral they are to the success of their online programs and the responsibility they share for the success of these courses. Only a small percentage of department chairs respond to the *Guide for Department Chairs* e-mailed each quarter, requests from the Faculty Resource Center for information regarding their quarterly course assignments, or attend scheduled workshops designed specifically for department chairs. Clarification of the role of division and department chairs in the oversight of online instructors and programs articulated in the 2003-2005 faculty contract should help encourage better interaction from this faculty group with the Faculty Resource Center.

As distance education and hybrid learning continue to grow, the college will need to re-examine the staffing levels for the Distance Education Program and the Faculty Resource Center.

The Basic Skills Program needs to continue to incorporate technology whenever possible and to expand the integrated basic skills offerings, where

basic skills instruction is teamed with professional/technical content.

While all online courses are evaluated each quarter, the return rate is very low, compromising the college's ability to know and understand student opinions about these classes. The college needs to address ways to increase the return rates for online course evaluations.

At times, it is difficult to find enough qualified faculty to teach high demand online courses. This results in long wait lists or, in some cases, a course being offered only once or twice per year. A process should be developed to ensure departments have hired adequate faculty to meet student demand for online courses.

In order to achieve the growth in online instruction that the college has projected, the Office of Distance Education will need to develop and implement a regional and national marketing plan for recruiting online students.

Faculty contracts are for nine months, and student advising needs occur over the full twelve months, leading to gaps in service.

Developing or revising courses that meet the general education responsibility requirement must be completed.

STANDARD TWO COMMITTEES

Standard 2AB

Mark Storey, faculty, Philosophy Department, committee chair, Standard 2AB

Robin Jeffers, assessment coordinator, faculty, English Department

Shahla Rowhani, librarian, LMC

Carol Burton, faculty, Life Sciences Department

Susan Roselle, administrative services manager, Office of Instruction, CAC Staff

Linda Leeds, faculty, English Department

Jack Surendranath, former division chair, Science Division

Ron Leatherbarrow, executive dean of instruction

Valerie Hodge, director, Institutional Research

Steve Wiseman, former director, Counseling Center

Michelle Royer, curriculum design specialist, Information Resources

Sharon Felton, counselor, Counseling Center

Standard 2C

Matt Groshong, associate dean, Student Services, committee chair, Standard 2C

Art Goss, faculty, Astronomy Department, chair, Curriculum Advisory Committee

Jeffery White, faculty, chair, English Department

Sydney Dietrich, faculty, English Department, chair, Advising Task Force

Evelyn Hoodless, information technology applications specialist, Office of Instruction

Rebecca Baldwin, faculty, chair, Economics Department

Margaret Turcott, division chair, Business Division

Mary Madigan, former faculty, Radiologic Technology Department

Akemi Matsumoto, counselor, Counseling Center

Jim Bennett, dean of instruction, Office of Instruction

Diane Harrison, program coordinator, Multicultural Services and Student Success Programs

Jennifer Prekeges, faculty, chair, Nuclear Medicine Technology

Standard 2GH

Laura Burns, faculty, English Department, committee chair, Standard 2GH

Adele Becker, director, Work-Related Programs, Continuing Education

Bruce Riveland, dean, Continuing Education

Joyce Carroll, director, Tech Prep Program

Teresa McClane, corporate and community liaison, Career Center

Woody West, faculty, English Department

Ann Dolan, faculty, ABE Program

Trina Ballard, program assistant, Social Science Division

Garnet Templin-Imel, faculty, chair, Developmental Education

Standard 2G5

Rhonda Gilliam, faculty, English Department, committee chair, Standard 2G5

Michael Talbott, dean, Information Resources

Suzy Lepeintre, former curriculum design specialist, Faculty Resource Center, faculty, English Department

Brett Goldston, faculty, Physical Sciences Department

Diane Mauldin, faculty, Life Sciences Department

Karen Raphael, faculty, Interior Design Program

Deanna Tiplin, program coordinator, Business Division

Harlan Lee, counselor, Counseling Center

Mary Slowinski, faculty, Media Program

ENDNOTES

- 1 See Exhibit 1.1, Vision, Mission, Values, and Goals Statement and *2004–11 Strategic Plan*, Exhibit 1.1.
- 2 See Standard 3.
- 3 See Standard 8.
- 4 See Standard 7.
- 5 See <http://intranet.bcc.ctc.edu/curriculum/exist.htm>.
- 6 See Standard 3.
- 7 See 2005–06 Course Catalog, p. 38.
- 8 See Appendix 2.1, Prospectus for Minor Substantive Change.
- 9 See 2005–06 Course Catalog, p. 4.
- 10 See Appendix 2.2 which documents the degrees and certificates awarded in Professional/Technical Programs in the 1994–95 and 2003–04 academic years.
- 11 See fall Schedule 2005, p. 32.
- 12 See 2005–06 Course Catalog, p. 48, 93.
- 13 See Standard 5, Part I.
- 14 See Appendix 2.3.
- 15 See <http://www.sbctc.ctc.edu/assess/docs/priorlearnassess.pdf>.
- 16 See Exhibit 2.38, *CAC Handbook*.
- 17 See 2005–06 Course Catalog, pp. 23–34.
- 18 See http://intranet.bcc.ctc.edu/curriculum/gen-ed_final_2.0.htm#his.
- 19 See GenEd course rating spreadsheet, http://intranet.bcc.ctc.edu/curriculum/rat_080803.xls.
- 20 See Appendix 2.4.
- 21 See <http://cps.bcc.ctc.edu/AllProposals/AllProposals.aspx?ProposalID=67>, and <http://intranet.bcc.ctc.edu/curriculum/45Certgeneds.doc>.
- 22 See 2005–06 Course Catalog, pp. 11–12.
- 23 The Inter-college Relations Commission (ICRC) is a unit of the Washington Council on High School-College Relations, whose stated purpose is to “implement and improve communication and liaison among public and private colleges and universities in the State of Washington; study, evaluate, and develop the solution of transfer problems which occur between educational institutions; and consider and promote activities of general concern to these institutions.” The ICAO consists of the Chief Academic Officers of the four-year institutions.
- 24 See <http://www.bcc.ctc.edu/artshum/english/Placement.htm> and on the Assessment website: <http://www.bcc.ctc.edu/enrollment/assessment/testing/>.
- 25 See 2005–06 Course Catalog, p. 6.
- 26 See Standard 4.
- 27 See Exhibit 1.28.
- 28 The institutional performance indicators and PEP are described and analyzed in detail in Standard 1.
- 29 See Exhibit 1.33.

- 30 See Exhibit 1.34.
- 31 Authentic assessment means using actual BCC assignments and student work to determine levels of ability, generally evaluated through application of a rubric or grid of several desirable skills.
- 32 See Exhibit 1.8 for the collection of rubrics used in this Authentic Assessment process.
- 33 See Exhibit 1.8.
- 34 See Exhibit 1.8.
- 35 See Exhibits 1.8 and 2.40, Assessment Notebook and Departmental Templates.
- 36 Entry point: <http://intranet.bcc.ctc.edu/frc/assessment/webassess.aspx>.
Search point: <http://intranet.bcc.ctc.edu/frc/assessment/searchdatabase.aspx>.
To view list of submissions: <http://intranet.bcc.ctc.edu/frc/assessment/ViewWebAssess.aspx>.
- 37 See Exhibit 1.35 for full report.
- 38 See http://www.bcc.ctc.edu/InstResearch/2_reports.htm.
- 39 See Standard 1 for more information.
- 40 See Appendix 2.5 for list of IEG members.
- 41 BCC's PEP is adapted from the Institutional Effectiveness Model developed by the Institutional Effectiveness Associates, James O. Nichols author. BCC's program was "launched" in fall 1999 through a College Issues Day where Mr. Nichols and his associate conducted workshops on this model. See also standard 1. See Appendix 2.5 for a list of all units participating in PEP.
- 42 See shaded area for a testimonial about how BCC's Nuclear Medicine Technology program uses PEP and what the benefits have been.
- 43 See Appendix 2.6.
- 44 See Appendix 1.6.
- 45 See Exhibit 1.9.
- 46 Note: STEPS is not an acronym; it describes student progress through the program in a series of steps.
- 47 For examples, see <http://www.bcc.ctc.edu/lmc/ilac/default.htm>), See also Standard 5, Part I.
- 48 See Exhibit 2.48, Appendix 2.7.
- 49 See Exhibit 2.68.
- 50 From *The Internship as Partnership*, Inkster and Ross.
- 51 See Appendix 2.8 for mission statements.
- 52 See Appendices 2.10, 2.11.
- 53 See Appendix 2.9, course development contract.
- 54 See faculty contract, available to the visiting team on-site.
- 55 See faculty contract.
- 56 See <http://www.bcc.ctc.edu/LMC>.
- 57 See Standard 5, Part I.
- 58 See <http://www.bcc.ctc.edu/lmc/periodicals.html>.

- 59 See <http://www.bcc.ctc.edu/lmc/ilac/infolit/>.
- 60 See: Admissions: <http://distance-ed.bcc.ctc.edu/registration.asp>.
Financial aid: <http://distance-ed.bcc.ctc.edu/> .
Academic advising: <http://distance-ed.bcc.ctc.edu/advising.asp>.
Placement and counseling: For advising, <http://distance-ed.bcc.ctc.edu/advising.asp>; for advice on placement in English (http://distance-ed.bcc.ctc.edu/place_eng.asp) and Math (http://distance-ed.bcc.ctc.edu/place_math.asp).
- 61 See <http://distance-ed.bcc.ctc.edu/feedback.asp>.
- 62 See http://www.bcc.ctc.edu/stupro/handbook_cd/index.asp.
- 63 See <http://distance-ed.bcc.ctc.edu/>.
- 64 See <http://distance-ed.bcc.ctc.edu/skills.asp>, <http://online.bcc.ctc.edu/classroom.asp>.
- 65 See <http://distance-ed.bcc.ctc.edu/troubleshooting.asp>.
- 66 See <http://distance-ed.bcc.ctc.edu/browserhelp.asp>.
- 67 See Appendix 2.10, Summary Report. Detailed reports available on-site.
- 68 See Appendix 2.11, Distance Ed Student Services Summary. Detailed reports available on-site.
- 69 Survey questions and survey protocol were adapted from the Online Retention Survey instrument and protocol developed by Monroe Community College, Rochester, New York, in 2001–02.
- 70 See <http://distance-ed.bcc.ctc.edu/itsforyou.asp>.
- 71 See <https://www.bcc.ctc.edu/pep>.
- 72 See 2005–06 Course Catalog, p. 11.
- 73 See Appendix 2.12, AP Courses Chart.
- 74 See 2005–06 Course Catalog, p. 11.
- 75 A notebook with extensive detail on the Basic Skills Program will be available on-site.
- 76 See discussion in Standard 7.
- 77 See Exhibit 2.59.
- 78 See Exhibit 2.62.

SUPPORTING DOCUMENTATION FOR STANDARD TWO

Required Documentation	Exhibit #	Name of Exhibit
1. Instruments and procedures used to measure educational program effectiveness	2.1	<i>Assessment Notebook</i>
	2.2	Examples of completed PEP forms. See also, https://www.bcc.ctc.edu/pep/
	2.3	Examples of Five-Year Instructional Program Reviews: Physical Science, Programming, Anthropology, Speech, English, Economics, Drama, Administrative Office Systems, Engineering Transfer, Geography, Fire Programs, Music, Interior Design
2. Inventory of documents that demonstrate the appraisal of educational program outcomes. Examples include annual goals and assessment of success in their accomplishment:	2.4	<i>Institutional Performance Indicators, Sixth Report 2003</i>
	2.5	<i>Institutional Performance Indicators, Fifth Report 2001-2002</i>
	2.6	<i>Institutional Performance Indicators, Fourth Report 2000-2001</i>
	2.7	<i>Institutional Performance Indicators, Third Report 1999-2000</i>
	2.8	<i>Institutional Performance Indicators, Second Annual Report, December 1998</i>
	2.9	<i>Institutional Performance Indicators, First Annual Report</i>
	2.10	<i>1996-97 Assessment Inventory Report</i>
	2.11	Institutional Effectiveness Group Summaries 2001-2005
	2.12	Mid-Year Report on Strategic Plan goals and Objectives, December 15, 2004
	2.13	2004-05 Work Plans, Instructional Units
	2.14	Instructional Services 2003-04 Action Plan,
	2.15	2002-03 Instructional Action Plan
	2.16	2001-02 Instructional Action Plan
	2.17	Business Transfer Program, June 2, 2005
	studies of alumni and former students;	2.18
2.19		<i>Data Report 05-31 A Survey of Bellevue Community College Graduates: spring 2005</i>
2.20		<i>Data Report 05-32 A Survey of Bellevue Community College Graduate Employers: spring 2005</i>
2.21		<i>A Survey of Bellevue Community College Graduates: spring 2004</i>
2.22		<i>A Survey of Bellevue Community College Graduates, July 2003</i>
2.23		<i>Bellevue Community College Transfer Students Results of a Telephone Survey, December 2001</i>

studies regarding effectiveness of programs and graduates; studies of success in placing graduates	2.24	<i>SBCTC Follow-up of Professional/Technical Students 2002-03 Exit Year, Bellevue Community College Summary Report</i>
	2.25	<i>SBCTC Follow-up of Professional/Technical Students 2000-01 Exit Year, Bellevue Community College Summary Report</i>
	2.26	<i>Professional/Technical Programs Student Follow-up 1997-98 to 1999-00</i>
	2.27	<i>Professional Technical Program Information</i>
test comparisons that reveal beginning and ending competencies;	2.28	Summary of the CAAP Testing, spring 2004
	2.29	<i>Summary of the Results from the Administration of the Collegiate Assessment of Academic Proficiency (CAAP) Test, summer 2000</i>
surveys of student satisfaction	2.30	<i>Report of the Community College Survey of Student Engagement (CCSSE), winter 2004</i>
	2.31	Student Satisfaction Surveys, Student Services
	2.32	<i>Perceptions & Experiences of First-Quarter Students, fall 1996</i>
3. Inventory of degree programs that have been added or deleted in the last five years	2.33	Inventory of Degree Programs that Have Been Added or Deleted in Past Five Years
4. Number of degrees granted in each program for the last three years	2.34	Count by Program/Degree
5. Published statements or other written rationale for the general education program	2.35	Excerpts from <i>2005-06 Bellevue Community College Course Catalog General Education</i> , pages 23-34, 37
	2.36	<i>Report of Bellevue Community College Curriculum Advisory Committee's General Education Task Force, October 2002</i>
Required Exhibits		
1. Statement of degree objectives for each degree program	2.37	Excerpt from <i>2005-06 Bellevue Community College Course Catalog Degrees and Certificates</i> , pages 37-42
2. Description of curriculum development bodies and advisory groups with rules of procedure and recent minutes	2.38	<i>Curriculum Advisory Committee Member Handbook</i> and 2004-05 minutes. See also https://intranet.bcc.ctc.edu/curriculum/
	2.39	Professional Technical Program Advisory Committee Guidelines and samples of minutes from recent meetings
3. Complete departmental or program self-studies prepared for part of this self-study	2.40	Templates for Academic Departments Self-Study Report and Templates for Service Unit Self-Study Report
4. Evaluation forms and summary reports of student evaluations of faculty and courses	2.41	Course Evaluation Forms and sample of report data for each form
	2.42	Excerpt from the <i>Sixth Institutional Performance Indicators Report</i> , Indicator 13: Teaching Excellence (See previous Performance Indicator 13, Exhibits 2.5-2.9)

5. Self-study and evaluation committee reports from external reviews and the most recent professional accreditation visits and documentation of resulting actions.	See Exhibit 1.10	<i>Nuclear Medicine Technology Program Self-Study, February 11, 2004</i>
	See Exhibit 1.11	<i>Associate Degree Nursing Program Self Study Report and Washington State Accreditation, spring 2003</i>
	See Exhibit 1.12	<i>Diagnostic Ultrasound Program Self Study Report, January 2002</i>
6. Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including, credit for prior experiential learning	2.43	Excerpt from <i>spring 2005, BCC Credit Class Schedule</i>
	2.44	Excerpt from <i>2005-06 Bellevue Community College Course Catalog, pages 5-13</i>
	2.45	BCC Policies – 2200 Admission Rules, 2550 Federal Privacy Act: Disclosure of Social Security Numbers, 2600 Family Education Rights and Privacy Act: Disclosure of Student Information, 3000 Grading, 3050 Credit Hours and Credit Load, 3100 Credit by Examination, 3150 Exceptions to Degree or Certificate Requirements, 3200 Academic standards, 3250 Final Examination Policy, 3350 Credit for Tech Prep Articulated Programs, 6880 Student Records, 6900 Records Storage and Disposal
	2.46	<i>Washington State Community and Technical College Guidelines for Prior Learning Assessment</i>
7. Policies regarding transfer of credit, including articulation agreements with other institutions	2.47	List of Articulation Agreements for Bellevue Community College and actual agreements on zip disk, “Articulation Agreements, June 1, 2005”
	2.48	Tech Prep Articulation Agreements
8. Policies regarding remedial work	2.49	Excerpts from <i>2005-06 Bellevue Community College Course Catalog, pages 11, 38, 40</i>
9. Description of the materials and forms used in the academic advisement process	2.50	Materials Available to Students for Advising, All materials listed are available on the Educational Planning and Resource Center website, www.bcc.ctc.edu/advising
	2.51	New Student Advising Packet
	2.52	<i>Discover the Power of Learning!</i> , Educational Planning Folder, including some examples of items listed in 2.49
10. Grade distribution studies	2.53	Excerpt from the <i>Sixth Institutional Performance Indicators Report, Indicator 7: Effectiveness of College Operations</i> (See previous Performance Indicator 7, Exhibits 2.5-2.9)
	2.54	<i>BCC Completion and Success Rates, fall Quarters 2001, 2002, 2003</i>
	2.55	<i>BCC Completion and Success Rates by Department/Division, fall Quarters 1999, 2000, 2001</i>
	2.56	<i>BCC Completion and Success Rates by Department/Division, fall Quarters 1998, 1999, 2000</i>
11. Policies governing public service.		Not applicable

Suggested Materials		
1. Compilation of entering freshman student ability measures	2.57	Compilation of Entering Freshman Student Ability Measures
2. Samples of course examinations and other instruments used to assess student achievement or competency and, available work products of different levels of quality	2.58	List of Examples of Examinations, Program Materials, Course Assignments and Other Assessment Tools (see also rubrics in Exhibit 2.1 <i>Assessment Notebook</i>)
3. Funds devoted to research, if applicable, for the past three years; principal sources of such funds.		Not applicable

SUPPORTING DOCUMENTATION FOR STANDARD TWO CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

Required Documentation	Exhibit #	Name of Exhibit
1. Organization charts which show the relationship of continuing education to various academic units of the institution, including the internal organization of the continuing education unit	2.59	Continuing Education Organization Chart
2. Summary listing of off-campus programs, directors, sites and enrollments	2.60	BCC Off-Campus Educational Services Sites
3. Policy and procedures for institutional approval of off-campus and special programs and courses	2.61	Excerpt from <i>Curriculum Advisory Committee Member Handbook</i> , page 3-1.
Required Exhibits		
1. Catalogs, brochures, announcements and class schedules for special programs	2.62	Folio of course schedules, brochures, etc.
2. Policies regarding the award of credit based on prior experiential learning, including the distribution of credits by term for the past two years		Please see Exhibit 2.46 for policy on prior learning assessment; one person in summer 2002 received credit for prior learning for ALDAC 206.
3. Policies that address all items of standard Indicator 2.A.10 regarding award of credit		Please see Exhibits 2.43 – 2.46; policies are the same for credit and non-credit programs
4. List of all courses and programs taught by nontraditional instructional formats for the past three years, indicating the course, type and duration of instruction, number of credits, enrollment and location	2.63	Distance Education and Business Technology Systems Enrollments
5. Budgetary information and financial arrangements relating to continuing education and special learning activities.	2.64	Budgets for Continuing Education, International Student Programs, Career Education Options, Venture, ABE/ESL

6. Studies demonstrating comparability of outcomes for courses or programs offered under concentrated or accelerated time frames, or other nontraditional instructional formats.	2.65	2003-04 Bellevue Community College – All Courses with a Telecourse Section
	2.66	<i>Analysis of student retention and student success for on-line courses as compared to on-campus courses, Academic Year 2003-2004, Bellevue Community College</i>
	2.67	<i>Student Success and Retention in Online Courses</i>
7. Policies regarding admission, transfer of prior earned credit, credit by examination, credit for prior experiential learning, credit by evaluation and residency requirements as they apply to external degrees, degree-completion programs or special degrees	2.68	Career Education Options Admissions Procedure
	2.69	Venture Program Admission Process and Bellevue Community College Venture Program Assessment System, fall 2004
	2.70	Excerpt from <i>2005-2006 Bellevue Community College Course Catalog</i> , page 11, Transferring & Earning Credits
8. Sample transcript with explanation of codes showing designations for credit for prior experiential learning and non-degree credit	2.71	Grading Policy (sample transcript)
9. Contractual agreements with other institutions or travel agencies	2.72	Agreements and Memoranda of Understanding
10. Criteria and procedures for admission of students and warding of credit; procedures for maintenance of student records	2.73	International Student Programs admission procedures and admission application
11. Catalogs, brochures, and announcements for continuing education courses and programs and special learning activities	2.74	Folio of Continuing Education course schedules, brochures, etc.
12. Criteria and procedures for registration of students and awarding of units; procedures for keeping student records	2.75	Continuing Education Registration and Archival of Records Procedures
13. Procedures for involving appropriate institutional personnel in program approval and development		Please see Exhibit 2.61



STANDARD THREE

STUDENTS



STANDARD THREE

STUDENTS

Introduction

In an effort to place students at the center of all we do and provide lifelong educational development opportunities, BCC's Student Services Program conducts continuing studies to ascertain, assess, and address student needs. The various components of Student Services include all phases of student life—from assessment and advising to student government and worker retraining. Our goal is to support students and help them succeed in their educational goals and development, whatever they may be.

Purpose and Organization

Organization (3.A.1)

Student services are provided throughout the college as an integral part of BCC's organizational structure. The dean of student services serves on all campus committees dealing with student affairs and maintains an active role in monitoring the numerous student-centered activities on campus. The Student Services Program is composed of a number of departments, each of which provides a necessary service contributing to student educational development, including: (1) Assessment (placement testing); (2) Athletics; (3) Counseling Center; (4) Disability Support Services; (5) Educational Planning Resource and Transfer Center; (6) Evaluations/Graduation; (7) Financial Aid; (8) International Student Programs; (9) Multi-Cultural Services; (10) High School Programs; (11) Student Information Technology Services; (12) Student Service Center; (13) Student Pro-

grams; (14) TRIO Student Support Services; and (15) Veterans' Administration Programs.¹

Services or programs important to student success and progress that are available at BCC, but not included in the Student Services Program include: (1) Academic Tutoring; (2) Bookstore; (3) Career Center; (4) Career Education Options (CEO); (5) Early Learning, Family, and Childcare Center; (6) Food Services; (7) Learning and Computer Labs; (8) Library Media Center; (9) Public Safety and Parking; (10) Tech Prep; (11) Women's Center; (12) Worker Retraining; and (13) WorkFirst.²

BCC provides students with the opportunity to complete admission and registration processes either in person or online, participate in assessment (placement) testing on a drop-in basis, and obtain advising from faculty advisers and the Educational Planning Resource and Transfer Center (EPRTC), with online advising services available as well.

Evaluations staff review transfer and institutional credits and determine eligibility for graduation; counselors provide on-campus and online students with personal counseling, make counseling services referrals, offer educational planning and career planning, teach human development courses, monitor and address students' academic progress, and offer workshops to help students achieve success. BCC's Student Services regularly obtains and reviews student input to determine the quality of its services, including: surveys of students, evaluation instruments of various kinds, and conversations with students. The fall quarter 2004 student survey results indicate general satisfaction with student services.³

In 2002–03, administrative changes and budget reductions affecting staffing led to the formation of a committee charged with examining and evaluating student programs and services to address the following question: “What new measures and initiatives must the Student Services Program pursue in order to improve the quality of services to students, the efficiency of operations, and the effectiveness of its work?” This committee, composed of student services staff, faculty, and administrators outside of student services, selected three outcomes for their work: (1) expand access for all student constituencies; (2) improve student retention rates; and (3) promote student success. The result of this work, coupled with staff discussions across all of student services, was the *Student Services Strategic Plan* (SSSP). The SSSP included five strategic goals with detailed steps to accomplish the plan.⁴

Student Services Strategic Plan Goals

1. Increase student persistence and success for our diverse student population.
2. Expand and integrate opportunities for students to participate in innovative, diverse, and responsive learning environments beyond the classroom.
3. Create opportunities that support the Pluralism Initiatives of Bellevue Community College.
4. Create a college-wide shared resources framework that optimizes intellectual, technological, physical, and fiscal resources.
5. Create an optimal balance between services provided in person and those offered through technology to meet the needs of our diverse communities.

The SSSP led to the reorganization of many programs in Student Services, resulting in an organization that is more centralized, coordinated, and efficiently designed. As a result of the plan and

the process that led to it, student and staff input is regularly sought about student services operations, planning is routinely based on a continuous evaluation process, and an ongoing training program for staff is in place to assist with continuous improvements.

Staff Qualifications (3.A.2)

Student Services employs an informed, capable, and efficient staff to serve students at the highest possible standards. Department and program managers have appropriate degrees and training and/or experience to effectively perform the duties of their jobs. These are requirements for all college hiring and are rigorously monitored.⁵

All administrators and staff have current job descriptions, and administrators and support staff are annually evaluated using the Employee Development and Performance Plan form established by the state of Washington.⁶ Results of the evaluation processes are used to develop improvement plans, directed toward enhancing excellence in the organizational unit.

As part of the SSSP, a needs assessment was conducted in 2003, seeking staff perceptions about workload, productivity, morale, inter-departmental cooperation and communication, multi-cultural awareness, and any areas needing improvement. In early 2004, several training programs were created to address the needs identified by the survey. Survey results indicated that 75 percent of trainees are highly satisfied with the training, which resulted in conflict reduction, staff stabilization, and better workload balance within departments.

These improvements were a first step in the ongoing processes student services staff developed to analyze and assess methods to improve employee job performance, workload, and job satisfaction. Another area where staff felt attention was needed was professional development. Skills such as dealing with difficult people, team building, resolving conflict, and attitudes were identified as the top four areas for professional development. The staff were divided into four interdepartmental groups for training purposes; however, all employees par-

ticipated together in a “Managing Conflict Across Differences” and a team-building workshop. A one-day “Dealing with Difficult People” workshop is currently scheduled. These workshops address the needs identified by the staff as top priorities. Student services staff were surveyed again in spring 2005 in order to determine the need for further training. As a result of this survey, the following professional development training opportunities will be provided in the 2005–06 year: providing quality service beyond the basics, which will include basic communication in-person, on-the-phone, and by e-mail as well as how to identify what the student is actually needing.

Policies, Procedures, and Objectives (3.A.3)

Student Services maintains appropriate policies and procedures which cover all of its programs and departments supporting the SSSP and the overall mission and goals of the college. Each student services program has an easily accessible and informative website via the MyBCC portal where specific policies and procedures may be found.⁷ Policies and procedures affecting students are public and current and are included in the print and CD versions of the *BCC Student Handbook*, which students may access through the Associated Student Government (ASG) office, Counseling Center, and student kiosk in the Student Union.

Resources (3.A.4)

Financial resources for student services are routinely analyzed and evaluated during the annual BCC budget and planning process, which identifies, assesses, and makes budget decisions.

Overall, student services are adequately funded; however, the Disability Support Services Department (DSS) is subject to funding requirements outside of the college’s control. BCC is required to provide academic adjustments and auxiliary aids for all requests from students with documented disabilities. Based on the previous year’s expenditures in this area, in 2003–04, the college increased the accommodations budget by \$100,000; however,

nearly \$25,000 additional was required beyond this amount to meet the needs of these students.

Physical facilities for student services have improved markedly in the past ten years. Since the 1995 accreditation report, several student services departments have been remodeled (some more than once) and expanded. Enrollment Services, Counseling, High School Programs, Career Center, Women’s Center, Financial Aid, Multi-cultural Services, and International Student Programs now have improved student consultation and testing space for students, more office space for employees, and conference space that is used by various student groups and campus committees. The Assessment Office and DSS are now housed in an area where they have a central, more open, and accessible location. The Office of Student Programs was given additional space on the second floor of the remodeled Student Union, and offices were added in athletics to better meet the needs of the coaching staff and student-athletes.

General Responsibilities

Student Characteristics (3.B.1)

BCC is the largest community college in Washington state, serving over 36,000 students annually. In fall 2004, BCC enrolled nearly 14,000 credit students and over 19,000 students total. The Office of Institutional Research (OIR) regularly publishes information on the demographic characteristics of the students who attend BCC. At the end of every fall quarter, a one-page *Students at a Glance* is produced, providing the answers to the most commonly asked questions about the students. Additionally, every other year, Institutional Research publishes the *Student Profile*, a detailed, lengthy report that is essentially a reference document the campus community can use for information about students.⁸

The *BCC Student Services Intake and Advising Plan* ensures that all BCC students experience a consistent, supportive intake process.⁹ Created in 2004 and funded by the Title III grant, the advising plan incor-

porates student demographics into identification of the needs and expectations of future learners at BCC. The resulting “roadmap” guides students toward achieving their educational goals.

Four roadmaps have been identified: (1) degree-seeking (the credit learner wishing to complete a terminal degree program at BCC or transfer to a baccalaureate institution); (2) professional and personal enrichment (those seeking credit or non-credit courses for professional or personal development); (3) high-school age programs (Running Start, CEO, and Enrichment); and (4) others (including learners in the English-as-a-Second-Language (ESL), International Business Professions (IBP), Adult Basic Education (ABE), and General Education Degrees (GED) programs).

BCC students expect high quality, on-demand student services. They are technologically proficient and socially, economically, and culturally diverse; yet they need a sense of inclusion and community. Many are academically unprepared, and some need life skills and career planning advice. To meet these needs, Student Services provides advising, mentoring, and career-related activities as part of the student’s BCC experience. Advising integrates student services and instructional resources, providing follow-up assessment and monitoring academic progress so that counselors may contact students who are on academic probation (below a 2.0 GPA) in order to prevent dismissal for academic deficiency.¹⁰

Student Involvement (3.B.2)

Student voices are sought across the BCC campus. Students have the opportunity to serve on the All College Council, the Citation Review Committee, the College Discipline Committee, the Commencement Committee, the Curriculum Advisory Committee, the Dismissal Review Committee, the Planning Council, the Student Pluralism Committee, the Student Academic Grievance Committee, the Institutional Effectiveness Group, and the Tenure Review Committee. The ASG president meets regularly with the college president and the dean of student services and makes a presentation to the Board of Trustees at each of their scheduled meetings. Students also

served on the standard 3 accreditation subcommittee and are an integral part of the college-wide pluralism initiative.¹¹ Students have participated, collaborated, or funded many activities and programs in the last three years which support the college’s commitment to diversity and pluralism.¹²

Within student services, counseling faculty represent faculty interests in the development of policies. The director of counseling serves on the Student Services Cabinet and routinely involves faculty in the discussion. For example, recently the state mandated academic standards for degree completion and parts of this requirement conflicted with the BCC academic standards policy. The counseling faculty reviewed the requirements of the law and our own policy and recommended changes to merge them, while maintaining the integrity of the college’s original policy. Within student programs, nearly every club is advised by a faculty advisor, and the director of student programs meets on a regular basis with all the advisors to review club activities, policies, and procedures to ensure that both the needs of the students and the institution are met.

Letter from Sarah Needleman-Carter 2000-01 Student Government President

I sat on the Tenure Review Committee during my term as ASBCC president in the 2000-2001 academic year. As I read over thick case files on faculty, I was excited by the good reviews, innovative teaching methods, and positive student comments. I was included in all discussions and information sharing. It was especially rewarding to participate in the tenure process for some of the faculty who had so positively impacted my life. I was helping shape the learning community of BCC, making my service on the committee seem particularly important.

Student Rights and Responsibilities (3.B.3)

Student rights and responsibilities are delineated in the “Student Code” and published in the *BCC Catalog*, the *Student Handbook*, and posted on the college website.¹³ The “Student Code” states that students are expected to respect and abide by the laws of the com-

munity, state, and nation; adhere to college rules and regulations, which assure the orderly conduct of college affairs; maintain high standards of integrity and honesty; respect the rights, privileges, and property of other members of the college community; and not interfere with legitimate college business. In addition, information on students' rights and responsibilities is a regular component of student orientation sessions, Running Start orientations, and student/faculty advising sessions.¹⁴ Many divisions also produce their own policy statements that instructors may include in syllabi, such as policies on attendance, plagiarism, student conduct, grade fulfillment expectations, and grievance procedures. Students may address their general or academic complaints through either an informal or formal process, and all policies and procedures affecting students have an impartial appeal procedure as part of the process.

Student Safety (3.B.4)

Student safety provisions are clear and widely available to students. Since 2000, *Emergency Response Instructions* have been posted in each classroom, and the *Student Handbook* includes an "Emergency Assistance" section. The Public Safety Office, which employs seven full-time and five part-time officers, observes all Family Education Rights and Privacy Act (FERPA) regulations; has formed a Community Emergency Response Team (CERT) that has trained 20 campus operations people in cardiopulmonary resuscitation (CPR) and first aid; utilizes a radio system that allows direct communication with the Bellevue Police Department and medical emergency personnel; and in 2003 upgraded the telephone system to identify the exact location of an individual phoning 911 for emergency response. The Public Safety Department is staffed 24 hours a day, 7 days a week, offering student assistance, such as starting stalled cars, walking students to their vehicles in the evening, responding to theft, car prowling, emergencies, or any other incidents of concern. In addition, Public Safety can be contacted from any campus pay phone, without depositing money by dialing 564-2400.

In 2003, as a response to the delays in evacuating campus after the Nisqually earthquake, a campus ring road was completed, making the three campus entrances/exits more accessible, both on a daily basis and in an emergency situation. Congestion on campus roadways, for both pedestrians and vehicles, has been reduced.

Inclement weather information pertaining to campus closure is provided to students in handout form for classroom announcements, online, and on BCC's TV and radio stations. In addition, the college maintains a phone number for students to call for campus closure messages.

Information concerning a "Student's Right to Know" has been centralized in one place and is linked from the front page on the college's website.¹⁵ The public disclosure section includes information on twenty-four different topics, including crime statistics, requests for public records, FERPA, HIV/Aids information, policies directly impacting students, and other health, safety, and information items. The Public Safety Department complies with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (formerly the Crime Awareness and Campus Security Act of 1990) by posting BCC's crime statistics on its webpage.¹⁶

College Catalog, Schedule, and Student Handbook (3.B.5)

The *BCC Catalog*, published annually, is provided free of charge to all new students and is otherwise available for sale in the bookstore and on the college website.¹⁷ All degree and course information is included, with courses offered in specific quarters listed in every quarterly schedule and a list of annual projected credit course offerings included in the fall and winter course schedules.¹⁸ All non-credit courses described in the catalog are listed separately and their credit status is made clear. The catalog describes all degree programs and their requirements, student support services, transfer options, enrollment information and procedures, tuition and fee information, the college mission,

college policies, calendars, maps, and a listing of administrators and faculty.

The *Continuing Education Quarterly Schedule*, which is a separate publication, lists all non-credit courses, registration information, and non-credit certificate programs. A separate page in the schedule lists credit courses available through the Continuing Education Program, with complete instructions on how the credits may be attained and applied.¹⁹

The *Student Handbook*, which is designed and compiled by student programs annually, appears in print, online, and on a student-designed CD. It describes student conduct, rights and responsibilities, student government, student organizations, financial aid procedures, information about reading and writing labs, parking regulations, the campus non-smoking policy, complaint and grievance procedures, and opportunities for art, music, drama, and other volunteer involvement.²⁰

Evaluation of Student Services (3.B.6)

The purpose of the 2003–2008 SSSP was to evaluate how effectively BCC serves students and identify ways that the college might serve them better. The enormous growth in the student population that BCC has experienced since 1995 had resulted in fragmentation of effort, stopgap solutions, and inconsistent information and service, with staff sometimes so busy doing their jobs that they had little time to stop and reflect on how to do their jobs better. The plan establishes a structure that provides for more efficient and effective functioning of all units contained within Student Services. In its effort to design, implement, and continually make constructive revisions as needed based on routinely planned feedback, the plan specifies that the Student Services Program “will implement a wide range of student feedback opportunities, which will provide a realistic picture of the value and effectiveness of student services.” Surveys are conducted each fall quarter during the first three-to-five days to gather feedback from new students, and during the first part of the winter registration period for continuing students.²¹

Student services departments participate in the Program Effectiveness Process (PEP), that provides an annual check on accomplishment of objectives, and the results are used to improve services. The PEP process requires programs to set and evaluate their own goals and achievement, with a focus on improvement. In Enrollment Services, the director has received complaints from students about employee rudeness. The department identified reducing complaints as its PEP objective. Training in customer service and staffing changes have improved the situation. Each student services department also completed the departmental templates requested as a part of this self-study.²²

Academic Credit and Records

Award of Credit and Evaluation of Student Achievement (3.C.1, 3.C.2)

Evaluation of student learning and the award of credit are based on clearly defined criteria. Chapter Four of the *State Board For Community and Technical Colleges Policies and Procedures Manual* includes criteria for determining contact hours, credit values, and credit equivalents for all community and technical colleges, and BCC follows these criteria in determining credit values for its courses.²³

The college’s grading system and standards for evaluating student performance, including the qualities of achievement expected for each awarded grade, are published in the catalog. The Academic Standards Committee, which is composed of faculty and the executive dean of instruction, established an academic standards policy which defines progress, academic probation, academic dismissal, reinstatement following dismissal, and exceptions. All of this information is included in the catalog and the *Student Handbook*.

Academic records are accurate, secure, and comprehensive. The official transcript is a comprehensive record of the student’s educational performance at BCC. All policies regarding access to transcripts may be found in the catalog. An official BCC transcript includes developmental and college-level

credit courses in which a student remains enrolled beyond the tenth day for fall through spring quarters and the sixth day for summer quarter. Each quarter, the college posts the following information on student transcripts: (1) withdrawals or grades assigned by the faculty; (2) credits attempted and completed; (3) quarterly GPA; (4) cumulative BCC credits; and (5) cumulative GPA. Credits transferred for the award and degree(s)/certificate(s) awarded are posted once graduation is confirmed.

Degree and Non-Degree Credit (3.C.3)

All graded, credit courses, even those below college level, may be used for certain degrees, such as the associate in arts in general studies (which allows up to 30 credits of below college-level work). The requirements of each degree are specified in the catalog, including which types of courses can and cannot be counted toward the degree.²⁴ The transcript separates BCC total credits and total college-level credits into two lines in order to distinguish between developmental and college-level coursework. The transcript may include some designated continuing education credits which are not graded and therefore would not appear as part of the BCC total credits. Only credit courses are listed in the college catalog. The quarterly schedules for credit courses and continuing education are published separately. The *Continuing Education Quarterly Schedule* includes a few credit courses, which are separately identified.

Acceptance of Transfer Credit (3.C.4)

Transfer credit is accepted only from accredited institutions and transfer policies are clearly stated in the catalog.²⁵ Transferable credit posted on another college's transcript is not automatically accepted. Credential evaluators determine transfer credit applicability to the BCC transfer degrees, and for professional technical degrees, evaluators seek assistance from program faculty in making equivalency determinations. BCC reviews all transfer credit for applicability to the college's degrees and certificates. The catalog states: "The college reserves

the right to accept or reject credits earned at other institutions of higher education."

Security of Student Records (3.C.5)

Student records are kept electronically and securely maintained on the college student management and financial management systems and are backed up off-site daily by the Center for Information Services (CIS), the statewide information technology organization for community and technical colleges. Because all files are backed up daily at CIS, fire-proof mechanisms are unnecessary.

BCC complies with all FERPA requirements and enforces strict security guidelines monitored by the FERPA officer and information resources staff. All records are confidential and access is restricted to those who have a need to work with the records as a part of their job. Each person who has access to student records must sign a form acknowledging responsibility for safeguarding the information.²⁶ No student information is released to a third party, other than student directory information, and students may also request that no directory information about them be released. If students have made this request, three asterisks appear before their names in all electronic and printed reports to alert users that no release of directory information is authorized. Records are maintained following the SBCTC's retention schedule.²⁷ Destruction is processed through campus operations. Paper records that are required in enrollment services, financial aid, and disability support services are kept in secure areas where only employees are allowed.

Student Services

Admissions Policy (3.D.1)

Bellevue Community College is an open door institution, admitting high school graduates and adults 18 years of age or older and currently enrolled high school students who successfully pass a college-level English assessment test. Several BCC programs have special admissions criteria, including Diagnostic Ultrasound Technology, Nuclear Medicine Tech-

nology, Nursing, Radiation Therapy, Radiologic Technology, CEO, High School Enrichment, Running Start, International Students, and the Venture Program. These programs maintain and enforce their own admissions criteria. BCC's admission policies are described clearly in the catalog.²⁸

Student Needs and Characteristics (3.D.2)

The SSSP includes a goal to “ensure that retention and completion rates for underrepresented groups equal or exceed the traditional campus population.” The Office of Institutional Research regularly profiles the student body so that the college can ascertain how broadly it serves the community. BCC's many pluralism efforts, including the college's goals for diversity, are supported by student input, and campus pluralism committees include student services staff. The college also supports student clubs that reflect diversity in its largest sense—ethnic, religious, sexual-orientation, and cultural. Multicultural services support the college's diverse populations with programs that help students succeed and staff who encourage students to celebrate their differences. They also target underrepresented populations with outreach visits to high schools and conduct special student orientations called Jump Start, which are aimed at student success and retention for students of color.

The Financial Aid Office ensures that BCC reaches out to differing socio-economic groups by awarding local BCC grant funds to the most needy students first, defined as single parents and students pursuing the lowest paying degrees. Institutional Research provides the Financial Aid Office with information on the earnings of BCC graduates by program every year, so they can make this determination. The college also has special BCC grant award criteria for eligible worker retraining and work-based learning students, including those students taking Fast Track courses.

DSS provides students with documented disabilities equal opportunity in accessing the benefits, rights, and privileges of college services, programs, and activities in accordance with the ADA, the Rehabilitation Act of 1973, and Washington state law. BCC

provides reasonable accommodations, which may include requests for academic adjustments, such as modification of academic requirements and flexibility in test-taking arrangements, adjustments in nonacademic services and other rules, and auxiliary aids and services.

The DSS staff is composed of four permanent full-time employees with additional part-time office support staffing. Each quarter, over 60 part-time hourly staff members work as readers, scribes, and interpreters.

Information about DSS is provided in-person, in the DSS Handbook, and through the college website.²⁹ DSS serves approximately 350 students each quarter, with as many as 200 additional students whose disability documentation is pending. DSS staff routinely monitor the needs of students with disabilities and adapt their services to meet the requirements of this population.

Student Placement (3.D.3)

Beginning in summer 2002, BCC began assessing all new students and many transfer students in order to properly identify their current skill level and ensure enrollment in appropriate courses.³⁰ The college uses COMPASS as its assessment tool for math and English placement, and students are allowed to transfer their COMPASS scores from other colleges. If BCC's cut-off scores are higher, the student may not be placed into the level of class that would have occurred at the previous institution. Improved assessment access has helped students know their English and mathematic skill levels early in their education, enabling more appropriate placement and increased success.

Courses that have prerequisites are clearly identified in the catalog and schedule and, generally, a student must have achieved a grade of C- or better to meet prerequisite requirements. In certain courses and programs, the Curriculum Advisory Committee (CAC) has acknowledged a higher prerequisite grade requirement, based on feedback from the program faculty. Prerequisites are designed to provide the student with a solid knowledge base for

successful completion of the next course. Students are allowed to enroll in a course for the next quarter based on current enrollment in the prerequisite course. Once grades are posted, student eligibility to remain enrolled in the course is determined. Since BCC is an open door institution, “ability to benefit” generally does not apply; however, the college’s assessment tests meet the criteria of the U.S. Department of Education.

Continuation and Termination (3.D.4)

BCC’s academic standards policies explain the appeal and readmission processes for students who do not meet the college’s standards for academic progress.³¹ Quarterly monitoring ensures that the policy is carried out. Students who do not meet the standards are contacted by student services staff, assigned a counselor, and their registration is blocked until they have an approved educational plan. The “Student Code” is published in the catalog, the *Student Handbook*, and the Washington Administrative Code (WAC) pertaining to BCC, and describes appeals for disciplinary actions and readmission to the college.³²

The catalog, the *BCC Policies and Procedures Manual*, and the *Student Handbook* each contain a section on student complaint and appeal procedures, and the handbook provides contacts for students seeking redress for grievances. In general, students with academic complaints are encouraged to talk with instructors first to see if the issues can be resolved. Failing that, they may also speak with the relevant division chair and/or proceed through the formal channels.

Graduation Requirements and Student Right to Know (3.D.5)

Institutional and program graduation requirements are stated clearly in the catalog and the *Student Handbook*, and are consistently applied in both the certificate and degree verification process.³³ The college website includes a public disclosure link that contains all “student right-to-know” information, and each printed schedule contains

a clearly marked box that contains “student right-to-know” information.³⁴

Financial Aid Program and Information (3.D.6, 3.D.7)

BCC administers an effective program of financial aid consistent with its mission and goals, student needs, and institutional resources. Federal Title IV, Washington state and institutional financial aid programs are administered and made available to students through the Financial Aid Office. The Financial Aid Office processes aid applications within approximately 30 days and students can monitor the process of their application online.³⁵ The program is audited annually in accordance with state requirements, and audit reports have shown consistent compliance. The institution also meets all checks and balances required for separation of duties. Financial aid and finance office staff work closely to balance accounts and maintain appropriate records and reports. The staff is professional and trained in financial aid processes.³⁶

Information on how to apply for financial aid is available to students and prospective students in the catalog, the quarterly schedule, on the college website, and from the Financial Aid Office. An online financial aid tutorial and required financial aid orientation sessions help students complete their financial aid applications quickly and accurately. Students interested in scholarships may obtain information from scholarship postings or staff in the Career Center. The BCC Foundation also offers and advertises a number of scholarships for students.

Student Loan Program (3.D.8)

College staff provide information to students on the loan programs that are available to them and monitor the college’s student loan program. Loan counseling sessions (required by federal policy) are offered to all students who apply for a loan. These sessions are given only online and are secure. Results are reported to the Financial Aid Office. A report from the federal government attests to the college’s exemplary low default rate of 4.8 percent.³⁷

Student Orientations (3.D.9)

The Office of Student Programs hosts a new student orientation each quarter, offered in afternoon and evening sessions to accommodate students' schedules. The evening sessions were added in 2004 because a student survey reported that work obligations were preventing attendance at daytime orientation sessions.

Over 1,200 new students attended orientation sessions in fall 2004, a record number. The general session provides information on financial aid, advising, public safety, the Career Center, student programs, and admissions. About 93 percent of the participants reported that the information provided was helpful. Multi-cultural services staff host orientations for students of color each quarter, which are attended by 30-60 students. Student Support Services (TRIO), Workforce Training, International Student Programs, and High School Programs also host orientations for the populations they serve.

Advising and Counseling (3.D.10)³⁸

Student advising is a major component of student success. The college programs and services section of the quarterly schedule and the advising website direct students to the advising and registration sessions conducted by faculty and student services staff. These sessions assist students in enrollment planning and course selection and include time for student questions and one-on-one consultation.

In 2004–05, these sessions were modified to include more major-oriented information. In addition, the BCC advising website³⁹ and the EPRTC provide students with information needed to plan their course of study should they choose to self-advise. The college's Online Student Credit Audit Review system (OSCAR)⁴⁰ is designed specifically to help students stay on track to complete their degree or certificate. Using the student's existing transcript information, OSCAR informs students and advisors exactly what credits are needed for the student to complete his or her program of study.

BCC also provides specialized advisors for two of its largest programs—science transfer and business.

The science advisor, co-funded by the University of Washington, assists students who are majoring in math and science fields and provides special support for women and students of color considering careers in math or science. The business advisor has special expertise in the business-related transfer majors for Washington state baccalaureate institutions and helps students who are seeking transfer to one of those institutions.

Counselors meet with exploratory, undecided and developmental students to recommend course selection and are invited to classes to make presentations on student success, career planning, test-taking, study skills and planning, and transfer information, among other topics. Their Students Taking Academic Responsibility (STAR) program of tracking specific student progress for a year has proven effective. They also meet with students individually to help them make major-life choices and help to resolve personal and mental health issues.

The BCC Counseling Center also provides counseling and training expertise for the professional development of college staff, offering workshops on cross-cultural communication skills, diversity and learning styles, how to deal with controversial topics in the classroom, and how to meet the needs of students with disabilities. Counselors may also act as mediators in departmental or academic conflicts. Counselors work cooperatively with other units of the college by performing Small Group Instructional Diagnoses (SGID) and working one-on-one with faculty in dealing with challenging students, creating study skills relevant to the needs of international students, and conducting stress management workshops.

Career Counseling and Placement (3.D.11)

In 1999, the college combined several units within Student Services to provide more accessible and comprehensive career services to students. The Women's Center, Job Center, and work-study units became part of the new Career Center, which began offering free career services to both community members and students. The primary goal of the Career Center is to connect students with employ-

ers and professionals in their fields of study. They also provide the following services to BCC students and the community:

- Individual career advising and assessment, transition courses, and career planning activities.
- Scholarship search assistance and connections to community resources.
- Internship and work-study opportunities.
- Exploration of high-wage, non-traditional career opportunities, and recruiting practices and job trends.
- Mock interviews with representatives from industry.
- Assistance to employers with developing job announcements, publicizing positions, designing new job and internship positions, and initiating collaborative projects.

In 2000, the Career Center partnered with the Worker Retraining and WorkFirst Programs to become a Seattle/King County WorkSource Affiliate site. As an affiliate, the center is linked to county-wide efforts to provide career advising, training, and job-search assistance to unemployed workers. In May 2002, the Career Center began reporting to the vice president of workforce development to better link the program with other workforce programs at the college.

In keeping with BCC's mission of supporting students' and potential students' educational goals, the Career Center: (1) offers financial aid and scholarship information workshops that review the applications process for financial aid, student loans and scholarships (both federal and local); (2) assists students in writing effective resumes and referral letters; and (3) provides electronic updates on job announcements and scholarship opportunities.

The work of the center is guided by the Faculty Committee for Internships and Career Connections. The center is also advised by the Corporate Advisory Group for BCC Internships and Career Connections, which works to increase learning opportunities for students in the wider community.

Health Care (3.D.12)

BCC does not provide campus healthcare. It does, however, support a Wellness Center that provides classes and activities for students and staff on topics like nutrition, yoga, parenting, home caregiving, stress reduction, and women's health. Faculty and staff who become aware of student mental health or disability problems are encouraged to send students to DSS and to the Counseling Center for assistance. The counselors routinely refer students to outside providers that can better serve students' longer term mental health needs.

Housing (3.D.13)

BCC provides no student housing. At one time, International Student Programs assisted international students in finding accommodations. When international student enrollments diminished after changes in immigration laws, the program eliminated this service and now refers all housing requests to three outside agencies: (1) USA International, Inc.; (2) Intercultural Homestays and Services, Inc.; and (3) International Cross-Cultural Committee, Inc., which are reputable, privately-owned homestay agencies.

Food Service (3.D.14)

The BCC cafeteria, coffee shops, and vending machines are operated in accordance with established local health and safety standards and have always passed inspection. All food workers have food handling cards issued by the local health department, which also inspects facilities annually. As the campus has expanded and walking distances have increased, Food Services has added a satellite coffee and snack bar in the R Building and a coffee kiosk in the new student parking garage. The cafeteria offerings include a large salad bar, hot meals, sushi, organic, and vegan foods.

Co-curricular Activities (3.D.15, 16)

The *Student Handbook* lists over 50 student clubs, invites students to form clubs, and explains the chartering process. Student clubs have a faculty or staff advisor and are operated under governance of the

ASG. Advisors and the director of student programs ensure these programs operate within established college policies and procedures. Student clubs are chartered each year by the ASG officers. If a club does not follow college policies, the ASG may refuse to charter it the next year. Funding for student clubs is provided from the student service and activity fee that each student is assessed. Student government has its own by-laws and financial code and determines how clubs will be funded.⁴¹ The director of student programs provides guidance to the student government about program management, budgeting, and college policy, and provides leadership training for the officers and student club leaders.

Selected Student Sponsored Activities

Event name	Sponsored by
New Student Orientation	Student Programs
Leadership Conference	Student Programs/ ASBCC (2001)
Thanksgiving Luncheon	International Student Association/International Student Programs
Service Learning Fair	Service Learning/ Student Programs
Multi-cultural Fair	ASG/City of Bellevue/Student Clubs/Community Agencies
Regional Conference	Phi Theta Kappa Honor Society
Earth Week	Science Club/ Student Programs
ASG BBQ	Associated Student Government
International Night	International Student Association
Year End Celebration	Associated Student Government
Coffee, Tea, and Politics	Student Programs/ Middle Eastern Club
Forums on Islam	Student Programs/ASBCC
To The Mountain – Top Concert	Student Programs/ MCS/DSS
Women in Islam	Student Programs/ Muslim Student Association
Music Concert: An Evening with Parisa	Student Programs/ Middle Eastern Club

Student Recreation (3.D.17)

BCC offers gym time, a fitness center, intramural sports, and physical education classes to all students. In addition, the Wellness Center offers students and staff recreational opportunities such as ski trips, snow shoeing, hiking, kayaking, bicycle trips, and fly fishing.

Bookstore (3.D.18)

The BCC Bookstore operates on the main campus in the student services building, at North Campus, and at a small satellite location in the student union building. The bookstore supports academic and Continuing Education programs by coordinating, ordering, and selling textbooks, reference books, lab and art supplies, and ordering and distributing graduation regalia to students and faculty. The bookstore also coordinates and promotes “BCC Reads” and the BCC Book Club selections with in-store displays and discount offers. Changes to bookstore policy are reviewed and approved by the President’s Staff. In most cases, the ASG has an opportunity for input in policies that affect students.

Student Media (3.D.19)

BCC’s student newspaper, *The Jibsheet*, has a clearly defined and published relationship with the college. The first section in the newspaper’s staff handbook states:

The Jibsheet is the official student publication of Bellevue Community College, and as such, it exists for the purpose of providing the students, faculty, staff, and administration with unbiased coverage of news with high relevance to the college. The staff reserves the right to make decisions without seeking the approval of the administration and/or Student Programs in order to ensure that *The Jibsheet* is preserved as an independent voice on campus and in the community. This publication offers an educational resource to students interested in working in journalism and the staff strives to create diverse, unique content that will not only inform the community, but also promote learning and understanding.

The manual goes on to state that the paper will not be manipulated as a public relations arm of the college and that the college recognizes the paper's right to publish fair and reasonable news and editorial coverage. The newspaper is also considered an official student club and has a faculty advisor so the policies governing the relationship between the college and *The Jibsheet* are the same as campus policies regarding any other club. *The Jibsheet* is published weekly and prints 3,000 copies per issue, a total of approximately 105,000 papers per year.⁴²

Arnazella is BCC's literary magazine, featuring essays, short stories, poetry, and art from BCC students, along with artists and writers from across the Northwest. BCC students earn up to fifteen elective credits for the academic year as staff members who gain experience in evaluating and organizing submissions, editing, and publishing. Five hundred to 700 copies are printed each year; copies are available in the Bookstore, and past issues are available on *Arnazella's* website.⁴³

Intercollegiate Athletics

Intercollegiate Athletics (3.E.1)

BCC offers women's and men's basketball, softball, baseball, women's volleyball, women's and men's soccer, men's and women's cross country, and women's tennis. The primary role of the Athletic Department is to promote development of students who participate in competitive sports. The department maintains a high level of student participation and demonstrates its commitment to student academic performance by monitoring faculty-prepared progress reports semi-monthly. Student academic records are reviewed at the beginning of each quarter to verify eligibility and, upon completion of the quarter, to verify student progress toward degree completion.

The Board of Trustees reviews and receives periodic updates on the philosophy, goals, and objectives of athletics. The Athletic Department is evaluated regularly, using the Program Effectiveness Process (PEP).

Athletic Goals and Staffing (3.E.2)

The athletic director was hired on an interim basis in August 2003 and was recently named to the permanent position. The director was hired to review overall department performance, coaching staff, recruitment practices, and departmental policies and procedures, and to develop an aggressive fund development plan. A part-time assistant director position was developed to assist with the transition and that position has continued. The director hired six coaches of the nine coaching positions available in the past year. The coaching staff is strong, dedicated to the success of each student, and fully supportive of their team's competitive spirit.

The athletic director meets regularly with each coach to review team progress, compliance, recruitment, and overall departmental issues. The director meets with all coaches at least quarterly to review program priorities and goals, evaluate each sports program, review policies, discuss departmental business, train coaches as needed, and ensure overall program integrity. The director routinely meets with student athletes to review their individual progress as students and athletes. The director regularly attends sporting events to support coaches and student athletes. Athletic budgets are monitored monthly by the athletic director and the dean of student services.

All department staff, including coaches, have a complete job description on file and many position responsibilities and duties are also documented in the *Northwest Athletic Association of Community Colleges (NWAACC) Code Book*.⁴⁴ Coaching certification issued by NWAACC is required of all coaches on a yearly basis. Each coach must pass a certification exam, which ensures policy and rule review. A *BCC Athletic Handbook* is made available to all coaches.⁴⁵

Attendance at athletic events has greatly increased in the past year. *The Jibsheet* sends a sports reporter to many of the events, which provides coverage of the teams and students to the college community. The student government has assigned a liaison to collaborate with the athletic department and a new

Cheer Club has enhanced the collegiality and spirit of BCC athletics.

Academic Standards (3.E.3)

Students participating in intercollegiate athletics are held to the same admission, degree, and financial aid requirements, follow the same policies and procedures, and are served by the same campus departments as all other students. Academic standards for athletes meet the NWAACC requirements that are published in both the NWAACC Code Book and *National Collegiate Athletic Association (NCAA) Transfer Guide*. Admission requirements for all students are published in the quarterly schedules and the catalog. Student athlete requirements are listed in the NWAACC Code Book. Termed the 12-12-36+2.0 rule, NWAACC athletes must:

1. Be enrolled for 12 credits during each quarter when participating.
2. Complete 12 credits the quarter prior to participating.
3. Complete 36 credits prior to competing in a second year in the same sport.
4. Maintain a 2.00 cumulative GPA to participate in a second season.

Budget Development (3.E.4)

All funds raised for BCC's Athletic Department are deposited and disbursed through the Finance Office according to college policies and procedures and are subject to state audit in the same manner as other budgets on campus.

The Athletic Department received a substantial funding increase in the 2004–05 academic year from the ASG. The Athletic Department raises funds through a general booster club, as well as individual sport booster clubs. These funds are deposited into an account held by the college's finance department. Additionally, beginning with the 2003–04 academic year, the athletic director solicited private donations for athletics in conjunction with the BCC Foundation.

Equitable Treatment (3.E.5)

The Athletic Department demonstrates fair and equitable treatment of all student athletes and complies with Title IX requirements. In recent years, the department has upgraded facilities for female athletes in such areas as team locker-room enhancements, training room access, and a softball practice field. Monitoring of equity issues is the responsibility of the dean of student services, in consultation with the athletic director.

Athletic Calendar (3.E.6)

Sports practices are scheduled to provide the least amount of conflict with students' academic schedules. Game schedules for all sports are published before the start of their season. All sports seasons conclude prior to the end of the academic quarter so games and practices do not conflict with final examinations.

Institutional Advertising, Student Recruitment, and Representation of Accredited Status (Policy 3.1)

Bellevue Community College complies with Policy 3.1 on Institutional Advertising, Student Recruitment, and Representation of Accredited Status as described below:

Advertising, Publications and Promotional Literature

BCC's advertising, publications, and promotional literature showcase the college's educational service and programs.⁴⁶

Care is taken to ensure that all statements and representations in publications and on the website are clear, accurate, and current with supporting information available on request.

Catalogs, class schedules, and the *Student Handbook* are readily available (in hard copy and on the website) and accurately depict the college's: (1) mission and goals; (2) entrance requirements and procedures; (3) programs and courses; (4) degree and program completion requirements; (5) faculty; (6) facilities; (7) rules and

regulations for conduct; (8) tuition, fees, and other program costs; (9) opportunities for financial aid; (10) policies and procedures for refunding fees and charges upon withdrawal from enrollment; and (11) the academic calendar. The publications are updated as new information becomes available.

Successful certification and licensure by third parties are in no way guaranteed in college publications, and such requirements (and other unique requirements, if necessary) are noted in college materials. For example, career information on the Nursing Program's website and in its literature specify:

Although students receive a degree from BCC, the actual license to practice nursing in Washington state is granted by the Department of Licensing, Nursing Care Quality Assurance Commission, and the commission stipulates requirements for licensure.

Student Recruitment for Admissions

Student recruitment for admissions at BCC is carried out by qualified enrollment services staff.⁴⁷

The college does not make promises regarding employment or placement opportunities, and program costs are accurately represented in school publications. Advisors may discuss with students the current employment statistics in the field or for graduates of a particular program, but neither they nor administrators offer guarantees of job placement.

The college does not use independent contractors or agents for recruiting purposes, except in the case of international students where representatives are hired overseas to provide information and hold orientations for students interested in attending BCC.

Representation of Accreditation Status

The catalog, website and course schedules accurately represent the accreditation status of BCC, using language supplied by NWCCU. The catalog also presents the accreditation status of individual programs, as appropriate.

STANDARD THREE

ANALYSIS AND APPRAISAL

Strengths

BCC has historically benefited from strong and capable student leadership. The Associated Student Government (ASG) has conducted student affairs responsibly, including soliciting student opinion on important budget and policy issues. The ASG has appointed effective participants to campus committees and activities that provide student voices in the formulation of policy.

Student services administrators meet regularly as a cabinet and with instructional administrators to formulate policy recommendations and coordinate efforts related to curriculum, advising, academic standards, and student admissions. The collaboration between these segments of the college ensures that student needs and interests are incorporated into important planning initiatives.

The facility dedicated to the majority of student services offices has been remodeled and improved. Student services are accessible and centrally located in the same building as the bookstore, which is convenient for students. Services are labeled with clear signage so locating assistance and information is easy for students. Staff are routinely trained with current and correct information and how to convey the information congenially to students.

BCC has shifted, both of necessity and in response to the 1995 accreditation report, to printing an annual catalog. This allows the college to provide more regular updates about academic programs, better meet student needs, and monitor college information for accuracy. The catalog, readily available to students via the college website, contains all relevant information on campus policies and practices.

Growth in enrollment and advances in technology since 1995 have caused both problems and improvements for student services. As student numbers have grown, Student Services has responded, but the responses were directed at the

changes and lacked a central organization. As technology has advanced, so has the opportunity to use it as a campus management tool. The *Student Services Strategic Plan* reorganized many programs in student services to be centralized, coordinated, and more efficiently designed. Student and staff input is regularly sought, so that planning and improvement occurs routinely, based upon continuous evaluation. The college has incorporated technology in advising students (OSCAR), in student record-keeping, and in student self-directed services. A staff training program is now in place.

Students have access to information in numerous formats, including print and online versions of the catalog, quarterly schedule, and *Student Handbook*. Printed quarterly schedules—for both credit and non-credit courses—are mailed to every household in the district, delivered to designated points in the community, and information and help for potential enrollees is always available by telephone.

Challenges

Because budget cuts have been necessary for the past four years, student services staffing has been reduced; many offices are severely stretched to meet the demand for student services. This problem has been exacerbated by an increase in part-time students who require the same level of service as their full-time counterparts.

The legislature has increased tuition and fees for all Washington state community colleges in order to meet the budget shortfalls of the past four years. These increases have undoubtedly been a factor in declining enrollment and the reductions in the average number of enrolled credits across the college, particularly in the past year. College administration will need to continue to be mindful of costs for tuition and fees and their impact on access, especially for populations that have traditionally been underserved.

Advising continues to be a challenge. The college recognizes that advising is critical to student success, yet it is unable to make advising mandatory because of a lack of sufficient resources to provide these ser-

vices to all students. Continued coordination with instructional divisions to find additional ways to offer group advising to students must be pursued.

Achieving full rosters for women's sports has been a challenge. Newly hired coaches are showing promise in recruitment and increasing the participation of women in college sports.

BCC, as a commuter campus, will continue to challenge the ASG in recruiting students for the leadership positions in student government and for committee assignments. This leads to a challenge for the college, as a whole, to be able to define and respond to student needs, preferences, and perspectives on policy issues. Student programs staffing has been inadequate to accommodate the highly successful participation of students in clubs and activities. Student interest in leadership has been sparked through the efforts of the student program office; however, staffing demands to keep up with the increased events and activities, club advising, and overall workload has been very difficult.

Finding sufficient funding to accommodate the requirements of students with disabilities is a serious challenge. Although the college is mandated to provide assistance for students, funding has not kept pace with the costs for accommodation.

Student services has outgrown its facilities. Space for meetings, as well as staff offices, is limited. As the college continues to grow, space concerns for the Student Services Program will need to be factored in to facilities planning.

STANDARD THREE COMMITTEE

Gordon Leighton, faculty, English Department, committee chair, Standard Three

Tika Esler, dean, Student Services

Chequita Williams-Cox, former director, Educational Planning Resource and Transfer Center

Marilyn Anderson, faculty, Math Department

Tony Akhlaghi, faculty, Math Department

Bob Adams, director, Public Information Department

Carolyn Bilby, faculty and chair, World Languages

Cheryl Vermilyea, director, Career Center

Rossi Norris, former counselor, Counseling Center

Faisal Jaswal, director, Student Programs

Nikolette Kelchova, former ASG president

Linda Flory-Barnes, counselor, CEO Program

Jeanne Meek, program assistant, Student Services Center

ENDNOTES

- 1 See Exhibit 3.1, Student Services Organization Chart.
- 2 The following activities/services are discussed elsewhere in this report: Academic Tutoring, Standard 4; Library Media Center and Learning and Computer Labs, Standard 5; Public Safety and Parking, Standard 8; Tech Prep, Worker Retraining, WorkFirst, Standard 2.
- 3 See Appendix 3.1 for survey results.
- 4 See Exhibit 3.32, Student Services Strategic Plan.
- 5 See required Table 2, Student Services Staff Profile, Exhibit 3.12.
- 6 Job descriptions and evaluations are available from Human Resources and will be provided, if needed, on-site.
- 7 See <http://www.bcc.ctc.edu/directories/websites/#s>.
- 8 Please see Exhibits 3.3-3.8 and Appendix 3.2 for complete statistics. The Students at a Glance, the Student Profile, and all Institutional Research reports may also be found on the OIR webpage: www.bcc.ctc.edu/InstResearch.
- 9 See Appendix 3.3, BCC Student Services Intake and Advising Plan.
- 10 See also Standard 2.
- 11 See also Standard 6.
- 12 See Appendix 3.4.
- 13 See <http://www.bcc.ctc.edu/studentrights.asp>.
- 14 See also Standard 2.
- 15 See <http://www.bcc.ctc.edu/publicdisclosure.asp>.
- 16 See <http://www.bcc.ctc.edu/campusops/publicsafety/safety.asp>.
- 17 2005-06 BCC Course Catalog, <http://www.bcc.ctc.edu/catalog0506/>.
- 18 See BCC Quarterly Schedules, available on-site.
- 19 See also Standard 2.
- 20 See Exhibit 3.2, *Student Handbook*.
- 21 See Appendix 3.1 for most recent survey results.
- 22 See Exhibit 3.23, Student Services templates.
- 23 See SBCTC Policy Manual, www.sbctc.ctc.edu, Policy Manual.pdf.
- 24 See 2005-06 Course Catalog, pp. 35-40.
- 25 See 2005-06 Course Catalog, p. 11, see also Standard 2.
- 26 See Appendix 3.5.
- 27 See <http://www.sbctc.ctc.edu/docs/generalretentionschedule.pdf>.
- 28 See 2005-06 Course Catalog, p. 5.
- 29 See <http://www.bcc.ctc.edu/dss>.
- 30 See also Standard 2.

- 31 Last revised in spring 2005 and located in both the Policies and Procedures Manual and the 2005–06 Course Catalog, p. 10.
- 32 **WAC 132H-120-350 Readmission after expulsion.** Any student expelled from the college may be readmitted only on written petition to the office that initiated the action resulting in his [her] expulsion. Such petitions must indicate how specified conditions have been met and if the term of the expulsion has not expired, any reasons which support a reconsideration of the matter. Because the president of the college participates in all disciplinary actions expelling students from the college, decisions on such petitions for readmission must be reviewed and approved by the president before readmission is granted. The president shall render a decision in writing to the student.
- 33 See 2005–06 Course Catalog, pp. 35–58.
- 34 See p. 8 of the fall 2005 Quarterly Schedule.
- 35 See <https://wts.bcc.ctc.edu/finaid.stm>.
- 36 See Exhibit 3.37, resumes of Financial Aid staff.
- 37 The summary of this report is included in Standard 7.
- 38 See Standard 2.C for a complete description of the BCC advising program.
- 39 See www.bcc.ctc.edu/advising.
- 40 See <https://www.bcc.ctc.edu/da/>.
- 41 See Exhibits 3.33, 3.34.
- 42 Copies of the Jibsheet will be available on-site.
- 43 See <http://www.bcc.ctc.edu/english/arnazella.htm>. A copy will be available to the visiting team on-site.
- 44 See <http://www.nwaacc.org/>.
- 45 *The Athletic Handbook* will be available on-site.
- 46 See Student Viewbook: <https://www.bcc.ctc.edu/about/publications/viewbook/>.
Course Catalog: <http://www.bcc.ctc.edu/catalog/>.
Discover BCC brochure: <http://www.bcc.ctc.edu/about/publications/discover>.
2004 Annual Report: <http://www.bcc.ctc.edu/foundation/report.html>.
Student Handbook: https://www.bcc.ctc.edu/stupro/handbook_cd/index.asp.
- 47 See Exhibit 3.37.

SUPPORTING DOCUMENTATION FOR STANDARD THREE

Required Documentation	Exhibit #	Name of Exhibit
1. Organization chart for student services	3.1	Student Services Organization Chart 2004-05
2. Student handbook	3.2	<i>Bellevue Community College Student Handbook 2005-2006</i> (and 2004-05 on CD)
3. Summaries of student characteristics	3.3	<i>BCC Student Profile, fall 2003</i>
	3.4	<i>Student Profile Report, fall 2001</i>
	3.5	<i>A Portrait of Students at Bellevue Community College, September 2001</i>
	3.6	<i>BCC Students at a Glance fall, 2004</i>
	3.7	<i>BCC Students at a Glance fall, 2001</i>
	3.8	<i>BCC Students at a Glance fall, 1999</i>
	3.9	<i>Perceptions & Experiences of First-Quarter Students, fall 1996</i>
	3.10	Excerpts from <i>Institutional Performance Indicators Sixth Report 2003; Fifth Report 2001-2002; and Fourth Report 2000-2001</i>
5. Table #1, Admissions Report	3.11	Standard Three Table 1 Admissions Report
6. Table #2, Student Affairs Staff Profile	3.12	Standard Three Table 2 Student Affairs Staff Profile – 2005
7. Description of procedures for policy development including the involvement of students	3.13	Policy 2650, Student Participation in College Governance Open Letter to the Bellevue Community College Community Concerning Shared Governance Committee book description for All College Council and Planning Council List of all committees with student representation
Required Exhibits		
1. Policies and procedures on student conduct, rights and responsibilities; student grievance process, academic honesty; athletics; student fees; tuition refunds	3.14	Policy 2050, Student Code
	3.15	Policy 1450, Complaint Policy and Procedure
	3.16	Policy 2700, Eligibility For Participation In Intercollegiate Athletics
	3.17	Policy 2350, Tuition and Fees
	3.18	Policy 7300, Refunds and Administrative Fees for Student Schedule Changes
2. Statistics on student financial aid	3.19	Financial Aid Comparisons 2001-2004
	3.20	Bellevue Community College Student Loan Cohort Default Rate
3. Most recent financial aid reviews conducted by state and federal agencies	3.21	<i>Washington State Auditor's Office, Accountability Audit Report, Bellevue Community College, July 1, 2002-Jun 1, 2003, Report No. 6379</i>
4. Not Applicable		
5. Mission and goals of each unit	3.22	Student Services 2004-2005 Mission and Goals

6. Evidence of goal attainment of each unit	3.23	Template for Service Unit Self-Study Report for: Dean of Student Services Office; Student Programs; International Student Programs; Multicultural Services; Student Information and Technology Services; Evaluations; Financial Aid; High School Programs; Enrollment Services; Educational Planning; Disability Support Services; Counseling; Career Center
	3.24	PEP Data for Student Services Units
7. Evidence of the impact of student services on students	3.25	Student Satisfaction Surveys Responses to the BCC Specific Questions on the CAAP Tests, spring 2005
	3.26	<i>Report of the Community College Survey of Student Engagement (CCSSE)</i>
8. Institutional publications required by the Campus Security Act, Drug Free Schools and Colleges Act, Drug Free Workplace Act and Student Right-to-Know Act	3.27	See Bellevue Community College website links at: http://www.bcc.ctc.edu/publicdisclosure.asp http://www.bcc.ctc.edu/campusops/publicsafety/reports/
	3.28	Policy 2015, Drug-Free Workplace
	3.29	<i>Bellevue Community College Course Catalog, 2005-2006</i> , pp. 13, 16
	3.30	<i>Bellevue Community College Credit Class Schedule, summer 2005</i> , p. 8
Suggested Materials		
1. List of recognized student organizations	3.31	2004-05 Chartered Student Clubs
2. Strategic plan for student services	3.32	Bellevue Community College Student Services Division Strategic Plan 2003-2008
3. Constitution for student government	3.33	Associated Students of Bellevue Community College Constitution
	3.34	Associated Students of Bellevue Community College By-Laws
4. Sample copies of student publications	3.35	<i>Arnazella</i> – 1999, 2000, 2002, 2003, 2004
	3.36	<i>The Jibsheet</i> – sample copies from 2004-05 academic year
5. Brief resumes of the professional staff in student services	3.37	Resumes of Student Services Administrators



STANDARD *F*OUR

*F*ACULTY



STANDARD FOUR FACULTY

Introduction

BCC faculty members are the heart of Bellevue Community College. Nothing at the college is more important than employing and supporting an excellent faculty; for without them, our students would not be able to achieve their goals and attain the level of success they desire. BCC's full-time faculty are talented, dedicated, and fully committed to the college and to student success. BCC is also fortunate to have a talented and dedicated contingent of part-time faculty.

Faculty Selection, Evaluation, Roles, Welfare, and Development

Qualified Faculty (4.A.1)

BCC employs only faculty members who are qualified by education and experience to carry out their instructional assignments. The faculty are a mix of full-time and part-time instructors whose primary commitment is to Bellevue Community College.¹ Departments and programs are led or represented by full-time faculty members who are partially or entirely assigned to that discipline or department. The exception is four departments, without full-time faculty representation, in which a qualified part-time faculty member or an administrator is responsible for leadership.²

Consistent with state law,³ the minimum educational qualification for instructors in academic programs, full- and part-time, is the master's degree in the discipline or a bachelor's degree and profes-

sional expertise in the field of educational service. As shown in Table 4.1, 99 percent of the faculty possess these minimum qualifications, 89 percent of full-time faculty have at least a master's degree, 18 percent have Ph.D.s, and many have work experience, in addition to teaching experience.

Table 4.1: Terminal Degrees of BCC Full-time Faculty

Degree	Number	% of Total
Doctorate	26	18%
Masters	103	71%
Bachelors	14	10%
Associates	2	1%
Total	145	100%

Requirements are somewhat different for faculty teaching in professional/technical programs where significant industry experience can substitute for education. Faculty must either meet the minimum educational qualifications or possess sufficiently broad and comprehensive training or industry-recognized certification, and two years' relevant work experience and/or relevant, current teaching experience that particularly qualifies them to teach in their area. On rare occasions, departments may hire faculty who lack one or more of the typical qualifications; for example, individuals with a degree that is not in the field of their educational service. This provision was helpful in the late 1990s for hard-to-hire departments, such as Information Technology, and has resulted in successful and beneficial associations for the instructors, the institution, and our students.

Non-traditional Faculty Profile

Rudy Helm was hired as a part-time instructor in the Information Technology/Technical Support Program at BCC in 1994, accepting a tenure-track position in 2000. His academic credentials include a B.A. in English from the University of Washington, but before coming to BCC, he spent 15 years in industry as a computer programmer, consultant, and successful small business owner.

In 2003, he became the rare recipient of tenure after only two years in the tenure process. He received the BCC Margin of Excellence award for outstanding instructor, was selected to give the faculty address to the graduating class, and received the national AACCC David Pierce Award for Outstanding Teaching.

In addition to his success in the classroom, Rudy was selected in 2002 to co-present a lecture on problem-solving at the League for Innovation in Long Beach, California, and his association with BCC led to an offer to write an online textbook for Dryden Online (purchased by Course Technologies). Rudy's accomplishments are unique in yet another way; he is one of few faculty members who qualify to teach with a BA rather than an MA because of his extensive experience and subsequent ability to translate that experience to an academic venue.

Faculty Participation in Governance and Instructional Planning (4.A.2)

BCC full-time faculty members are active in all facets of college life and have numerous opportunities to participate in institutional governance. Academic planning, curriculum development and review, and academic advising are faculty-led efforts. Significant participation in these activities is expected as a part of regular faculty academic duties. Faculty are members of most standing committees at the college (78 percent), and contributions to college governance are evaluated in both the tenure review process and in post-tenure evaluations. BCC's commitment to shared governance is affirmed in article 6 of the faculty contract,⁴ is one of the college's core values in the mission statement, and is included in the president's open letter to the college community concerning shared governance, which appears as an introduction to the list of committees, councils, and task forces.⁵

BCC planning activities include significant involvement of faculty. The Planning Council, which includes four faculty members, develops planning assumptions that guide the budget development process each year and reviews all budget planning decisions with the President's Staff. The Curriculum Advisory Committee (CAC) is chaired by a faculty member and includes five other faculty members. The Assessment Coordinating Team (ACT), also chaired by a faculty member, includes several faculty. The All College Council has faculty membership. The Institutional Effectiveness Group (IEG), the committee that oversees all institutional effectiveness activities of the college has a faculty chair, with additional faculty membership.⁶

The Educational Services Cabinet, composed of instructional deans; division chairs; deans of workforce development, information resources, and student services; and others, meets twice monthly to establish and manage academic planning issues, including all aspects of instructional planning and delivery. Division chairs usually come from the faculty and faculty participate in this selection. Faculty are routinely consulted and included as the cabinet conducts its work. The faculty association presents the perspective of the faculty concerning the prioritization of new faculty positions to the Educational Services Cabinet through its president. Faculty leaders of professional development, assessment, Program Effectiveness Process (PEP), and institutional effectiveness are also frequent contributors and resources at cabinet meetings.

Instructional planning and delivery are managed by faculty department or program chairs within the academic divisions. Enrollment, course scheduling, program and curriculum development, and selection and scheduling of faculty are managed by these chairs, in consultation with their respective division chairs.

Program innovations, new courses, certificates, and degrees are developed by individual faculty members or faculty teams and implemented through the curriculum approval process. The CAC, which provides advice and support to the executive dean of instruction on all matters pertaining to curriculum and planning, is chaired by a full-time faculty

member and includes five faculty members elected by the faculty, including at least two from professional/technical programs.⁷

Faculty Innovation: English Department STEPS Program Improvements

One example of faculty involvement in accomplishing a Board of Trustees initiative was the English department's plan to improve student progress from developmental English to college level English (in a series of "steps"). Faculty in the English department designed workshops mandatory for instructors teaching STEPS classes (ENGL 071-074), with the goal of improving instructional delivery and coordination among instructors teaching these developmental courses. Prior to the initiative, nearly one third of students taking these pre-college level English classes repeated them at least once. As of 2003, the overall rate for students repeating the course had been reduced to 18 percent.⁸

Faculty play a significant role in the institution's PEP and the five-year academic department and professional/technical program review. The five-year review requires analysis of program health, identification of goals and objectives, and includes a conference with the division chair and executive dean to review and discuss each report. Departments also annually review the number of sections offered, fill rates, student-faculty ratios, and incorporate that information in planning and staffing. In addition, the annual PEP process is completed by all professional/technical programs.⁹

Participation in campus task forces, groups created to accomplish certain tasks, is another avenue for faculty involvement in planning and governance. Task forces have been used successfully to resolve specific issues or concerns such as general education, tenure, and advising.

The Academic Standards Committee, which includes faculty representation from each division, has jurisdiction over matters relating to academic standards and makes recommendations to the executive dean of instruction concerning the application of academic standard requirements.

Tenure Task Force (TTF)

One of the most critical decisions made at the college involves the awarding of tenure. The instructional administration, the Board of Trustees, and the faculty take this responsibility very seriously. Desiring to improve this process led to creation of the Tenure Task Force in spring 1998, with membership drawn mainly from instructional administration and faculty leadership. Its charge was to identify issues related to the tenure process and propose recommendations. Implemented in 1999, these changes significantly improved the tenure process by providing much better qualitative information, especially from the revised student and peer evaluation forms and information about candidates' teaching. Greater consistency was also achieved in the administrative evaluations of faculty.¹⁰

BCC faculty are actively involved in academic advising, educational planning, and career counseling, with provisions for advising responsibilities specified in the faculty contract. Academic advising is coordinated by the Educational Planning Resource and Transfer Center (EPRTC) and the Academic Advising Committee, with group advising sessions for new and continuing students led by faculty. The Academic Advising Committee includes between six and eight faculty representatives and meets regularly to develop, train, and maintain advising resources.

In addition to participating in group advising, BCC faculty members are responsible for individual student advising. The faculty contract provides for assignment of up to 50 student advisees to each full-time faculty member, and instructors are expected to make time to provide one-on-one advising—either in person or through electronic means. Various resources are available to assist faculty with advising, including the web-based degree audit system (OSCAR), which provides up-to-date transcript and degree information.

Part-time faculty members necessarily participate in student advising on a more limited basis. According to the faculty contract, the suggested guideline for part-time faculty members is to be “available to students for consultation” one hour per week per five-credit class. Beginning in 1999, part-time faculty compensation was increased to recognize time spent on governance, professional activities, and consultation with students. Some part-time faculty members also serve as advisors to student clubs and organizations.

The college’s commitment to faculty department management and college governance is evident in the award of 19.6 annualized FTEF in release-time, for these activities.

Many faculty members serve as advisors for extracurricular student activities, such as student clubs and other types of student groups, illustrated in the box below.

Faculty Advising of Student Clubs and Other Student Organizations

Animation Club
Arnazella, literary and arts magazine
American Sign Language Club
Bahai Club
Black Student Union
Bridges Club
Botany Club
Business Leadership Club
Music Education Club
Delta Epsilon Chi
Eastside Moving Company
First Nations Student Association
Genki Club
Interior Design Students Association
Jibsheet
KLIQ Radio Club
Model United Nations
Phi Theta Kappa
Pre-healthcare Club
Science Club
StageFright Drama Club

Faculty Workload and Professional Development (4.A.3)

The faculty contract establishes the annual calendar and workload for full-time and annually contracted faculty.¹¹ The 2004–05 contract included 174 days, with 12 to 14 non-teaching contractual days set aside for governance, college issues, professional development, and instructional preparation. Workload is determined by the mode of instruction as delineated in the contract. The typical full-time faculty workload is three, five-credit classes per quarter for three quarters for lecture/discussion courses. The contract-specified workload is based on the mode of instruction and includes non-standard teaching activities, such as faculty counselors and librarians, online instruction, lab and studio classes, and music performance classes. Generally, contact hours for full-time faculty range from 15 to 18 hours per week, allowing time for class preparation, advising, governance, and professional development activities.

Workloads for part-time faculty are determined at the department and division level, and teaching assignments are based on instructor request and departmental needs. “Moonlight assignments,” additional teaching assignments beyond the contract, may be requested by full-time faculty and occur regularly.

BCC has strongly supported professional development activities for faculty for over two decades, and provides \$161,000 per year to faculty for this purpose. The faculty contract contains an affirmation from the Board of Trustees that supports personal and professional growth of individual faculty, including in-service training; sabbatical leaves; faculty retraining opportunities; attendance at workshops, conferences, retreats, seminars; ethnic awareness-related activities; internship and apprenticeship experiences; visitation and/or faculty exchanges; release time and sabbatical leaves; institutional research projects; curriculum development projects; and special-needs students training.

Initiated in 2001, the Teaching Institute, designed and led by full-time faculty, assists new instructors with academic planning and teaching methodologies.

College-sponsored professional development activities, including two professional development days each year, assist all faculty members with current information that is directly related to excellence in teaching and learning. Professional development days (non-instructional, contractual days) are developed and executed by the Professional Development Committee, composed entirely of BCC faculty.

The college also schedules two college issues days per year. These too, are non-instructional, contractual days that enable faculty participation in significant college-wide initiatives, such as strategic planning, diversity training, board initiatives, or other topics of cross-college concern. A relatively new effort, in response to faculty requests, sets aside Wednesday afternoons to permit time for departmental, divisional, or college-wide work or meetings.

Faculty Collaboration: The Teaching Institute

The Teaching Institute was initiated in 2001, under the auspices of the Office of Instruction and the Faculty Resource Center, to assist new faculty with effective teaching strategies, foster a supportive environment across campus, and provide orientation to resources (such as the library, disability support services, and academic computing). The institutes have followed a mixed format, including online and face-to-face sessions with follow-up during winter and spring quarters to provide further encouragement and support. Satisfaction rates have exceeded 80 percent on questionnaires. Participants report that the skills and ideas they learned have enhanced their teaching effectiveness.

Salaries and Benefits, Recruitment and Retention (4.A.4)

The faculty contract governs all aspects of faculty work and personnel issues, including salaries and benefits. The contract identifies employment categories and course category types, the salaries for each, and compensation for extra duties, including

those related to art and performances, athletics, labs, and student advising. For full-time faculty, the contract specifies requirements for initial placement on the salary schedule and provides for differential placement upon entry depending upon degrees and experience. Part-time salaries are based on three categories of employment: clinical and non-instructional, counseling and library, and college credit instruction. There are three rates of pay depending upon the employee's length of service at the college. For instructional faculty, part-time pay is tied to a percentage of a step on the full-time faculty salary table.

The Washington State Legislature controls institutional expenditures for faculty salary increases, including restrictions on the college's ability to supplement state-allocated salary increase money with local funds. In that context, the faculty contract negotiation process at BCC has been used to decide how to divide salary increase money that has already been allocated and to negotiate other terms, changes, and additions to benefit packages. The legislature has not consistently funded faculty increments, creating a salary schedule that includes partially funded increments and other inconsistencies.

As state of Washington employees, BCC faculty are entitled to leave, medical insurance, and retirement benefits, which are delineated in articles 9 and 12 of the faculty contract. In addition to sick leave, family leave, professional leave, and other approved leaves, each full-time and senior-rate part-time faculty member is granted one non-cumulative day of discretionary leave each calendar year. An increase in the flexibility for use of bereavement leave was negotiated for 2003–05. Other benefits include sabbatical leaves, for which the maximum compensation was increased to 80 percent of base salary beginning in fall 2004 and professional development funds that are distributed to instructional units based on the number of full-time faculty members.

BCC is able to attract and retain high quality faculty because of its reputation for strong leadership in education and in the community at large, success in preparing transfer students for baccalaureate programs, innovative course development, leading

edge programs such as those in IT and Distance Education, and collaborations with industry. Recent faculty searches have typically generated applicant pools that yielded high-quality hires and, once on-board, faculty members tend to remain at BCC with a full-time faculty retention rate of 81 percent in the last five years. The professional development support, described earlier, that enables many faculty members to attend seminars and conferences each year, is an important factor in faculty recruitment and retention.¹²

The college has had difficulties from time to time in recruiting faculty for high-demand fields, such as information technology in the 1990s, and currently in nursing and allied health fields where salaries are substantially higher outside of education.

Faculty Evaluation (4.A.5, Policy 4.1)

The full-time faculty evaluation process is specified in the faculty contract. Tenure-track faculty members are evaluated under the provisions of article 15, which are expanded and interpreted in BCC's *Tenure Guidelines*.¹³ Candidates are typically evaluated for every course, every quarter, for nine consecutive quarters, although occasional circumstances may dictate a shorter or longer probationary period. Such adjustments are made based on the recommendation of the Tenure Review Committee (TRC) and with the written consent of the candidate, as required by state law. Tenured faculty members are evaluated under the provisions in article 18 of the faculty contract. Evaluation of affiliated and adjunct faculty is not governed by the faculty contract and practices vary across the divisions. Normally, part-time faculty members are evaluated by their program or department chair and are closely monitored, particularly in their first quarters of employment.

The forms used by students to evaluate faculty appear in appendix B of the faculty contract and were revised in 2000 by a joint faculty-administrative committee.¹⁴ Changes included a clear separation between the instructor evaluation and the course evaluation and a simplified rating scale. Multiple versions of the forms were developed to accommodate the variety of delivery modes at

BCC in order to evaluate the true nature of the instruction in specific courses or instructional areas. Changes to the forms must be negotiated by the faculty contract Bargaining Committee and approved by the TRC, protecting faculty against changes in evaluation procedures without an informed process. Every effort is made to maintain the confidential nature of faculty evaluations. Administrative evaluation forms for faculty are also located in appendix B of the faculty contract, form C and form N.¹⁵

Tenure Review Committee Membership

Six full-time tenured faculty members, elected by their peers, representing each organizational unit

President of the ASG or designee

Executive dean of instruction

Tenure Process

Each tenure candidate is assigned a four-member Tenure Evaluation Subcommittee (TES), composed of the division chair and three faculty members, two elected by the department or program and one chosen by the candidate and approved by the TRC. The TES assists the candidate as both mentor and advocate, seeing that all student, peer, and administrative evaluations are conducted as required and all data are summarized and interpreted. Student evaluations are examined very carefully in the tenure review process, particularly by the Board of Trustees.

The BCC tenure process follows the provisions in the faculty contract, and when changes are suggested, they are negotiated by the bargaining committee, ratified by the faculty, and approved by the Board of Trustees. Consistency in the implementation of this process has improved over the past ten years through careful adherence to these policies, which undergo regular review.

Two recent improvements include the incorporation of a new faculty evaluation form for nursing

faculty in a clinical environment, suggested by members of the nursing program, and changes in the due dates of the tenure documents, suggested by the members of the TRC.

BCC Tenure Process

Student, peer, and administrative evaluations are incorporated into the evaluation of each candidate.

Student evaluations are conducted in all classes of the candidate's contracted workload.

Candidate submits a comprehensive self-evaluation of his or her teaching and campus involvement.

Forms are approved by the faculty from the selection included in appendix B of the faculty contract.

Selected peers within and outside the organizational unit are contacted annually throughout the tenure evaluation period to submit evaluations of the candidate.

The candidate's division chair completes an administrative evaluation and report from classroom observations annually.

Each member of the Tenure Review Committee (TRC) reviews each tenure document submitted using a standard evaluation form created and agreed upon by the TRC.¹⁶

The executive dean of instruction prepares a comprehensive recommendation to the president and the board on each candidate.

Faculty denied tenure by the TRC have a formal appeal procedure to the board with access to support from the Bellevue Community College Association of Higher Education (BCCAHE) and colleagues; however, the board's decision is final.

The formal tenure policies are explained and published in the *BCC Tenure Guidelines*, which are routinely updated and available in a public folder. The TRC conducts informational sessions each fall for candidates and subcommittees to explain the process, answer questions, and invite further inquiries.¹⁷

Tenured Faculty Evaluations

Article 18 of the faculty contract covers the purpose and process of tenured faculty evaluations, which are intended to enhance professional development and maintain satisfactory performance. Evaluation is conducted in teaching/counseling/librarianship, advising, service to the college, professional development, and service to the community.¹⁸ Tenured faculty members are required to have one-third of their course load, selected at random, evaluated by students each year. All student evaluations are compiled after quarter's end by division support staff, and faculty see only summary numbers and typed student comments. Division chairs evaluate every tenured faculty member every three years. In the intervening time (years one and two), division chairs continue to monitor faculty evaluations and work on improvement, and, if a pattern or any serious complaint is made by students, a consultation is held. In the event of an "unsatisfactory" evaluation, the contract includes a full evaluation process that must be employed during the subsequent academic year and until the faculty member's performance once again merits a "satisfactory" evaluation.

Student evaluations of faculty are considered so central to the mission of the college that they are included as one of BCC's institutional performance indicators. The college sets a very high goal for this indicator, due to its mission-centrality: that 95 percent of students will be satisfied or very satisfied with faculty. BCC faculty have consistently come close to this stretch goal, achieving 90 percent in the last performance indicators report.¹⁹

Part-time Faculty Evaluations (Affiliated and Adjunct)

The faculty contract requires student evaluations for at least one course per year in order to main-

tain affiliated status.²⁰ Department chairs review these student evaluations and may also conduct classroom observations. According to the contract, affiliated faculty may be removed “for sufficient cause” (determined by the evaluation process) or for failure to maintain the required minimum teaching load; but, in the past ten years, no one has been removed for reasons other than retirement, moves, or changes to full-time employment. For adjunct (regular part-time) faculty, the contract contains no specific guidelines for evaluations and this becomes the responsibility of the program chair. As a result, the evaluation technique and timing varies from program to program. Typically, new part-time faculty members have all their classes evaluated. After a record of satisfactory student evaluations is established, some program chairs continue to collect student evaluations on every class; others collect a certain number per year. Program chairs may also use classroom observations to evaluate part-time faculty to document their teaching performance. This tool is not applied consistently by all programs, and individual program chairs determine when the classroom evaluations are necessary. Since adjunct faculty are contracted quarterly, department chairs or other administrators can decline to offer teaching assignments to adjunct faculty whose student evaluations are not satisfactory.

Recruitment and Appointment of Full-time Faculty (4.A.6)

Full-time faculty recruitment and selection is one of the most important activities the college engages in, and careful attention is paid to consistent application of screening criteria among candidates. The hiring process is collaborative, involving faculty and administration, and monitored by the Office of Human Resources. BCC is committed to diversity in its hiring practices, as evidenced in its strategic plan, specifically goal 8.2.²¹

The process for recruiting and appointing new full-time faculty begins with a review of program status and overall full-time to part-time mix at the institution. Division chairs submit requests for new and replacement faculty positions to be reviewed

and prioritized by the Educational Services Cabinet. The criteria used in ranking these requests include health of the program (number of sections offered and course fill rates), as well as additional factors.²² Following the review by the Educational Services Cabinet and consultation with the faculty association, the instructional deans create a final prioritized list for positions to be filled, which is reviewed and approved by the president. Ideally, this approval process should be completed during the fall to allow for a timely search process; however, recent budget difficulties at the state level have led to delays in recruitment processes, making the ability to conduct optimal searches problematic.

Once a faculty position is approved, a screening committee, which is the foundation of the recruitment and selection process for tenure-track faculty, is formed. This committee is composed of the division chair, the program chair or director, a pluralism advocate, at least two faculty members from the relevant unit, and additional non-voting consultants as needed and appropriate. This committee plans the recruitment and selection process, establishes criteria and qualifications for the position, assists with special recruitment, creates an evaluation guide and applies it to screen applicants, develops the interview format and questions for applicants who are advanced to the interview stage, checks references, and recommends several finalists by providing written strength and weakness statements for each. The executive dean of instruction makes the final decision and the job offer to the candidate. This process works well and creates a positive climate to support the final selection. To ensure consistency in searches across divisions and departments, screening committee processes are reviewed by the Office of Human Resources and position description announcements are based on common language for all faculty positions. Advertising is managed by the Office of Human Resources with announcements sent to a standard list of publications as well as specialized, discipline-specific sources identified by the screening committee.

BCC is strongly committed to achieving and maintaining a faculty that is as diverse as the students it

serves. This commitment is reflected in the recruiting practices and supported both by the strategic plan²³ and institutional performance indicators,²⁴ the latter containing a diversity match goal.

BCC's personnel policies and procedures are published and made available to faculty through article 11 of the faculty contract²⁵ and chapter 4 of the *BCC Policies and Procedures Manual*. All of these materials are widely available.²⁶

Academic Freedom (4.A.7, 4.B.7)

BCC's mission statement contains the following general statement on academic freedom: "Committed to teaching and learning excellence and employee growth and development, the college nurtures a supportive environment throughout its programs and services."²⁷ This commitment is put into practice in the faculty contract, both in protections for academic freedom and in protections for materials ownership.²⁸

The faculty contract delineates and safeguards academic freedom at BCC, specifying that faculty shall not be restricted from presenting subjects in their discipline to which others might object, and that freedom of expression and the independent search for truth are vital to scholarly endeavor and to the public good. The contract guarantees that faculty may pursue scholarship without unreasonable restrictions, and protects teaching techniques, materials, and the form of presentation without prior constraints, subject to departmentally approved content and standards, approved workloads, and instructional mode criteria. Faculty members may present their ideas in learning situations where they have professional competence and responsibility, free from instructional censorship or discipline as long as they adhere to the college's academic standards.

Faculty respect and adhere to the principles and practices of academic freedom outlined in the faculty contract, and there have been no faculty grievances based upon a claim of academic freedom. The results of an employee opinion survey, taken in 2004, documents the faculty's attitudes

and opinions about academic freedom and related issues at BCC:

- The college policies and procedures foster freedom of expression—63 percent of faculty agree and 10 percent disagree.
- BCC provides me with sufficient latitude in presenting my disciplinary content—80 percent agree; just 4 percent disagree.

Part-time Faculty at BCC (4.A.8, 4.A.9, 4.A.10)

Qualifications of Part-time Faculty (4.A.8)

Officially, there are two categories of part-time faculty at BCC, adjunct and affiliated; however, in practice, all part-time faculty are simply called part-time. Part-time faculty are contracted quarterly with no promise or expectation of continued employment, however, part-time faculty designated as "affiliated" are awarded certain priorities, defined in the contract.²⁹

The hiring authority for part-time faculty at BCC is delegated from the executive dean of instruction to the division chairs, who delegate to the department/program chairs the responsibility to recruit, screen, interview, and recommend individuals for part-time teaching contracts. Minimum educational qualifications for part-time faculty are the same as full-time faculty, and individual department/program chairs employ discipline expertise to determine additional requirements and qualifications needed for particular courses.

Employment Practices (4.A.9)

BCC makes a significant effort to provide resources to inform and prepare part-time faculty for their work at the college. The personnel action form (PAF), the official document confirming part-time or quarterly employment, is distributed to all part-time faculty shortly after the beginning of each quarter and identifies the teaching assignment and payment dates and amounts for each part-time employee.

The college holds a part-time faculty orientation each fall that incorporates information about BCC,

and part-time faculty are paid for their attendance at these orientations. The faculty contract is available to all part-time faculty members, as is a BCC *Instructor's Manual*, which provides an overview of college organization and governance, policies and procedures, and college services. Additional information is available via the college website.

Part-time faculty receive information about their assigned courses, including course content outlines, discipline learning outcomes, and general education learning outcomes from their department/program chair. This helps to maintain consistency in student learning across multiple sections and instructors and assists instructors in developing their own course materials. Information about acceptable use of state resources, including computers and the BCC network, is a required part of every new part-time faculty member's orientation. Faculty members teaching in professional-technical programs are also oriented to the requirements for vocational certification in Washington state.

Part-time faculty members are encouraged to participate in professional development activities, sponsored by the college, the department, and other entities. Part-time faculty, who are employed 50 percent or more of full-time during fall, winter, or spring quarter of the applicable year, are paid \$150 for participation in one professional development day or one college issues day annually. Part-time faculty compensated at the senior rate, who are employed 50 percent or more of full-time during fall, winter, or spring quarter of the applicable year, are paid \$150 upon participation in an additional professional development or college issues day annually.

Assessment of the Use of Part-time Faculty (4.A.10)

To maintain an appropriate mix of full-time and part-time faculty members delivering high-quality instruction, the college works to balance a full-time teaching cadre who have a complete employment commitment to the institution with part-time faculty, who help maintain course staffing flexibility and delivery of sufficient numbers of courses within the college's budget allocation. Data on the

full-time/part-time mix is included in the annual information provided to departments as part of the five-year academic department and professional/technical program review process and is considered by the Educational Services Cabinet as part of the process for requesting full-time faculty positions.

In the past four years, the proportion of part-time faculty has ranged from 57 to 63 percent (FTEF). While the college would like to increase the proportion of full-time faculty, four factors have worked against progress in this area during the last five years.

- The college's practice is to hire additional full-time positions only when allocated new state-funded growth FTES, at a staffing ratio of 50/50, full- to part-time.
- The college experienced substantial growth in unfunded FTES (enrollment with no state funding) during the past five years. These FTES, supported solely by student tuition, can be achieved only by employing part-time faculty, paid at a lower rate than full-time faculty.
- The college's support of 19.6 annualized FTEF in full-time faculty release-time for department or program management or college governance responsibilities has increased the number of sections that are instructed by part-time faculty.
- Due to the national and local economic slump and resultant reductions in support from the state, the college will operate in a fourth year of significant budget cuts in 2005–06. These budget reductions have come with the mandate that the college continue to maintain or increase FTE production and the only way to achieve that is by staffing classes with more part-time faculty, thereby decreasing the overall cost of instruction.

Despite these realities, during the budget planning process for the 2004–05 and 2005–06 years, the college made a conscious decision to address the full-time/part-time faculty mix by committing significant resources toward new and replacement full-time positions, 14 new or replacement full-time positions were approved for 2004–05 and 17 new or replacement full-time positions were added for 2005–06.

Scholarship, Research, and Artistic Creation

Faculty Engagement in Scholarship, Research, and Artistic Creation (4.B.1)

BCC's mission and goals support scholarship, research, and artistic creation, and many faculty are engaged in a wide variety of these endeavors, including: (1) research and publication of scholarly work; (2) articles in peer-reviewed periodicals and edited volumes; (3) books and manuscripts; (4) presentations at scholarly conferences, colloquia, and institutes; (5) development of curricula; and (6) design of media and communications projects. A college goal is specifically aimed toward this, stating that "BCC will foster creativity and innovation."³⁰ The college demonstrates its commitment to these faculty endeavors through grants, professional development funding, and sabbatical leaves. Faculty research and artistic endeavors have also been made possible by a wide variety of funding agencies and sources, many of which are prestigious national organizations.³¹

Policies and Procedures on Scholarship, Research, and Artistic Creation (4.B.2)

Policies and procedures concerning scholarship, research, and artistic creation are identified in the faculty contract.³² The ownership of any materials, processes, or inventions developed without the use of the college's time or resources are vested solely in the faculty member, who can exercise his or her copyright or patent privileges. Materials, processes, or inventions developed using college resources and time and intended for the college become college property, and the college can copyright or patent it as it sees fit. Jointly produced property is governed by a shared ownership agreement between the faculty member(s) and the college. Faculty members who wish to undertake a shared ownership agreement work with the vice president of administrative services or designee to determine contract provisions that are mutually acceptable to the college and the instructor.

Ownership of locally-developed online resources is governed by an agreement in which the college and developers of online courses that are funded for development under the terms of the faculty contract share ownership of the course materials.³³ In this agreement, the college and the developer grant to each other the right to reproduce, prepare work derived from the materials, make compilations, distribute copies, publicly display the course materials, and, in the case of sound recordings, perform work publicly by means of a digital audio transmission, subject only to the terms of the contract. The rights also apply to any license granted under the terms of the contract. The state Ethics Law of 1994 and related *BCC Ethics Policies*,³⁴ including the Acceptable Use of State Resources Policy,³⁵ delineate the basic ethical principles that apply to faculty employees. The guiding principle of the ethics law is that public employees, whether elected or appointed, may not use their public employment for personal gain or private advantage. The law specifically covers use of state resources, receipt of honoraria, and compensation for outside activities. Faculty are required to comply with its provisions in their pursuit of scholarship, research, and artistic activities. Ethical considerations involving use of state resources and support are important factors in determining ownership of intellectual property.

Faculty Role in Development of Policies and Procedures (4.B.3)

Institutional policies and procedures relative to ownership of faculty scholarship, research, and artistic creation are embedded in the faculty contract, which is developed jointly by faculty and administration representatives, using interest-based bargaining techniques.³⁶ The Materials Ownership Task Force, established as the result of discussions between bargaining teams in 2003 and made up of equal representation from faculty and administration, reviewed and recommended changes to the contract, dealing with materials ownership.³⁷

Financial and Physical Support of Scholarship, Research, and Artistic Creation (4.B.4)

BCC provides substantial resources to faculty for professional development, scholarship, research, and artistic creation. The faculty contract allocates \$161,000 annually to be used for professional development activities for both full- and part-time faculty. These resources are allocated to divisions, based on the number of full-time faculty members in the division, which, in turn, decides how the funds should be allocated to individual full-time and part-time faculty members and to divisional professional development activities. In addition, BCC Foundation mini grants provide resources that allow faculty to pursue research and creative

endeavors. Mini grants from the BCC Foundation have supported faculty in a diverse range of pursuits as shown in Table 4.2.

The college has also awarded grants to faculty to acquire technical expertise and currency in their disciplinary areas. Although stipulated in the faculty contract, these grants have been suspended, with agreement of the faculty association leadership, during the past four years of budget reductions. In addition, summer grants, discontinued during the last several years of budget cuts, gave faculty the opportunity to undertake a wide range of research and development activities, including curriculum development.

Table 4.2: BCC Foundation Mini-Grant Awards 2003-2004

Department/Program	Description	Amount Awarded
Adult Basic Ed/GED	<i>Northwest News</i> , ESL Newspaper: Students in the ABE/ESL program will practice reading and writing skills as they go through the steps of producing a paper.	\$500
Diagnostic Ultrasound	Sonographer Workshop: A one day, continuing medical education credit-based, lecture-oriented workshop offered to sonographers working in the state of Washington offered as a reward for their generosity in providing clinical internship opportunities for students.	\$1,250
Library Media Center	Documentary Video: The purchase of <i>Vis a Vis</i> , a one-hour documentary, directed by Phil Lucas, which delves into the lives of two indigenous artists.	\$225
Communications	Student Internet Radio Station: An ongoing project which will allow students to experience the process of managing a radio station, program planning, and meeting the differing department requests for documentary and feature stories.	\$1,250
Math & Science	<i>Earth Week Student Publication</i> : A publication of collected student works from Fulbright scholar, Dr. Stella Williams courses regarding environmental topics for distribution in the Earth Week celebration and symposium of April 19.	\$250
Parent Education	<i>Student/Parent Handbook</i> : A student/parent course handbook for the redefined Parent Education Wobblers class.	\$600
A&H/Philosophy	Bringing the 56th annual NW Philosophy conference to BCC.	\$1,500
Multicultural Services	Sponsoring speaker Tim Wise for MLK Jr Celebration.	\$500
Pluralism Initiative	Funding the "Beyond Diversity" workshop for staff and faculty.	\$1,500

**Summer Science Camp,
funded by a BCC Grant in 2001**

BCC's second summer Science Camp was held August 13–17, 2001. Sixteen “young scientists” participated in a weeklong survey of science, including modules in astronomy, biology, botany, chemistry, human anatomy and physiology, mathematics, meteorology, oceanography, and physics. The idea for a summer Science Camp came from the Science Division's successful programs at Stevenson Elementary School over the last five years. The collaboration at Stevenson informed our decision to target the eleven to thirteen-year-old age group and gave us initial experience in presenting science at an appropriate level, in an interactive format.

The goals of the camp were to provide students with opportunities to interact with role models in the sciences, encourage and stimulate an interest in science among young girls and minority students, use the students' natural curiosity to motivate learning in the lab and field, expose students to a variety of scientific disciplines and to topics that involved the application of more than one academic discipline, and offer activities to promote students' ability to ask questions, work collaboratively, evaluate evidence, and acquire familiarity with a laboratory setting.

Jim Ellinger, Science Division faculty member

Committee, consisting of four faculty and two administrators, reviews requests and makes recommendations concerning the granting of sabbatical leaves. The executive dean of instruction presents the recommendations on sabbatical leaves to the Board of Trustees, which has approval authority. Until recently, the college granted approximately five FTEF of sabbatical leave per year. For five of the last nine years, the college awarded 5.0 or slightly more in sabbatical FTEF. During the past two years, there have been fewer applications and fewer college resources, so that number has been reduced and, for the 2005–06 year, sabbaticals were postponed due to the budget reductions.

**Faculty Assignment, Rewards,
Renewal (4.B.5)**

Sabbatical leaves provide an important additional way for faculty to pursue state-supported scholarship and research. BCC faculty who receive a sabbatical are encouraged to pursue scholarly activities in their areas of expertise in ways that will benefit both themselves and the college.³⁸ Full-time faculty with at least three years of college service are eligible to apply, based on a formula stipulated in the faculty contract. It is the responsibility of the faculty member to link the proposed sabbatical work to the mission and goals of the college and report on their sabbatical activities to the Board of Trustees upon their return. Sabbatical leave requests require rationale statements that are reviewed by faculty peers and colleagues. A Sabbatical Leave

STANDARD FOUR

ANALYSIS AND APPRAISAL

Strengths

BCC's faculty members generally embody the institution's commitment to excellence and are dedicated to the institution and to their students' learning and success. The fact that full-time instructors tend to stay at BCC for ten years or more creates a core of stable and experienced faculty who take advantage of many opportunities to participate in the life and work of the college, including departmental and institutional governance, and extracurricular student activities. Faculty members are generous with their time in advising students who contact them. They maintain discipline currency by taking advantage of professional development opportunities and undertaking scholarly and creative work. The fall 2004 *Employee Survey* found that 89 percent of full-time faculty and 86 percent of part-time faculty consider BCC a good place to work.

Faculty at BCC enjoy a work environment in which they are represented by a strong faculty association that has a positive, collaborative relationship with college administration. The faculty contract clearly delineates important aspects of faculty employment and work life and provides protections for both full-time and part-time faculty.

The talents and contributions of part-time faculty are valued at BCC. Part-time faculty are represented on the Faculty Negotiations Team and the Faculty Association Executive Council. The faculty contract provides for part-time affiliated status that gives a level of assurance of employment to these faculty. The needs and interests of part-time faculty, including salary and payment for professional development activities, have been regular items for discussion and action at the negotiations table. The instructional administration has agreed to a contract stipulation that orientation of part-time faculty be provided at least once each year. Attendees are paid and given a handbook that provides information about pertinent college policies and procedures.

BCC provides support for faculty professional development, the contract stipulating an institutional allocation of \$161,000 annually. Instructional divisions distribute the funds by means agreed-upon by divisional faculty. Allocations also provide part-time faculty opportunities for professional development activities.

BCC has been fortunate in recent faculty searches to hire people who can provide leadership in program innovation and in applications of technology. Many new faculty members have made significant contributions in their first years in the college in curriculum development and innovative delivery of instruction.

BCC values the scholarly activity of teaching and learning and in the past few years has invested substantially in programs to train, assist, and retain new and continuing faculty. A Teaching Institute and a variety of professional development activities planned by faculty, for faculty, assist instructors to design and deliver high quality and successful learning experiences for BCC students.

The college administration and faculty leadership have been engaged in interest-based bargaining (IBB) since 1997.³⁹ This problem-solving approach has significantly improved collective bargaining at the college and has produced more positive and satisfying solutions for faculty and administrators. Faculty and administrators consider the strategies effective and negotiations have been increasingly productive over the years. Particularly in the past six years, task forces with administrative and faculty membership have addressed key issues in the college, including the tenure process, student evaluation of instruction, program chair responsibilities and compensation, information technology issues, Distance Education workload and compensation, and providing plans to implement change that serves the college well.

In academic year 2000–01, the college administration replaced a key instructional administrator by distributing responsibilities among faculty leaders in the areas of curriculum, institutional effectiveness, assessment, and professional development. The result has been steadily increased support by

faculty for these enterprises, recognition of the quality of faculty leadership and achievements, and strong recognition of collaborative effort by the college community.

Challenges

During the past few years, the proportion of full-time faculty members has ranged from 37 to 43 percent (FTEF),⁴⁰ and, although the college has allotted 19.6 annualized FTEF in release-time of full-time faculty to assist with governance and program/department management, faculty members are concerned about the workload implications for a small cadre of full-time faculty in an ever-enlarging institution. Program chairs and faculty are also concerned about the institution's ability to maintain continuity across multiple sections of courses staffed with part-time faculty, since part-time instructors are often not available to attend departmental meetings. There is growing faculty concern that the increasing workload attendant with a higher proportion of part-time faculty may diminish faculty ability to take advantage of professional growth and renewal opportunities.

The pressure related to increased numbers of part-time faculty is felt most strongly by program chairs, whose responsibilities have grown as they are required to recruit and train a large number of part-time faculty to staff growth sections. Program chair advising responsibilities have increased along with the increased numbers of students in their programs. These issues have contributed to a sense of "burnout" among program chairs, the feeling that they are not adequately compensated for their roles, and some difficulty in recruiting faculty to assume program leadership. The college will add 17 new or replacement full-time faculty for the 2005–06 academic year, which will help.

Community and technical college faculty salaries in Washington rank 20th among the 50 states, and BCC's average faculty salaries rank 8th among those of Washington's community and technical colleges, even though BCC is located in the highest cost-of-living area of the state. Current salaries are not competitive, particularly in light of the high cost of

living in the Bellevue/Seattle area. Compensation issues are negatively impacting faculty recruiting and hiring, although progress has been made during the last ten years in improving part-time salaries.

A small percentage of full-time faculty do not fulfill their contractual obligation beyond teaching, are not involved in governance as required in the faculty contract, do not take part in group advising, yet are remunerated in the same way as are faculty who do. This places an undue burden on the faculty who are full participants and deprives the college of the knowledge and expertise of the non-participating faculty.

Current college practice is to pay full-time faculty who request a full load of online courses 88 percent of the contract, with the understanding that they do not have an obligation to contribute to college governance. The rate of pay has engendered some controversy, with some claiming that it diminishes the value of faculty governance contributions, and others claiming that it is an attractive alternative.

The college's administration generally holds the belief that faculty positions should not be advertised until funding for that position has been approved and in recent years the administration has delayed faculty job announcements due to the uncertainty of funding from the state. As a result, job announcements were posted later than is ideal, and late-spring hiring processes, or a one-year lag between approval and hiring, may have contributed to weaker candidate pools and/or concerns over program stability. When funding is stable, the college advertises faculty positions as early as possible in order to draw from the best available pool of candidates.

Full-time faculty have indicated that they are interested and willing to fulfill their contractual requirement for advising, but the current system, which includes assignment of up to 50 students to each faculty member, is not working well. Challenges include finding ways to connect students with faculty in order to better take advantage of faculty expertise and assisting faculty in maintaining currency with degree and transfer requirements.

On-going collaborative efforts that include faculty, staff, and administrators are intended to improve the advising experience for students and faculty.

The faculty contract does not contain language governing the evaluation of part-time/adjunct faculty, resulting in inconsistency across the institution. A standardized procedure for the evaluation of adjunct faculty needs to be created and applied consistently in all programs and divisions, as part of our ongoing effort to assess institutional effectiveness.

The process of recruiting, recommending, and orienting part-time faculty is not consistent across the institution, and there is no centralized system or checklist for department chairs to cover with new faculty. All new faculty members should be provided with instructor's manuals and training for program chairs in hiring and orientation procedures would help them feel more qualified to make hiring recommendations and better prepare new instructors for their teaching assignments.

Even though the college devotes a considerable amount of non-instructional and compensated time for issues of college-wide concern, such as strategic planning, progress on college-wide goals, pluralism training and budget development, it is still difficult to engage all faculty in these matters.

STANDARD FOUR COMMITTEE

Tom Nielsen, division chair, Arts and Humanities Division, committee chair, Standard Four

Jim Ellinger, faculty, Life Sciences Department

Debi Griggs, faculty, Business Technology Systems Program

Penni Blakely, director of operations, Human Resources

Trevor Tate, faculty, Political Science Department

Cora Nixon, research analyst, Institutional Research

ENDNOTES

- 1 See Exhibit 4.1, 4.3.
- 2 See Standard 2.
- 3 See Appendix 4.1, WAC 131-16-091.
- 4 *The Negotiated Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, effective September 1, 2003, until August 31, 2005.* NOTE: Master agreement, faculty agreement, contract, faculty contract, negotiated contract and negotiated faculty agreement are all used interchangeably at the college, although we have standardized to faculty contract in this document. The faculty contract will be provided on-site.
- 5 See BCC Committee Book available on-site and Standard 6.
- 6 See Standards 7, 2, 1, respectively.
- 7 See Standard 2.
- 8 See Appendix 4.2.
- 9 See PEP report examples in Exhibit 1.14.
- 10 See Appendix 4.3 for text of tenure task force recommendations.
- 11 See faculty contract, Article 11, pp.26–32.
- 12 See Appendix 4.4, Faculty Retention Chart.
- 13 See Appendix 4.5, Tenure Guidelines.
- 14 See faculty contract, p. 69, p. 71, p. 95.
- 15 *Ibid.*, p.65.
- 16 See Appendix 4.6, TRC Evaluation Form.
- 17 A collection of confidential tenure documents is available for review from the Executive Dean of Instruction.
- 18 See faculty contract, p. 61.
- 19 See Exhibit 1.2.
- 20 See faculty contract, see Article One. N. 2. b, p. 2. , also Appendix 4.8.
- 21 See Strategic Plan 2004-2011 <http://www.bcc.ctc.edu/about/goals/strategicplan/default.asp>.
- 22 See Appendix 4.9.
- 23 See Strategic Plan 2004-2011 <http://www.bcc.ctc.edu/about/goals/strategicplan/default.asp>.
- 24 See Exhibit 1.2.
- 25 See faculty contract, available on-site.
- 26 *Ibid.* and <https://go.mybcc.net/sites/adminservices/policies/Files/Table%20of%20Contents.aspx>.
- 27 See Appendix 1.2.
- 28 See faculty contract.
- 29 *Ibid.*, Article One, N. 2, p. 2.
- 30 <http://www.bcc.ctc.edu/about/goals/strategicplan/default.asp#goals>.
- 31 See Appendices 4.10, 4.11, 4.12, which enumerate some of the scholarly and artistic endeavors of the BCC faculty during the period since the 1995 accreditation visit.

- 32 See faculty contract, Section V—Materials Ownership Provisions, p. 13.
- 33 See faculty contract, Article Eleven, Sect. III.G.10, p. 27.
- 34 See <http://wsl.leg.wa.gov/common/ethics/ethicrule.htm>.
- 35 See <http://ac.bcc.ctc.edu/Policies/responsibilities.htm>.
- 36 See faculty contract.
- 37 See faculty contract, Article Eight, Section V, p. 13.
- 38 *Ibid*, pp.17-23.
- 39 IBB is a form of negotiating where the parties look for common ground and attempt to satisfy mutual interests through the bargaining process. Whereas traditional bargaining focuses on taking and defending positions, in IBB the emphasis is on exploring the interests of the parties and how can they be reconciled. IBB is an effort to look behind positions to determine the needs of the parties and whether there are mutually acceptable ways that labor and management can satisfy those needs.
- 40 See Appendix 4.7.

SUPPORTING DOCUMENTATION FOR STANDARD FOUR

Required Documentation	Exhibit #	Name of Exhibit
1. Statistics available concerning faculty and administration characteristics, such as numbers of males and females, minorities, full-time and part-time faculty, years of services, degrees, and years of service	4.1	Bellevue Community College Workforce Profile 1 and Full-Time Faculty List Years of Teaching and Degrees Held
	4.2	Part-time Faculty Statistics
2. Completed Table 1, Institutional Faculty Profile and Table 2, Number and Source of Terminal Degrees of Faculty	4.3	Faculty Table 1, Institutional Faculty Profile Table 2 Number and Source of Terminal Degrees of Full-Time Faculty
3. Salary data for faculty, including compensation for special or extra responsibilities	4.4	Excerpted pages from <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
4. Policy and procedures on the evaluation of faculty, both full-time and part-time	4.5	Excerpted pages 8-25, <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
5. Representative examples of the institutional and public impact of faculty scholarship	4.6	Samples of faculty papers and presentations
6. Summary of the most significant artistic creation, scholarly activity, and research by faculty during the last 5 years	4.7	Faculty Scholarship, Artistic Creation and Research
Required Exhibits		
1. Faculty handbook, including personnel policies and procedures	4.8	<i>Instructors' Manual and Continuing Education Faculty Handbook</i>
2. Policy on Academic Freedom	4.9	Excerpted page 15, <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
3. Faculty committees and membership	4.10	<i>Bellevue Community College 2004-2005 Committees, Councils and Task Forces</i>
	4.11	Excerpted pages 8-9, <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
4. Evaluation forms and summary reports of student evaluations of faculty and courses	4.12	Course Evaluation Forms and Examples of Completed Evaluations
5. Access to personnel files and current professional vitae	—	Please contact Office of Human Resources, A101, extension 2274
6. Criteria and procedures for employing, evaluating, and compensating faculty in special programs		Same criteria for all faculty
7. Copies of any doctrinal statements required for employment, promotion and tenure		Not applicable

8. Policies governing the employment, orientation and evaluation of part-time faculty	4.13	Excerpted pages from <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
9. Summary reports of faculty involvement with public services/community services	4.14	Complete List of Agencies Affiliated with BCC Service Learning Activities (130 total)
10. Institutional policies regarding scholarship and artistic creation by faculty and students	4.15	Excerpted pages on Materials Ownership Provisions from <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
11. Institutional policies regarding research activity, including sponsored research by faculty and students	4.16	Policy 4300, Investigator Significant Financial Interest Disclosure
12. Summary of the faculty role in developing and monitoring policies and practices scholarship, artistic creation and research		Excerpted pages from <i>Agreement Between the Board of Trustees of Bellevue Community College District VIII and Bellevue Community College Association of Higher Education, Effective 9/1/03-8/31/05</i>
Suggested Materials		
Statistics on faculty retention and turnover	4.17	Full-time Instructional Faculty Retention Rates for 1992-2003 by Academic Year



STANDARD FIVE

LIBRARY & INFORMATION RESOURCES



STANDARD FIVE

LIBRARY AND INFORMATION RESOURCES

Although Standard Five combines library and information resources, they are included here in two parts, with the library discussed in Part I and information resources discussed in Part II. Part II begins on page 141.

PART I - LIBRARY MEDIA CENTER

Introduction

The BCC Library Media Center (LMC) is central to achieving the college's mission. With a primary focus on student learning and supporting the educational programs of the college, the LMC facilitates individualization of instruction, independent study, effective use of LMC resources, and accomplishment of the general education requirement in information literacy and research. We take seriously our charge to provide library and information resources and services that support the intellectual, cultural, and technical development of our students. In the last decade, we have made dramatic strides in providing students with electronic resources, which allow for anytime, anywhere access to the collection for students and faculty.

Purpose and Scope

Sufficiency of Resources and Services (5.A.1)

Services for students, faculty, and staff include instruction, reference, circulation, reserves, peri-

odicals management, interlibrary loan, and media services. All points of service are staffed during library hours and the LMC website can receive e-mail messages anytime, from any location.¹ The LMC is open 73 hours per week and the staffing is adequate to meet patron needs.²

Instruction is at the core of all services offered by the LMC. There is ongoing and increasing demand for classes on information literacy taught by librarians, and classroom teaching is a basic part of each librarian's workload.

Reference librarians are available to respond to student inquiries and, while the overall objective is to provide students with skills to do their data gathering independently, reference work commonly involves individual instruction at various levels. Frequently, instruction includes the use of technology, and virtual reference service is available 24/7 via e-mail. Students, faculty, and staff have access to the same e-mail service for course reserve materials, requests for media equipment, and inter-library loans.

Materials needed for courses are processed and circulated in a timely manner, according to guidelines from instructors. Periodical subscriptions are tracked and managed to ensure timely receipt and availability for use by students. In 1999, the circulations manager developed a job description and skills test that is now used in hiring student assistants to ensure that applicants possess sufficient knowledge in basic filing and materials processing so that materials are stored properly and easily retrievable by students.

The Media Services Department circulates all media equipment and non-print materials, including timely delivery of equipment to classrooms and meeting areas, for which the staff are frequently commended. The Media Services Department also maintains an inventory of all media equipment throughout the college and provides media duplication and video taping and production services.

The LMC provides a balanced collection to support both credit and professional/technical programs, reflected in the formula used to allocate materials to the various divisions.³ The library subscribes to web-based databases⁴ that provide research materials to students and staff, including:

- Academic Source Premier (over 2,000 scholarly journals)
- CINAHL (materials on nursing and allied health)
- Business Source Elite
- Computer Source
- Ethnic News Watch (materials from the alternative press)
- Corbis (digital images that come with copyright permission when used for educational purposes)
- *Books 24x7* (collection of e-books in full text on computers and information technology)
- Agreements with the Washington State Library provide access to ProQuest Direct, another full-text database of periodicals, including 18 Washington state newspapers, the *New York Times*, the *Washington Post*, and the *LA Times*.

The LMC website provides access to the catalogs of the University of Washington libraries, the Seattle Public Library, the King County Library System, the Washington State Library, and the Orbis Cascade Alliance,⁵ in addition to the Library of Congress Catalog and the Internet Public Library.

Increase in audio-visual materials such as CDs, DVDs, and videocassettes is made possible by revenue from tape duplication services performed by media services. The 1995 accreditation visit noted the aging media equipment used throughout the college. In order to replace or upgrade this equip-

ment, the instructional equipment budget of the LMC has been dedicated to this purpose; as a result, all classrooms are now equipped with television monitors and videocassette recorders not more than seven years old. One-time equipment funds of \$9,500 were also provided by the college in FY 2000–01 to help replace aging equipment.

The number of books and periodicals available through BCC's library alone (without loan from other institutions) is markedly less than many faculty members, students, and library staff would like and recommend. On the other hand, electronic access to periodicals and research materials has greatly expanded the number of resources available to students as subscriptions to web-based databases have increased in the last five years. In the 2005–06 budget and planning process, despite the severity of the college's budget situation, the LMC was provided \$100,000 in one-time funding to improve the collection.

The LMC has also made a concerted effort to incorporate diversity in its collection. A cultural diversity grant from the Washington State Library in 2002–03 enabled the library to purchase multi-cultural books, and audio-visual materials and newspapers are available in Spanish, Chinese, Japanese, and Russian.

Table 5.1 illustrates the patterns of use in library materials over five years. The decline in the circulation of print materials, books, periodicals, annual reports, and reserve materials resulted from the increased availability of web-based periodical databases. The increase in non-print media circulation during 2001–03 is due to the start of the Microsoft Development Network Academic Alliance partnership, the BCC Business Division's Information Technology program with Microsoft.

Equipment circulated refers to video cameras, microphones, and peripherals that students in the media program use for class projects. Media duplication is for foreign language classes that require students to have tapes or CDs for the listening portion of their classes. Rolling stock media equipment refers to computer carts with projection systems that are delivered to classrooms and meet-

Table 5.1: Use of Library Materials

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Patron (gate) count	265,364	278,100	300,910	284,886	259,165
Print materials circulated	45,364	36,281	41,048	40,586	39,103
Interlibrary loan borrowed	146	209	212	271	198
Interlibrary loan lent	239	230	173	212	187
Study Room usage (hours)	1,880	3,082	3,952	4,684	5,538
Non-print media circulated	11,097	10,606	17,818	18,929	10,941
Equipment circulated	7,693	7,541	5,127	6,084	7,939
Media duplication	3,000	3,343	3,645	2,741	4,780
Rolling Stock Media Equipment circulated	9,556	8,898	5,209	6,821	6,300

ing rooms. The drop in the deliveries starting in 2001–02 is the result of purchasing TV monitors and videocassette players for permanent placement in classrooms. The extreme increase in use of study rooms is the result of their increased availability after the 1997–1999 renovation, as well as their expanded use for tutoring, student clubs, and disability student services testing space.

The most dramatic growth the LMC experienced over the last decade has been the advance of technology. Electronic cataloging, more workstations, an online public access catalog (OPAC), and two adaptative work stations have been added. In 1995–96, educational technology funds supplied 25 computer workstations with access to networked CD-ROM products. In 1998–99, when web-based commercial databases became available for subscription, the LMC purchased site licenses. Student workstations now have access to the OPAC, several commercial databases, and the Internet. LMC personnel provide instruction for students, faculty, and staff in how to use these new technologies. Mastering the complex electronic information-gathering and -dissemination technology that characterizes higher education today and incorporating it into the overall strategy for serving the BCC community are major components of the LMC’s mission.

Sufficiency of Core Collection and Related Information Resources (5.A.2)

As indicated in the *LMC Collection Development Guidelines*, all acquisitions must support the curricular offerings of the college. Table 5.2 reveals a lower-than-ideal number of print holdings in the BCC library, compared to other local community colleges. The ratio of volumes to total student FTE count at Shoreline, Highline, and Edmonds Community colleges is higher than that at BCC.

A faculty survey conducted in March 2004 showed that faculty would prefer increased print holdings. While BCC has acquired more materials in electronic format, the LMC print collection is small and rapidly aging. Over 33 percent of the bound collection was purchased in the late 1960s when the college opened, and 12 percent of the bound collection dates from before 1960; 41 percent of faculty who regularly use the library (at least once a month) feel that the library’s book collection needs improvement, and 19 percent think that the reference collection needs improvement. One-third of the faculty members that often use the library feel that it does not have enough materials to support their academic programs. To supplement the print collection, the LMC borrows books and media through inter-library loan (although this is a very small quantity, see Table 5.1), and faculty and students use library resources available through the LMC website, including online databases and links to other local libraries.

Table 5.2: Ratio of Number of Books to Total Full-Time Students

	Books	FTEs	Ratio
Bellevue	46,723	9,728	4.8 books/FTE
Shoreline	55,448	6,059	9.2 books/FTE
Highline	58,000	6,718	8.6 books/FTE
Edmonds	47,947	7,140	6.7 books/FTE

The periodical collections are kept current through subscriptions to web-based databases. As more periodicals become available in electronic format, the library has discontinued some periodical subscriptions. Table 5.3 illustrates the continued increase in the use of EBSCOhost and ProQuest, which are the primary databases used.

Table 5.3 Web-based Database Searches

Source	Number of Searches 2001-02	Number of Searches 2002-03	Number of Searches 2003-04
EBSCOhost	105,134	111,810	157,132
ProQuest	143,396	176,346	171,597

Nature and Locations of Offerings (5.A.3)

While the LMC recognizes the need for increases in its print collection, growth in classes held at the North Campus facility and the growth in distance education offerings have influenced collection development towards the acquisition of materials that are accessible through the Internet. At the North Campus, workstations are available for student use in the cafeteria and student lounge. Since the subscription databases and instructional materials prepared by librarians are available on the LMC website, they can be accessed by students and staff anywhere.

Information Resources and Services

Equipment and Materials (5.B.1)

LMC equipment and materials are selected, acquired, organized, and maintained to support the college's educational program. An ongoing focus

of the LMC work plan is to improve the role of the LMC in instruction and determine how to expand the Library collection, while balancing the steady increase in the price of library materials within the LMC's operating budget. Media equipment capitalization (replacement of equipment as a result of depreciation), which comes from operating funds for instructional equipment, is another item that is always part of the planning process. Since 1999, aging equipment has been placed on a capitalization schedule in order to ensure the reliability of equipment used in classrooms.

Faculty members participate in collection development of books, periodicals, and audio-visual materials by requesting specific materials related to courses they are teaching. They also consult with the acquisitions librarian for more in-depth collection development needs. When new periodicals are added or discontinued, discipline faculty are consulted. A collection development policy provides overall guidance on what is acquired for the collection.

Library Education (5.B.2)

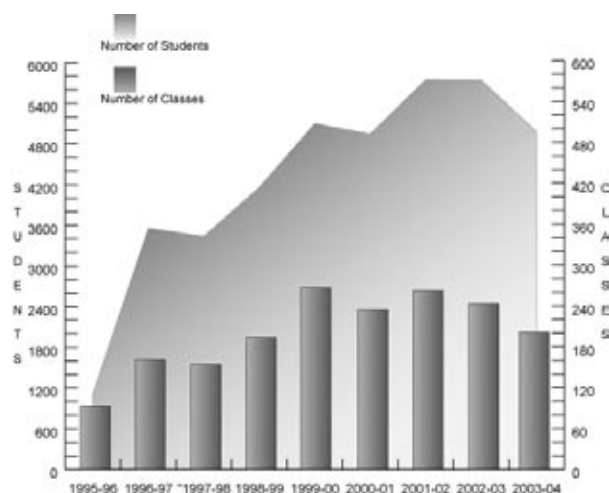
To help students use LMC resources independently and effectively, library instruction sessions took a more collaborative approach in 1995. Taught by librarians in conjunction with specific classes, this effort is one of the most positive developments in the last 10 years. When a faculty member contacts a librarian to arrange a session, the librarian creates the session for the specific assignment, highlighting effective search strategies and critical thinking skills. When appropriate, a hands-on component is incorporated into the class or as a follow-up exercise. Instruction sessions bring discipline faculty and library faculty together to develop effective assignments and help students develop sophisticated search strategies. The growth of the library instruction program over the last 10 years, as shown in Figure 5.1, attests to its relevance.

Librarians instruct students in acquiring and using information from print and electronic sources, citation techniques, copyright regulations and plagiarism policies, and technology skills in the use of library computers. This instruction has brought

librarians into closer contact with instructors, who now often depend upon the librarians' expertise as an extension of class assignments and projects.

In 1995–96, the LMC offered library instruction sessions to 1,119 students and, in 2003–04, the total was 4,978. The availability of an electronic classroom with a wireless network allows more hands-on exercises for library instruction sessions. This electronic classroom was used by 2,790 students in 2000–01 and 4,824 in 2003–04. At the end of the sessions, students fill out a “one minute evaluation” and since 2000 when the surveys began, 95 percent of the students have rated the library instruction sessions as helpful or very helpful.

Figure 5.1 Library Instruction Sessions



The 1998 Critical Thinking and Information Literacy Across the Curriculum (CTILAC) Grant⁶ was instrumental in institutionalizing the integration of information literacy modules into content areas. This project, begun in 1996–98 with funding from the president, was expanded with the National Science Foundation (NSF) grant, to permit more campus-wide work. A series of workshops and collaborative work with librarians provided the training for participating faculty to develop and infuse information literacy and critical thinking skills into their particular disciplines. For example, Basic Science 103 was originally designed in 1999 and then reformatted in 2000 to integrate research skills into “Mice and Matter,” the interdisciplinary

15-credit course that includes chemistry, human development, and biology.

Librarians have also collaborated with discipline faculty to design specific courses that incorporate library search skills with critical thinking skills: Human Development 100, Fast Track to College Success, was designed by librarians and counselors; and English 109, Information Resources, was designed with the English Language Institute faculty as a bridge class for international students. Librarians also work closely with English-as-a-Second-Language (ESL) classes to provide library instruction specifically for students who are developing their English language skills. ESL sessions focus on using the library and developing search skills.

A significant development towards institutionalizing CTILAC and the LMC's work on critical thinking and information literacy was the inclusion of research/information literacy as one of the BCC general education outcomes. This outcome measures a student's ability to use a variety of research strategies, evaluate the reliability and validity of sources, and properly credit ideas and sources according to disciplinary conventions. Currently, 156 courses list research/information literacy as a two or three in their general education ratings, indicating that these courses focus at least 20 percent of course time on the development of information literacy and research skills.

Faculty training in the integration of information literacy in the curriculum is ongoing. Each year, librarians make presentations at the Teaching Institute for new faculty to provide an overview of the various resources and instructional materials available through the LMC. Librarian involvement in the Teaching Institute helps to forge partnerships with the newly hired discipline faculty.

Policies, Regulations and Procedures (5.B.3)

The LMC provides ready access to its policies, regulations, and procedures through a detailed, comprehensive manual that is updated every year and available on CD in the reserve collection, with a printed version available in the LMC director's

office. Reference, Circulation, and Media Services units have detailed procedures manuals used for their daily operations in each area and information is available in the *BCC Policies and Procedures Manual* via MyBCC. Students who attend library instruction sessions receive copies of the LMC brochure that provides information on library hours, checkout and fines policies, copyright regulations, media services, information on interlibrary loans, and study rooms. The brochure is also distributed during new student orientations and is included in the information packets given to new faculty. Hard copies are available at the circulation, reference, and media services desks.⁷

Acquisition information regarding all print and audio-visual materials is maintained by the acquisitions librarian. Acquisition information on all databases and periodical subscriptions is kept in the LMC director's office.

When new materials are acquired, the acquisitions librarian e-mails all employees a list of new titles, arranged by discipline. Information on new databases and changes in content or interface modifications are disseminated to faculty through the BCC e-mail system and the LMC website.

Participatory Planning (5.B.4)

The LMC provides opportunities for faculty to participate in the planning and development of the LMC by inviting faculty to recommend additions to the collection that relate to BCC courses. Faculty also consult with the acquisitions librarian for more specific collection development needs. The LMC offers books for college book clubs and organizes collections for college events or for college priorities, such as pluralism.

When the current LMC remodel was being designed, faculty and staff were involved in the facility design.

Computing and Communications Services (5.B.5)

As BCC extends its online course offerings to students across the United States and around the world, the LMC is able to provide materials, online tutorials, and services to this growing student population through its acquisition of online databases and the creation of online tutorials and search tools. The LMC website, maintained by a librarian, is the main source for virtual resources and services.⁸ Full-text magazine articles in web-based databases provide access anytime, anywhere, and a significant portion of the LMC website is a list of these resources.

The Voyager online catalog provides information on all materials owned by the LMC by utilizing records from the Online Computer Library Center (OCLC), an international consortium of libraries providing cataloging data for various library materials. Membership in OCLC establishes the library's credibility as a contributing member and enables BCC to use information provided by other libraries in processing new materials, thereby saving staff time, and facilitating inter-library loan borrowing.

Facilities and Access

Accessibility and Sufficiency (5.C.1)

Normally, the LMC is centrally located on the main campus in the D Building. During renovation in 2004–2006, LMC facilities are being accommodated in the lobby and classrooms of the L Building. While certainly less than ideal, this has worked remarkably well, with procedures designed by the librarians to efficiently retrieve materials from storage with minimal inconvenience to library users. Challenges, such as limited study space, fewer computer workstations, and lack of media viewing rooms, have been dealt with in the best way possible.

The current renovation is the second LMC remodel since the last accreditation visit. A 1997 expansion added 2,000 square feet for a total of 36,887 square feet, providing additional study carrels, rooms for

small group work, computer workstations, and an electronic classroom.

When the LMC re-opens in summer 2006, its space will be greatly improved. In addition to increased square footage, bringing the total to almost 40,000 square feet, the space will be reconfigured to provide 10 additional study rooms, two alcoves for group study, and 40 computer workstations—30 for students in the library area and 10 in media services. Approximately 12,000 square feet will be devoted to reading and quiet study space. Media services will have a viewing room large enough to accommodate a class and an updated editing space for student use. In addition, this remodel will result in the creation of a learning center adjacent to the LMC that will house combined math, tutoring, reading, and writing labs.

Traditional equipment such as copiers, a microfilm reader, and printers are available for student use. Newly-acquired photocopiers double as coin-operated printers so students can send print jobs from the computer workstations to the copier. Students watch or listen to media using the viewing/listening booths available in media services.

The LMC facilities are fully compliant with the Americans with Disabilities Act (ADA), providing assistance and resources to individuals with mobility, hearing, or sight impairments. Physical accommodations include an elevator, ADA-compliant restrooms, two ADA-accessible PC workstations (using Wynn Wizard software) with scanners, closed captioning capability, and a large print reader.

Cooperative Arrangements (5.C.2)

In 2002, BCC and 33 community colleges across the state signed a reciprocal borrowing agreement, created by the Library Media Directors Council and endorsed by the college presidents,⁹ enabling students to locate and borrow books from all 34 libraries.

When the software used for the online catalog was replaced in 1999, a consortium of 19 community colleges formed the Online Research Catalog Authority (ORCA) to work with the Center for Information Services (CIS) on the technical, financial, and

legal aspects of purchasing Voyager, the integrated library system now in use state-wide. Since the 1995 accreditation visit, the library has increased access to electronic resources by incorporating Voyager, which tracks information on all library materials and enables library users to review materials on loan as well as place items on hold, provides access to online catalogs of the other state community colleges via the consortium, and allows BCC to take advantage of technical information sharing.

Agreements with the Washington State Library have made it possible for BCC to participate in consortium prices for site licenses, thereby extending the purchasing power of LMC funds for electronic materials.

Personnel and Management

Staffing (5.D.1)

The number of library staff has increased nearly three FTE since 1995 (Table 5.4). During library hours, a reference librarian is available to answer inquiries and, at peak times, two librarians are scheduled to staff the reference desk. Full-time staff in circulation and media services work staggered schedules to provide supervision to the student assistants who deliver counter services, except on Saturdays. During the 2005–06 budget and planning process, an additional faculty librarian position was approved, and by fall quarter 2005, the LMC will have hired a fifth full-time tenure track librarian. The dramatic increase in the number of instructional sessions taught by librarians was the main impetus behind approval of the additional position. In order to allow flexibility in accommodating requests for instruction sessions, reference desk staffing is provided by part-time librarians.

Table 5.4: Staffing Comparison, 1995 and 2005

Employee Type	Library Staff FTE	
	1995	2004
Full-time Librarians	4	4 ¹⁰
Part-time Librarians	.25	1.25
Circulation Supervisor / Circulation Manager	1	1
Circulation Library Technicians	1.8	1.8
Media Technician Lead / Media Services Manager	1	1
Media Technicians	1.8	1.8
Technical Services Library Technician	.8	0
Library Specialist	0	1
Secretary Senior	1	1
LMC Director	1	1
Hourly	.53 in 99	.27
Student Assistants	2.83 in 99	3.51
Total	16.01	18.63

Staffing Qualifications (5.D.2)

Each librarian and the library director hold a master's degree in library science.¹¹ Full-time librarians have tenured faculty status. All full-time librarians staff the reference desk, teach library instruction sessions, and work with instructional divisions for collection development and development of information literacy modules for classes. Each full-time librarian also maintains an area of specialty, such as cataloging and systems management, acquisitions, coordination of instruction and periodicals management, and web development. While all librarians are experienced users of print and online research sources, the growing demand for library instruction sessions requires that they possess effective teaching skills and classroom presence as well.¹²

All LMC staff members meet the job requirements as specified by the Washington State Department of Personnel. Non-professional staff have a bachelor's degree, a library technician's certificate, or a media technician's certificate. The use of Voyager has required staff to improve their technical skills in order to take advantage of the system's sophisticated functionalities, and they have done so. Each staff

member undergoes an annual performance review, with areas of improvement identified. Updated job descriptions are on file with Human Resources.

Professional Growth and Development (5.D.3)

Full-time librarians have access to professional development funds provided by the faculty contract, a small percentage of which is used by part-time librarians. The LMC director and librarians have presented papers at national conferences such as the League for Innovation, the Association of College and Research Libraries (ACRL), and Syllabus. The LMC director is the chair of the Information Literacy Committee of the Library Media Directors Council,¹³ which coordinates a state-wide grant to develop information literacy programs in the state community and technical colleges. All library staff, including librarians and classified staff, take an active role in college governance. LMC staff members have provided leadership on campus-wide initiatives such as "BCC Reads!" where one book is selected and integrated across the curriculum. Librarians participate regularly in BCC's faculty professional development days and present at the BCC Teaching Institute.

Classified staff members have held leadership roles in the Classified Staff Professional Development Committee and the Employee Pluralism Committee. Performance expectations and professional development plans are formulated when the annual staff performance evaluations are completed.¹⁴

Organization and Linkages (5.D.4)

The 1995 accreditation report recommended placing the LMC under information resources, with the LMC director reporting to the dean of information resources rather than the executive dean of instruction. This recommendation was implemented for a time, but the link between the LMC and instructional programs became more tenuous under that organizational structure, as information resources developed into a discrete component of the college.¹⁵ In 2002–03, the LMC was again placed under the

Office of Instruction, with the LMC director reporting to the executive dean of instruction.¹⁶

Reporting directly to the executive dean of instruction has provided the LMC director more opportunities for consultation with instruction on the operation of the LMC. The LMC continues to work closely with information resources, especially computing services and technology services. The systems librarian and a reference librarian, who is responsible for maintaining the LMC website, coordinate with information resources on support for student workstations, classroom computers, and network management, and media maintenance provides support for all electronic classrooms and media equipment.

Role in Curriculum Development (5.D.5)

BCC requires faculty consultation with the library in planning and curriculum development. All new course proposals must be signed by a librarian prior to submission to the CAC¹⁷ to ensure the availability of resources that support the curricular and research needs of the proposed course. The LMC director, or one of the librarians, is a voting member of the CAC.

Financial Support and Security (5.D.6)

The permanent budget for the LMC has increased by over \$180,000 since 1999–00 (Table 5.5). In allocating its resources, the LMC supports credit, non-credit, and professional/technical programs by: (1) maintaining a strong reference collection; (2) making resources available in print and electronic formats to accommodate both on-site and online students; (3) utilizing technology that has dramatically improved access to online resources; (4) providing access to commercial databases with materials necessary for higher education; and

(5) maintaining a highly competent staff. While the budget for periodical subscriptions increased from \$43,000 in FY00 to \$63,000 in FY04, the average yearly increase of 15 percent in the cost of periodical subscriptions made it necessary to discontinue some periodical subscriptions. Funding has been redirected towards site licenses for full-text databases that provide student access to more titles and with greater ease of use based on “anytime access” through the Internet. The LMC has also acquired funding for special LMC projects and programs through grants from outside organizations and partnerships with other BCC departments.¹⁸

In addition to permanent funding, the LMC received \$100,000 from the college for its share in the consortial price to purchase Voyager, and the library’s budget for data processing was increased to pay for expenses to maintain that system. Student workstations, instructor workstations in the classrooms, and computers at the reference desk are regularly upgraded using funds from the technology fee, which is administered by computing services and not part of the LMC budget. This includes hardware and standard college software, with special software, such as those used in the ADA stations and client software related to Voyager, maintained using LMC funds.

Access to the LMC is controlled by a key system maintained by the college. Keys are issued to individual staff members by campus operations and include a “do not duplicate” imprint. Electronic databases are operated in compliance with site licenses and the user authentication feature of Voyager allows only currently enrolled students, faculty, and staff in the personnel system to use the paid databases. Inside the library, rooms housing equipment are locked when not in use. The electronic classroom’s 18 student workstations are used

Table 5.5: Library Media Center Budget 1999-00 and 2004-05

Year	Personnel w/ Benefits	Books and Other Media	Periodicals and Online Databases	Other	Total
1999-2000	\$646,978	\$60,927	\$57,633	\$38,618	\$804,156
2004-2005	\$791,013	\$52,600	\$75,633	\$66,880	\$986,126

by students only when there is a faculty member present. While in the temporary location in the L Building, all computer workstations are equipped with security cords and locks to deter theft. All circulating materials are equipped with a security tape that must be deactivated by library staff prior to exiting the library. Materials that have not been deactivated will trigger an alarm, preventing theft of the collection.

Inventory for classroom equipment, except computers, is maintained by Media Services. Media services staff attach ownership marks to equipment and, using heavy screws, mount them on carts. Security has been a concern for the last six years, with 32 pieces of equipment stolen. Data projectors, being especially costly, were targeted and stolen from classrooms despite heavy chains and locks used to mount the projectors to the ceiling. Fortunately, the college has taken every security precaution. No data projectors were stolen in the 2004–05 year, although five less costly items (four VCRs and a video monitor) were taken.

Planning and Evaluation

Planning Process (5.E.1)

LMC staff, librarians, and the LMC director are involved in the planning and assessment of LMC resources, services, and operations. Staff meetings are held regularly during the quarter to discuss ongoing and new projects, processes related to operations, and ways to provide better service to library users. Whenever possible, half-day retreats are held for more extensive discussions, and the LMC director works with staff to identify priorities for the LMC work plan. Budget requests from the LMC are submitted to the executive dean of instruction and Educational Services Cabinet who consider requests from all instructional divisions before submitting them to the Planning Council and the president.

Planning also includes student suggestions, provided through a suggestion box. Surveys of students are regularly conducted and, in 2001, a change in library hours was implemented after student

opinions about the hours were solicited. Monday through Thursday hours were increased and weekend hours were moved from Sunday to Saturday. A more recent survey conducted by the architectural firm that is designing the LMC remodel revealed that students want more study rooms and increased quiet space for studying, two items that have since been included in the design.

Preparation and implementation of grants involve faculty and administrators from across the campus. While the grants are “library based,” the impact is college-wide. All initiatives (CTILAC, cultural diversity events, work with ESL classes) emanating from the LMC are interdisciplinary in nature, and planning for events that take place in the library involve faculty from across the disciplines.

Management and Linkages (5.E.2)

In connection with the continuing move towards infusing information literacy into the curriculum, the LMC gives special attention to the ethical use of information through continuous review of the proper acknowledgement of sources. The library director is the college’s copyright officer; and a set of copyright guidelines is posted on the LMC website. To help faculty determine the originality of research papers, the college has established an account with Turnitin.com, a plagiarism detection service. To reinforce the college’s observance of copyrights, the library director’s office applies for copyright permissions on behalf of faculty to include copyrighted material in their course packs or online classes.

Computer purchases and plans for technology use are completed only after consultation with information resources. The library discusses technology needs with computing services staff who recommend the hardware and software that best meets the library’s needs. Upgrades in computers and software, installation of a wireless network, and addition of ADA equipment are generally initiated by the LMC. System-wide upgrades by computing services are planned and implemented with the least inconvenience to students and LMC staff.

A librarian worked with the Assessment Coordinating Team in developing the rubric that is used for assessment of the information literacy general education outcome.

Evaluation and Continuous Improvement (5.E.3)

Librarians conduct evaluations at the end of instructional sessions with students, using a “one minute evaluation” form and a longer Scantron form.¹⁹ These evaluations ask students and faculty to rate the quality of each session. All library instruction is directed toward specific assignments, which provide immediate feedback from students about how relevant the session was to their current needs. Student feedback helps librarians refine their teaching skills and plan for future sessions.²⁰ Librarians are now using a pre- and post-test to assess student learning in library instruction sessions.

In addition to evaluations returned at the end of instruction sessions, the library regularly surveys students. Surveys provide a broader picture of library services than the class evaluations. General library surveys provide information on how often students use the library, for what purposes, with what success, and provide useful advice on how the LMC might improve.

The LMC is significant enough to the college that it is included in one of the institutional performance indicators. Located in indicator 7, college effectiveness, the LMC indicator measures the percent of students who rate the library orientations as outstanding. The goal for the indicator is for 80 percent of the students to rate the orientations this way, and in the last report 98 percent of the students did so. The LMC is currently reviewing the indicator to make it more of a “stretch” indicator, in line with the rest of the college’s institutional performance indicators.

STANDARD FIVE PART I ANALYSIS AND APPRAISAL

Strengths

Collaborative work between librarians and instructional faculty continues the work of CTILAC to more effectively integrate information literacy into the curriculum. Teaching critical thinking skills through information literacy has gained recognition by faculty in all disciplines.

Directly reporting to the executive dean of instruction has provided the LMC director more opportunities for consultation on the operation of the LMC and its integral role in the teaching/learning process. More open discussions about workload, budget, and collection development have strengthened the support of the executive dean for librarian and staff hires in the last three years.

The LMC has done an admirable job in making resources available in print and electronic formats to accommodate on-site and online students.

The college continues to commit to the observance of intellectual ownership and copyright as integral to the teaching/learning process. The library works with faculty in acquiring copyright permissions for print, images, and sound material for use in on-campus as well as online classes.

To augment the LMC budget, funds to maintain site licenses were provided by the Distance Education and Workforce Development programs. The Office of Instruction also provided funds to renew the college’s subscription to Turnitin.com, the plagiarism service used by faculty and maintained by the LMC. Outside of its regular budget, special one-time funding (\$100,000) was made available in 1999 for Voyager and a like amount was allocated in 2005 to expand the LMC’s print collection.

In moving the LMC facility into temporary locations, the LMC staff exhibited extraordinary commitment, creativity, and organization in adjusting services and processes to minimize the impact and inconvenience to students and faculty.

The remodel of the LMC building will include the ability to use new technologies that will provide information and instructional materials to students anywhere, anytime.

Challenges

The steady rise in the cost of books, periodicals, and media materials requires a yearly increase to the library materials budget in order to maintain the current collection and allow for reasonable growth to support new programs and increasing student enrollment. As more online materials become available, and although BCC is able to participate in consortial pricing, the cost of web-based databases requires additional funding.

Materials in various media have been acquired, mostly in response to requests from faculty. As with print materials, the media collection has not increased significantly.

While library instruction sessions continue to increase, determining the actual student learning after a 50-minute class is a challenge. More effective assessment tools for the information literacy modules need to be created. The ideal would be a required two-credit information literacy class of all graduating students; however, the college has committed to an infusion model of general education, which reinforces learning across disciplines, so the authentic assessment model the college is using now will verify the extent to which students are attaining this ability, even if it is not directly assessed after a particular library instruction session.

Growth in programs and increased student enrollment require additional staffing. As more instructional faculty infuse information literacy into their courses, there is increased need for more librarians to work with them in designing assignments and projects that involve the efficient and effective use of library resources.

Increased use of technology in instruction requires more electronic classrooms and rolling stock computer equipment.

Partnership with Eastern Washington University and the potential for BCC to offer a community college baccalaureate will involve enhancements to the collection and staffing to accommodate additional students taking higher level classes.

PART II: INFORMATION RESOURCES

Introduction

Over the years, BCC has become a leader in the use of educational technology, in offering students an online campus, and in the use of technology in the classroom to improve students' educational experiences. Likewise, we are a leader in the use of administrative technology to improve college operations.

Information Resources (IR) provides the electronic support required to carry out our work and fulfill our mission of providing excellent educational services and being a leader in administrative and educational technology. IR is responsible for the college's servers, networks, computers, electronic classrooms, business applications, and software application development. Additionally, through web services, television services, and KBCS (college's radio station), IR helps provide information and educational content to the wider community. IR is composed of: (1) Distance Education; (2) the Faculty Resource Center; (3) Information Technology Support Services; (4) KBCS; (5) Technology Development and Support Services; and (6) Television Services.²¹

Information Resources Mission

Information Resources strives to meet the ever-changing technological needs of students, faculty, and staff by incorporating the newest technologies with innovative, quality infrastructure and services to positively affect campus workflow with minimal budgetary impact to the institution.

Purpose and Scope

Sufficiency of Resources and Services (5.A.1)

BCC provides over 1,200 computers for student use in the library, various classrooms, and in 54 computer labs, including the writing lab, the reading lab, the math lab, and the open computer lab, which alone contains 211 work stations.²² Every full-time employee whose job requires one has his/her own computer and all part-time employees have access to computers.²³ IR manages over 117 servers, 104 network switches, a wireless network, and 77 electronic classrooms.

Sufficiency of Information Resources (5.A.2)

The college has made a significant investment in the creation and use of educational technologies throughout the institution. With six departments and 52 FTE staff, IR is able to provide ongoing support for the curriculum of the college. IR maintains hundreds of software applications, thousands of student and employee e-mail accounts, dozens of computer labs and electronic classrooms—all in support of the college's educational programs.

Nature and Locations of Offerings (5.A.3)

Computer labs and electronic classrooms are dispersed throughout campus. Electronic classrooms are designed and implemented in consultation with faculty. IR provides and maintains all hardware and software for the computer labs. The location of these labs is usually determined by both the space available and the availability of network connections. Instruction determines the hardware and software for the various labs, and the Technology Fee Oversight Committee, consisting of students, faculty, and IR staff, prioritizes hardware and software requests.

Information Resources and Services

Equipment and Materials (5.B.1)

All hardware and software for computer labs are purchased with faculty, student, and staff involvement. The Information Technology Support Services Department (ITSS) works closely with faculty members on purchasing hardware and software to support their teaching and learning efforts, and electronic classrooms are designed with input from faculty. Many software applications that directly support instructional programs, such as WebCT Vista, curriculum proposal, degree audit, and the college portal, were developed with faculty, staff, and student input.

Information Resources Education (5.B.2)

The Faculty Resource Center (FRC), a branch of IR, supports faculty in designing curriculum, improving classroom delivery, and applying technology. Although primarily concerned with distance education, the FRC offers training in software applications to the campus community, including WebCT Vista, Dreamweaver, FrontPage, Access, Excel, PowerPoint, and Photoshop, among others. In 2003–04, over 81 separate workshops for faculty and staff were offered.

The FRC works with instructors to set up and maintain sites in WebCT Vista, distance education software, so that students can access course materials and engage in active discussions, either in groups or individually. Each course requires maintenance and faculty training to ensure that the material is presented as the instructor intends. The FRC maintains an online list of links for course content. In addition, the staff from ITSS provides one-on-one assistance in the use of hardware and software applications, as needed.

Students can request technology help or needed training from the HelpDesk in the open lab, where employees provide personal assistance via e-mail, phone, or in-person. Students receive online WebCT support via the FRC website and the Technical Assis-

tance Center. Other sources of assistance include the LMC staff and the distance education staff.

Policies, Regulations and Procedures (5.B.3)

All college policies pertaining to information technology (IT) are posted on the information resources website.²⁴ The *BCC Policies and Procedures Manual* is posted in its entirety on the employee web portal, MyBCC.²⁵ Specific college policies pertaining to students are posted online, in the catalog, and on the IR and ITSS websites. New IT security standards or changes in existing standards are reviewed and approved by the Technology Advisory Committee (TAC) before being sent to the All College Council or the President's Staff for final approval and distribution to the campus community.

Participatory Planning (5.B.4)

The dean of information resources serves on President's Staff, the Educational Services Cabinet, the TAC, the i-BCC Committee, and Distance Education Committee, all of which play a key role in planning BCC's educational and technological future, including the development of the *IT Strategic Plan*. Students, faculty, staff, and administrators serve on the Technology Fee Oversight, TAC, and i-BCC Committees. TAC is responsible for developing, reviewing, and recommending IT strategies for the college. The i-BCC Committee recommends and prioritizes requests for college-developed, Internet-assisted application tools. The Technology Fee Oversight Committee recommends and prioritizes hardware and software purchases for the computer labs. The Distance Education Committee makes recommendations related to distance education activities. The emphasis on the development and refinement of technology that appears in goal 7 of the college's strategic plan attests to its relevance and confirmed role in BCC's future.²⁶ In addition, the IT management team meets each week and all members of IR are included in their regular IR unit meeting as well as quarterly IR division meetings.

Computing and Communications Services (5.B.5)

In collaboration with student services and web services, IR has an extensive web presence. All BCC students have their own e-mail account, with access to the college portal from any place with an Internet connection. All computer labs and electronic classrooms, most kiosks, and many computers in the LMC have Internet access.

Facilities and Access

Accessibility and Sufficiency (5.C.1)

With over 1,200 computers for students and 900 computers for faculty and staff, sufficient access is provided. All labs meet ADA requirements and ADA-compliance work stations are available in the open lab and LMC. ITSS provides support to about 15 adaptive technology applications as well as a variety of hardware. Over 30 departments have been assisted in developing websites, and in 2003–2004, college web pages were brought into compliance with ADA standards.

Cooperative Arrangements (5.C.2)

The Center for Information Services (CIS) hosts the primary administrative databases for all 34 community and technical colleges in the state. CIS is currently engaged in a re-hosting project to make all administrative databases web-based. BCC has two agreements with CIS—one for disaster recovery for both sites and the other for secured administrative data systems as mandated by the state IT security audit.²⁷ OSCAR, BCC's degree audit system, was developed by IR to help students, faculty, advisors, and credential evaluators monitor student progress toward degrees and certificates.²⁸ The system incorporates a curriculum database and a student records database. The curriculum database maps goals and general education competencies to degrees and certificates. The student records database tracks student completion of courses, specific goals, and competencies. All changes to college degrees and certificates are kept

current in OSCAR; therefore, students and advisors are assured that all information is accurate. In a national product search, CIS chose OSCAR as the degree audit software for all Washington community and technical colleges.

BCC, in a cooperative arrangement with Microsoft and Big Bend and Cascadia community colleges, developed and deployed a new portal system that provides students, faculty, and staff with immediate access to needed information and which Microsoft is making available free to any institution of higher education.²⁹

Personnel and Management

Staffing (5.D.1)

BCC employs a sufficient number of information resources staff, who, over time, gain in efficiency. Eight years ago, it took six employees four days to configure and set up a computer lab. Today, that same lab is configured and set up by two employees in four hours. Even with increases in staff efficiencies, the number of personnel in information resources has not grown as rapidly as has demand.³⁰ (Table 5.6).

Table 5.6: Information Resources Employees

Unit	Number of Employees
Dean of Information Resources Office	3 FTE
Distance Education	2 FTE
Faculty Resource Center	3 FTE
Information Technology Support Services	27 FTE
KBCS Radio Station	5 FTE
Technology Development & Support	10.5 FTE
Television Services	1.5 FTE
Total	52 FTE

Staffing Qualifications (5.D.2)

Every employee in IR has an official job description, and all employees meet the qualifications of the job description and state classification for IR staff.³¹

Professional Growth and Development (5.D.3)

Training opportunities for IR staff are regularly provided, as needed and as budgets allow. Because of the high cost of IT training, as much as possible, the college uses the expertise within IR and CIS to provide training. In addition, ITSS subscribes to 10 technical journals, purchases technical books, and uses the Internet to do the majority of its research and training. ITSS also takes advantage of free training opportunities from technology vendors and low-cost training from continuing education. The college library subscribes to *Books 24x7*, an impressive collection of technical books online, which is very helpful to IR's professional development needs.

Organization and Linkages (5.D.4)

The six departments reporting to IR are directly dependent upon each other to do their daily work. IR supports the LMC and its online databases and electronic search and retrieval systems. ITSS works closely with faculty and students in the computer labs and electronic classrooms. Both ITSS and technology development and support services (TDSS) work closely with other administrative units to develop applications, provide access to information, and offer web support for college departments.

Role in Curriculum Development (5.D.5)

Instruction works closely with IR when curriculum issues involve the use of technology in computer labs and electronic classrooms. When new programs are added or existing programs are changed, instructional faculty and administrators work with IR to determine the technology needed to support the program. IR works closely with instruction in maintaining adequate infrastructure to conduct distance education. The FRC works closely with instruction in the curriculum design of programs and courses, especially in the professional/technical fields.

Financial Support (5.D.6)

The ideal equipment replacement cycle is three years; however, college resources are limited. Budgets have been cut for the past four years, so that even a five-year program of replacement is difficult to achieve. The exception is hardware and software in computer and open labs, which are replaced more frequently, usually every three years, through use of student technology fees. Several times, through the annual budget and planning process, IR has received one-time funding to address the lag in hardware and software replacement. IR is responsible for maintaining all IT-related hardware and software. BCC is required to submit an IT security update to the state each year. A formal state audit is mandated every third year, with the last one completed in 2004.³²

Planning and Evaluation

Planning Process (5.E.1)

The college recently completed a new strategic plan, the creation of which engaged the entire campus community. Annual work plans, involving faculty and staff, are developed at the program level and folded into administrative unit work plans. Various committees involving faculty, students, staff, and administration also contribute to IR annual work plans. For example, i-BCC developed a priority list of applications to be developed, modified, or enhanced. TAC reviews all IT security audit information, seeks campus-wide input on technology needs, and assists in the development of the IT strategic plan. The Technology Fees Oversight Committee recommends equipment and software changes to computer labs. The Distance Education Committee makes recommendations on distance education.

Management and Linkages (5.E.2)

All computing, server, network, telephone, and television services are included in IR and there are strong working relationships among all IR departments. IR and its departments also work closely with LMC, instruction, and the rest of the campus com-

munity. Weekly management meetings are held with ITSS and TDSS managers and monthly meetings among managers of all IR units. The dean of information resources is a member of the President's Staff and the Educational Services Cabinet, providing links with the college administration in all areas.

Evaluation and Continuous Improvement (5.E.3)

All units within IR participate in the Program Effectiveness Process (PEP).³³ All staff members in IR are evaluated annually by their supervisors and the dean of IR is evaluated by the president. Student government representatives and faculty who use the computer labs regularly provide feedback to IR.

Annual work plans are created at the department and administrative unit level. These work plans directly tie into the college's strategic plan and are reviewed twice a year by the respective departments and the President's Staff.

A user satisfaction survey was conducted in 2002 when major changes to the standard software took place and reviews were very satisfactory. Recommendations from this survey were implemented in the recent upgrade from Windows 2000 to Windows XP.

STANDARD FIVE PART II ANALYSIS AND APPRAISAL

Strengths

IR has a competent, knowledgeable, and dedicated staff with the required knowledge and skills to keep current in a rapidly changing field. Staff members are able to identify and incorporate new technologies to help reduce time on tasks, increasing efficiency.

The IR unit provides excellent service to the college community. In return, the college has supported IR functions, services, and activities. A distinctive accomplishment of IR has been the creation of Internet-assisted tools to provide anytime, anyplace, student and employee interaction with college services (request center, OSCAR, and the college portal).

The students approved a self-assessed technology fee, which greatly helps the college with keeping student computing equipment current.

Challenges

Change is a constant of IR and the equipment and software of even three years ago are not those of today. Staying current with hardware and software, particularly for faculty and staff, is an ongoing challenge due to budget limitations.

Increased dependence on and use of technology at BCC with little increase in IR staff stretches and stresses employees. The number of servers has increased from 47 in 1999 to 117 in 2004 without a commensurate increase in staffing.

IR has experienced difficulty in meeting application development requests in a timely manner, given its staffing constraints. Currently, over 25 projects that are essential to improving operations are in the backlog queue.

Information Resources should evaluate and routinely assess its contributions to the campus.

STANDARD FIVE COMMITTEE

Graham Haslam, faculty, History Department, committee chair, Standard Five

Donna Sharpe, academic transfer advisor, Science Division

Maggie Harada, faculty, English Department

Carol Robinson, IT systems specialist, Information Resources

Myra Van Vactor, director, LMC

Nicole Longpre, librarian, LMC

Mike Hanson, faculty, Life Sciences Department

ENDNOTES

- 1 See <http://www.bcc.ctc.edu/lmc>.
- 2 Monday–Thursday 7:00 a.m. - 9:00 p.m
Friday 7:00 a.m. - 5:00 p.m
Saturday 10:00 a.m. - 5:00 p.m
- 3 See Exhibit 5.9, Collection Development Guidelines.
- 4 See <http://www.bcc.ctc.edu/lmc/periodicals.html>.
- 5 A combined online catalog of resources in four-year institutions.
- 6 CTILAC, a two-year project funded by the National Science Foundation.
- 7 See Exhibit 5.1.
- 8 See <http://www.bcc.ctc.edu/lmc>.
- 9 See the Reciprocal Borrowing Statement Exhibit 5.37 or at <http://www.cis.ctc.edu/pub/groups/lmdc/borrowing.htm>.
- 10 A fifth librarian will be hired for the 2005–2006 year.
- 11 See Appendix 5.1 for the educational credentials of LMC staff.
- 12 See Exhibit 5.34, Current resumes of all librarians.
- 13 All library directors of the 34 community and technical colleges.
- 14 See Appendix 5.2, Library Staff and Faculty Service on Campus Committees.
- 15 See Part II of this Standard for more information.
- 16 See Appendix 5.3, the LMC organizational chart.
- 17 See Standard 2 for more information.
- 18 See Appendix 5.4.
- 19 See faculty contract, Form L.
- 20 See Exhibit 5.44.
- 21 See Appendix 5.5.
- 22 See Exhibit 5.17.
- 23 Full-time Food Service and Custodial employees do not have their own computers.
- 24 See <http://ir.bcc.ctc.edu/>.
- 25 See <https://go.mybcc>.
- 26 “BCC will be a leader in administrative and educational technology, including online learning.”
- 27 See Appendix 5.8.
- 28 See also Standard 3.
- 29 See Appendix 5.6.
- 30 See Appendix 5.7.
- 31 Available from Human Resources on-site, if needed.
- 32 See Appendix 5.8, letter sent to Department of Information Services of the State of Washington, dated August 2004.
- 33 See Standard 1.

SUPPORTING DOCUMENTATION FOR STANDARD FIVE

Required Exhibits	Exhibit #	Name of Exhibit
1. Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities	5.1	Bellevue Community College Library Media Center
	5.2	Bellevue Community College Acceptable Use Policy
	5.3	Checkout of Wireless cards from Media Services
	5.4	All information for computer labs is available at http://ac.bcc.ctc.edu/ . The site is the homepage on all student machines; two orientation sessions are given to students at the beginning of fall quarter, as well as orientation sessions for International Students.
	5.5	Excerpt from 2005-06 Bellevue Community College Course Catalog, page 16, Learning Labs & Computer Labs, Library Media Center
	5.6	Flexible Learning, BTS Tech Lab
	5.7	BCC Writing Lab
2. Policies regulations, and procedures for the development and management of library and information resources, including collection development and weeding	5.8	Library Media Center Procedures Manual
	5.9	Collection Development Guidelines
	5.10	Integrated Technology Plan, December 1, 2000 (an updated version is due fall, 2005)
3. Statistics on use of library and other learning resources	5.11	Patron Count
	5.12	LMC Circulation Statistics
	5.13	LMC Library Orientations
	5.14	Reference Desk Statistics
	5.15	LMC Technical Services Statistics
	5.16	LMC Equipment Statistics
	5.17	Lab and Computer Center Use
4. Statistics on library collection and inventory of other learning resources	5.18	Current Library Media Center Holdings 2002-2003
	5.19	Media Equipment Count, 6/24/05
	5.20	Total Instructional and Administrative Computer Systems
	5.21	Bellevue Community College Infrastructure Servers
5. Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services	5.22	Library Media Center Building Program, Final Draft, February 5, 2004
	5.23	Unit/Department Information Resources, 2003-04 Action Plan

6. Assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs both on and off campus	5.24	Library Media Center Instruction Evaluation
	5.25	Library Instruction Evaluation – Form L
	5.26	Appendix A, Workshop Evaluation
	5.27	Bellevue Community College i-BCC Vision, Mission and Core Values
	5.28	Bellevue Community College Project Review & Approval Process
7. Data regarding number and assignments of library staff	5.29	Library Media Center Staff
8. Chart showing the organizational arrangements for managing libraries and other information resources	5.30	Library Media Center Organizational Chart
	5.31	Information Resources Organizational Chart
9. Comprehensive budgets for library and information resources	5.32	LMC Budget
	5.33	Bellevue Community College 2004-05 Operating Budget Summary – General Fund Expenditures, Division R, Information Resources
10. Vitae of professional library staff	5.34	Vitae for Library Media Center Staff
11. Formal, written agreements with other libraries	5.35	Information Competency: An Initiative for Integrated Learning
	5.36	Providing Library/Media Services for Distance Learning Students and Faculty
	5.37	Reciprocal Borrowing Statement
	5.38	ORCA Member Colleges
12. Computer usage statistics related to the retrieval of library resources	5.39	Database Usage Report, Bellevue Community College, 2001-2004
	5.40	Pro Quest Stats, 2001-2004
	5.41	Use of Library Electronic Classroom
13. Printed information describing user services provided by the computing facility	5.42	Computing Services Information for Faculty
	5.43	My BCC, Virtually Everything You Need
14. Studies or documents describing the evaluation of library and information resources	5.44	Bellevue Community College Library Media Center Evaluation – faculty and student forms
	5.45	Research/Information Literacy Evaluation Rubric Draft
	5.46	Excerpts from BCC Performance Indicators, Indicator 7.2 – Libraries, 2001-2003
	5.47	Bellevue Community College PEP Form A – Service Units, Library Media Center, 2004-2005
	5.48	Template for Service Unit Self-Study Report, Library Media Center
	5.49	Library Media Center Building Program, Final Draft, February 5, 2004



STANDARD SIX

GOVERNANCE & ADMINISTRATION



STANDARD SIX

GOVERNANCE AND ADMINISTRATION

Introduction

We at Bellevue Community College adhere to a strong system of shared governance, conducted through employee organizations, student associations and numerous committees in which students, staff, faculty, and administrators participate in decisions affecting the institution—from strategic planning to budget planning to the non-smoking policy. Employees actively participate in governance structures that strengthen the institution, and their opinions and input are a valuable part of every process affecting the organization. Information relevant to institutional decisions is shared regularly via: (1) e-mail; (2) minutes, drafts and documents posted in shared folders; and (3) discussions in departmental meetings, during annual college issues days, at the All College Council, the Planning Council, other college councils and committees, in division meetings and retreats, and administrative cabinet and staff meetings.

Governance System

Governance Authority and Responsibility (6.A.1)

Bellevue Community College was established by the Community College Act of 1967 for the purpose of providing for:

...the dramatically increasing number of students requiring high standards of education either as part of the continuing higher education program or for occupational education

and training, or for adult basic skills and literacy education.

The Community College Act, and its revision in 1991, established the powers and duties of the college's Board of Trustees, and BCC has further codified the rules governing the institution, including its bylaws, in the *Washington Administrative Code*, Title 132H.¹ The specific roles and responsibilities of the officers, employees, and students involved in the college's system of governance are identified in pertinent sections of the *BCC Policies and Procedures Manual*² and through official documents, administrative policies, the college governance committee book, presidential contract, collective bargaining agreements for both faculty and staff, and student charters and by-laws. These documents define the authority, responsibilities, and relationships of the State Board for Community and Technical colleges (SBCTC), the Board of Trustees, the college president, and college constituencies in governance and administration of the college.

Roles in Governance (6.A.2)

The college mission statement, which was revised and adopted in 2003, states in its core values that:

We, the Board of Trustees, faculty, staff, and administration of Bellevue Community College... value collaboration and shared decision making; and honor creativity and innovation. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape its future.

Shared decision-making is key to the efficient and effective management of the college. All employees and the Board of Trustees understand their respective roles in achieving the mission and goals and dispense their duties in ways that further the goals of the institution.

The Board of Trustees' primary duties are: (1) to hire and evaluate the president; (2) adopt strategic directions for the college and the annual operating and capital budget plans that support strategic directions; (3) oversee the progress the college makes in reaching its overall goals; (4) enact college policy; and (5) bargain with authorized employee groups. The BCC Board of Trustees is mindful of its strategic and policy role and the president's administrative role and dispenses its duties accordingly.

Faculty and classified negotiated agreements with the board define each group's particular governance responsibilities, and the administration carefully honors those agreements. The college maintains labor/management committees that work to resolve any difficulties that may arise in contract interpretation. Further clarity is provided to constituent groups about their respective role through official documents such as the *BCC Policies and Procedures Manual*, employee contracts, the *Board of Trustees Operating Procedures Manual*, the book of campus committees, and so forth. Governance and administrative roles have rarely been issues at BCC.³

Much of the governance work conducted on campus is performed by established or ad hoc committees with representation of faculty, staff, administrators, and students. The college committee book, available through the campus web portal, *MyBCC*, describes each committee in detail, including its purpose, reporting relationship, meeting schedule, and membership, and is updated each fall. Depending upon whether the committee has been established through employee contract (such as the All College Council) or created to serve a need of the institution (such as the Planning Council), committee members are selected by their member organization and appointed by the president of the college, the convening administrator, or committee chair. Every

attempt is made to fill each committee by the beginning of fall when most college work begins.

It has occasionally been difficult to fill all of the student positions on governance committees, but adding student officers to the employee e-mail network in 2003, and a renewed interest in governance and leadership by student government presidents have helped alleviate this problem. Committees meet according to their established schedule or when they have work to conduct and most committees post the results of their meetings in shared folders on the e-mail network.

Excerpt from President Floten's Committee Book Letter

Shared governance is a testament of the commitment by faculty, staff, students, and administration to work collaboratively to strengthen and enhance the college, and it reflects our mutual and collective respect for the expertise and contributions by all members to the educational enterprise. Our commitment to a system of shared governance strengthens the institution by creating a welcoming environment that acknowledges diversity of ideas, shared responsibility, collaboration, collegiality, and institutional excellence.

Campus Involvement in Governance (6.A.3)

Faculty, classified employee, and student organizational governance associations work closely and cooperatively with the administration for the benefit of the institution. Interest-based bargaining, regular meetings with administration representatives, the president, and the board, and various venues for input on college issues provide opportunities for communication between and among the various groups and facilitates the governance process.

Employees and students participate in major activities that are critical to effective management of the college, including accreditation, annual budget

planning, and development of the strategic plan, described elsewhere in this document. Their representation on committees that engage in college work ensures that their voices are heard and valued.

All College Council (ACC) is the governance body that examines policy issues affecting more than one college constituency (Table 6.1). The council is comprised of representatives from students, faculty, staff, and administrators. ACC considers initiatives with college-wide importance and impact and makes their recommendation on proposals and policy changes to the president and the board. Recent issues that the group discussed and approved concerned the campus smoking policy, acceptable use of state resources policies, the parking policy, library regulations, and a new first amendment policy.

Table 6.1 Membership of All College Council (19 members)

Campus Groups	Constituency Representatives	General Representatives	Total
Faculty	BCCAHE president and president elect	4 At-Large	6
Students	ASG president and vice president of student affairs	3 At-Large	5
Staff	CEABCC president	3 At-Large	4
Administration	President or designee executive dean of instruction dean of student services	2 At-Large	5

One of the biggest challenges to an organization the size of Bellevue Community College is “closing the loop” on major decisions that have been made. Although input and feedback are solicited throughout major decision processes, and final decisions are communicated to the college community, sometimes employees are not aware of why a decision was made or what became of the feedback they provided. A number of people have expressed concerns that their comments were not sufficiently considered or that they felt disconnected to the process and its results. The March 2005 college issues

day was used to discuss these and other issues. On March 21, 2005, President Floten wrote an open letter to the college community about the concerns that were expressed on that day and shared recommendations made by President’s Staff to address them (See boxed area).

Recent Progress on Improving Communication at BCC

After the March 2005 College Issues Day, President’s Staff made the following recommendations to close the communication loop and encourage participation in various planning processes:

Communicate routine updates and decisions on the budget, strategic planning, and other processes via e-mail, through use of the portal, through college-wide meetings and hearings, and college committees.

Reinforce the representational responsibilities of members of college committees. We will remind committee members, such as the Planning Council, to report back to their constituencies.

Provide rationale for decisions where input was solicited—complete the loop better. We will start this with budget decisions this year in open budget meetings, during public hearings in response to specific questions, by e-mail to anyone who has a question, and in written reports that show disposition of ideas submitted for consideration.

We will reinstate annual meetings between the President’s Staff and administrative units to have more personal contact. The first meetings will begin spring quarter. We want to hear what’s on your minds at these gatherings.

Additionally, the president wrote the following personal statement to BCC employees:

We will begin to implement these steps and invite your comment on whether we are on the right track. I want to assure you that we take your comments to heart. BCC is a great place to work because of you. We need your ideas and suggestions so we can continually improve. Your input in the budget and strategic planning processes, especially, has been and continues to be critical to the health and vitality of our college. One last observation: Although we're very busy, we all need to make time to participate in college wide processes, such as issues days, budget development and professional development. There is great value in meeting collectively. Our processes and decisions are better when we work through them together; having the opportunity to be with one another and learn from one another makes our college stronger.

System Governance (6.A.4)

BCC is part of a 34 college system of community and technical colleges, coordinated by the Washington SBCTC composed of nine gubernatorial appointees whose duties are established in statute (RCW28.B.50, Table 6.2). The SBCTC is required to provide “general supervision and control over the state system of community and technical colleges” and define the duties and powers of local boards, which are delineated in *SBCTC Administrative Code*. The system works well and there is a good operational understanding of the powers, duties, and decision-making authority of each.

Table 6.2: Responsibilities of the State Board for Community and Technical Colleges

Prepare single system operating and capital budget requests for consideration by the Legislature.
Disburse capital and operating funds appropriated by the Legislature to the college districts.
Ensure that each college maintains an open door policy and offers the educational, training, and service programs specified by law.
Administer criteria for establishment of new colleges and for the modification of district boundary lines.
Establish minimum standards for the operation of community and technical colleges with respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support.
Prepare a comprehensive master plan for community and technical college education.
Encourage innovation, coordinate research, and disseminate research findings.

Governing Board

Governing Board Representation (6.B.1)

The five members of the BCC Board of Trustees⁴ are appointed by the governor to serve five-year terms, typically for a maximum of two terms. The board is a diverse representation of the college's community and all reside within the college's official service area (Table 6.3). Currently, two trustees are retired senior executives from the region's largest employers (Microsoft and Boeing), another is a retired attorney and judge, one is a community activist, and one is a commercial real estate executive. Three trustees are people of color and two are women. The trustees are active in their communities and represent the college to community organizations and constituents. In the newly adopted strategic plan, the board stressed the need for the college to be a leader and community partner in building a strong and vibrant region.

Table 6.3: 2005-06 Bellevue Community College Board of Trustees

Name	Residence	Original Appt.	Term Expiration
Vijay Vashee, Chair	Mercer Island	2002	2006
Ruthann Kurose, Vice Chair	Mercer Island	1993	2007
Jim Dagnon	Medina	2000	2005
Paul Chiles	Bellevue	2003	2008
Lee Kraft	Mercer Island	1999	2009

The executive assistant to the president has been designated by the president to serve in the ex-officio position of secretary to the board.

The *Board of Trustees Operating Procedures Manual*, adopted in 2000 and revised in 2004, establishes continuity for the board chair and vice chair positions. The board elects these two positions and appoints liaison positions [BCC Foundation, Trustees Association of Community and Technical Colleges (TACTC), and legislative committee] every June. The chair is typically the person serving the last full year of his/her term, and the vice chair is in the second to last year of his or her term.

Board Action (6.B.2)

The board is clear about its responsibility as a policy-making and oversight body and members act only as a committee of the whole. The procedures manual outlines board members' responsibility as the official entity that enters into labor agreements and the need to redirect inappropriate employee or student contacts to the college administration.⁵ The attorney general also appoints a representative to provide legal advice and clarify legal issues at board meetings. The board's manual states, and their practice is, that the board functions only when it meets. Individuals may not exercise board powers:

...the board should always act as a unit. It governs the college as a body representing the people of its district, and individual members have no authority singly. No member can bind the board by work or action, unless it has in its

corporate capacity designated him/her as its agent for some specific purpose, and then he/she can go no further than he/or she has been empowered.

The chair occasionally appoints trustees to serve as ad hoc members of committees, such as the Strategic Planning Steering Committee. The role of the trustee is to serve as a liaison and report progress back to the board.

Board Duties (6.B.3)

Trustees' duties, operating procedures, and structure are set forth in WAC 132H-106, Bylaws and Standing Orders of Community College District VIII. In addition, board responsibilities are clearly conveyed in their operating procedures manual and in the college *Policies and Procedures Manual* (section 1000).

Board members uphold the highest ethical standards for the college and themselves. At the March 3, 2004, meeting, they passed a resolution on ethics that was included in the *Employee Ethics Handbook*, published in September 2004. The board procedures manual contains sections on rights and responsibilities, academic freedom, code of ethics (including ethical principles), rules established by the Washington State Executive Ethics Board, and a list of personal trustee responsibilities.

Board members are aware of and participate in campus activities and events such as commencement, international night, the margin of excellence awards, and student performances. In this way, board members are able to connect with the college community informally and collegially.

Evaluation of the Chief Executive (6.B.4)

The current president, Jean Floten, has served the college and the board since 1989. The board evaluates the president in June or July each year, using a formal written instrument divided into 10 major subject areas (community relations, legislative relations, educational planning, budget control, personnel and labor relations, management activities, board relations, constituency relations,

professional growth, and strategic planning). The president completes a self-evaluation, which includes an analysis of progress in meeting annual goals and identifies new goals for the next year. The board uses the president's evaluation as the basis for setting the president's compensation for the new fiscal year, when salary increases are authorized.

Board Approval (6.B.5)

Although the board has officially delegated academic degrees and credential approval to the president, the board reviews matters of substantive change. On March 12, 2003, the board adopted new requirements for the Associate in Arts and Science (AAS), the Associate in Science (AS), and the Associate in Arts (AA) degrees, and, in June 2005, a new degree, the Associate in Essential Studies (AES), was approved by the board.

During the most recent strategic planning process, the board appointed a trustee liaison to the Strategic Planning Steering Committee, who reported on the college's progress to the board. Regular updates on strategic planning were also made to the board by college administration. In September 2003, the board adopted Resolution 269, revising the *Mission and Goals Statement* to prepare for the *2004–2011 Strategic Plan*. The final strategic plan was adopted by the board at its March 2004 meeting, establishing a three-year-plan update cycle to ensure that it will continue to meet the needs of the college and board. The board continues to receive regular updates and offer feedback on various aspects of the strategic plan.

Board Evaluation (6.B.6)

The board conducts regular self evaluations. Its most recent evaluation was held in November 2004 and continued in January 2005 when board members reviewed strengths and areas of focus.

The board regularly uses research statistics, supplied by the director of institutional research, and seeks feedback from both the college community and the general community to assess its priorities and directions. One such example is a motion the

board approved on January 28, 2004, that directed the college president to take the necessary steps to seek limited baccalaureate authority.⁶

Organization (6.B.7)

The board, as a policy-setting body, exercises appropriate oversight of the college to ensure that the infrastructure and educational enterprise are sufficient to serve the vision, mission, and role of the college. The board has formally delegated authority to the president for most decisions (except those prescribed by law) through resolution 236, administrative order 137 on April 9, 1996. The president, during her evaluation, board retreats, and at times when the college is discussing college-wide issues (budget development, strategic planning, or organizational restructuring), brings these items to the board for discussion. During the last four budget cycles, when the college was required to reduce its budget and the number of employees, the president and the vice president of administrative services informed the board of the potential impact of these changes. During the trustees' fall 2004 retreat, the president reviewed major college challenges with them.

The college is organized and staffed to reflect its mission, size, and complexity. Although the size of the college's student population has grown considerably since 1995, BCC has streamlined and tightened its organizational structure. Structural changes have occurred to flatten the organization to improve communication and effectiveness and to streamline the organization to conserve resources. Both purposes have served to make the college more efficient and more in touch with the needs of students and front-line employees. With the elimination of an instructional dean, faculty members have chaired governance committees and all instructional divisions are aligned under the executive dean of instruction. The elimination of the assistant student services dean position has placed the student services dean more directly in contact with students, enabling more proactive work on student issues.

The realignment of the Educational Development and Health Sciences Division allowed the departments addressing developmental English to be allied with the English department. The health sciences departments within the unit were brought together and charged with enhancing programs and revenues through continuing education.

In 2000 the position of vice president of workforce was created. This unit has responsibility for the professional technical programs, the Career Center, Continuing Education, and Workforce Training. The LMC, which was placed under information resources after a recommendation from the 1995 accreditation evaluation report, moved back to instruction to better serve the instructional needs of the institution.

With a fourth year of state-required budget cuts, the college is again looking at its institutional organization to determine if additional savings can be obtained by combining organizational units. The final decision will not be made until April 2006.

Budget Approval (6.B.8)

The board approves the annual budget each June⁷ and is regularly informed of budget planning activities. The board reviews long-term revenue planning and immediate challenges during the annual board retreat. Quarterly budget status reports inform the board of the college's financial health throughout the course of the year. A board member attends both the annual audit entrance and exit interviews and subsequently presents the information to the rest of the trustees. The financial audit is presented to the board annually once the report is received from the state auditor.

Accreditation (6.B.9)

At the September 17, 2003, board meeting, Dr. Ronald Baker, deputy executive director, NWCCU, made a presentation on the accreditation process to the board. The board has been kept informed of accreditation activities via reports from the Accreditation Planning Committee, including a comprehensive presentation in January 2005.

Leadership and Management

Chief Executive Officer (6.C.1)

The president of Bellevue Community College, B. Jean Floten, has served full-time in her capacity as chief executive officer since 1989. The president's authority and responsibilities are clearly described in college policy 1100.

Ethical Conduct (6.C.2)

The authority and responsibilities of college administrators are defined in the *Administrators' Handbook*. Every college administrator has a specific job description, detailing duties and responsibilities, on file in the Office of Human Resources, against which he or she is evaluated.⁸

BCC follows the Washington State Ethics Law (BCC Policy 4250) that outlines the ethical responsibilities of all employees, including the entire administration. In addition, a brochure entitled *Ethics at Work* was published and distributed to all college employees in September 2004 and is also available online. BCC's vice president of human resources is responsible for reviewing ethical responsibilities with college employees annually.

Administrative Qualifications and Evaluation (6.C.3)

BCC administrators are qualified for their positions, and many have served in their current capacities for several years.⁹ Administrators provide leadership to their units, the college as a whole, and, in many cases, the state. For example, the executive dean, president, and other administrators have spoken and served as mentors for an annual statewide educational leadership training program.

Evaluation of administrators is one of the key tools for management development, providing an opportunity for the individual administrator to reflect on goals, achievements, and challenges, and for the administrator's peers to provide feedback, praise, support and guidance in the ongoing development of that administrator, all of which is considered by the administrator's supervisor as the

annual review is completed, helping to establish goals for the next year.

The president's staff and the board recently adopted a new policy that stresses the importance of regular evaluation and feedback. Currently, administrative executive employees at BCC are evaluated by their peers, by their supervisor, and through a self-evaluation designed to address their strengths and weaknesses. Administrative management employee evaluations do not involve the peer element. Both the self-evaluation and peer evaluation require that administrators assess themselves and each other on a variety of issues, including communication skills, team building skills, supervisory and management skills, leadership qualities, diversity, and institutional commitment, among others.¹⁰

Example of Problem Identification and Resolution

Recently, some administrators felt that the administrative evaluation design needed improvement. The process was laborious, time-consuming, and several categories on the evaluation tool overlapped. Many administrators failed to submit evaluations of their peers, some administrators were reviewed by many peers, and others were reviewed by only a few. This made it difficult to gauge whether the submitted peer evaluations reflected a representative view of the administrator. In response to these concerns, an Administrative Evaluation Task Force reviewed the evaluation process and recommended that the college replace the old evaluation tool with the employee development and assessment tool that is used to evaluate classified employees. The new format was adopted in spring 2004. Administrators report that the new format is much easier and faster to use, the information it provides is more thorough, and the feedback is more complete and useful.

Institutional Advancement (6.C.4)

BCC's Office of Institutional Advancement promotes college programs and accomplishments to the community, raises funds to support scholarships, instructional equipment, and new program development, and assists the college in maintaining effective legislative relationships. The responsibilities of institutional advancement are aligned with the college's mission and goals. An example of working to develop effective partnerships with community businesses to engage the community with the college occurred in 1999, when institutional advancement established a relationship with Costco Wholesale Corporation to construct the new childcare center, called the Early Learning, Family, and Childcare Center (ELFCC). The activities of this center integrate the latest pedagogy in early childhood education and brain development research. The center provides excellent childcare facilities for BCC students, Costco employees, and community residents; serves as a hands-on training center for early childhood education students; and, incorporates educational advancements into the learning model used with the children.¹¹

In 2003, the office of Institutional Advancement helped secure one of the Department of Education's Title III: Strengthening Institutions grants. The grant assists institutions of higher education by providing funds to improve their academic quality, institutional management, and fiscal stability. Funds may be used for faculty development, administrative management, development and improvement of academic programs, and joint use of facilities and student services. In a highly competitive process, BCC was awarded a \$1,629,692 five-year development grant, beginning October 1, 2003.¹²

The following examples demonstrate other institutional advancement activities that support the college mission:

- Annual margin of excellence awards commend outstanding faculty and classified staff.
- Brochures and informational pieces inform the community of college programs and accomplishments.
- Fundraising campaigns help the college's financial sustainability and improve educational equipment. The most recent campaign raised funds for a new planetarium projector.
- Student scholarships help maintain the diversity of the student population. In each of the last two years, \$100,000 to \$150,000 has been awarded to roughly eighty-five individuals.
- Ongoing cultural events, such as the 2003–04 speaker series, brought writers like Dava Sobel to campus, strengthening the relationship between the community and students.
- Mini-grants are awarded twice a year to employees for special projects aligned with the mission and goals.¹³

Decision-Making (6.C.5)

The president, administration, faculty, and staff endeavor to make decisions at the appropriate level and in a timely manner, while striving for inclusiveness in the decision-making process and connection to the college's mission and goals.

The college has created a culture where the president, administration, faculty, and staff regularly collect input from all constituencies before major decisions affecting the institution are made. Although this may sometimes slow down the decision-making process, it enables the president to make more solid and equitable decisions. The president has also made it clear that the final responsibility for decisions affecting the institution rest with her and/or the board. For example, the introduction to the college committee book states:

In a system of shared governance, it is important to note that not all decisions require college-wide discussion. Often issues arise that must be decided by the board, the president, or the administration.

The budget process is scheduled to allow ample input from all employees, beginning with the representative body, the Planning Council. In 2002, during the budget reduction process, the Educational Development and Health Sciences Division was recommended to be eliminated. The impacted employees and the dean of instruction spent a year examining the issues and determining the most appropriate new organizational structure. Their final recommendation was accepted, and the new structure was fully implemented in fall 2003. The same was true with the new *Mission and Goals Statement* and *Strategic Plan 2004-2001*, which gathered college-wide input over a two-year period before the final plan was developed.

Communication and Coordination (6.C.6)

The president and administration encourage cooperative working relationships within the college community. The college culture depends upon employees who are committed to working together in an open environment where cooperation and communication are valued. In addition to the diverse constituencies that work together on college committees, the college regularly holds events in which employees freely exchange ideas in order to enhance cooperative relationships, promote excellence in teaching, and analyze the "state of the college."

Selected Campus Opportunities to Exchange Ideas

- Faculty and staff professional development days, designed and managed by employees.
- College issues days to discuss campus-wide issues, such as accreditation, general education assessment, and strategic planning.
- Open meetings to hear campus feedback on budget issues.
- Quarterly division meetings and optional division retreats.
- Five-year, in-depth program self-studies for which division and program chairs work together to develop program goals and action plans.
- Wednesday afternoon “set-aside” times so full-time faculty can take part in college committees and governance.¹⁴
- “Courageous Conversations” workshops which explore and diminish racial and cultural barriers.
- Interest-based bargaining workshops designed to assist faculty, administration, and classified staff in contract negotiations from a “win-win” perspective.
- President Floten’s yearly fall quarter and year-end speeches, which provide goals, issues, and a review of accomplishments.

Technology has also improved communication on campus. As BCC has grown, e-mail has become a necessary and effective tool to accommodate the number of services, forms, documents, applications, and college information that need to be distributed. Electronic listservs are available so employees can communicate with several people at once (departments, divisions, or the entire campus) and BCC’s new web portal, *MyBCC*, serves as a framework to deliver a variety of services, web applications, and resources for employees.¹⁵ The college can post announcements to all constituents,

users can create a personalized page of college services and resources, and employees can be more efficient as the need for multiple passwords and applications is reduced.

To determine if employees felt that their working relationships were cooperative and that they were involved in positive communication exchanges, the college conducted an *Employee Opinion Survey* during fall quarter 2004. The survey showed clearly that BCC employees believe that the college is a good place to work (Table 6.4). About two-thirds of employees believe they are adequately informed about what is happening at the college and that their contributions are valued. Over half of the employees feel the college leadership is effective.¹⁶

Table 6.4: Summary of Responses to the Employee Opinion Survey

	% Agree	% Disagree
I believe that BCC is a good place to work.	82	5
I believe that BCC creates a comfortable climate for students from diverse cultures and backgrounds.	75	6
I believe my colleagues and co-workers at BCC behave ethically.	72	8
My job provides opportunities for professional growth and development.	71	11
I feel that BCC has a cooperative work environment.	66	10
I feel my contributions are valued at BCC.	64	13
I believe BCC creates a comfortable climate for college employees from diverse cultures and backgrounds.	64	9
I feel informed about what’s going on at BCC.	64	13
I feel comfortable expressing my viewpoint even when it differs from others.	57	19
I feel that the college leadership is effective.	56	12
I regularly receive feedback regarding my job performance.	55	23
I have an opportunity to be involved in institutional planning.	46	20
In my opinion, the college’s institutional planning processes are effective.	39	13
I feel informed about resource allocation decisions at BCC.	31	30

Institutional Research (6.C.7)

The Office of Institutional Research (OIR) maintains a website where all reports are published.¹⁷ The office provides internal and external data collection, analysis, and dissemination to be used in support of decision- and policy-making by the board, president, administration, and faculty. Institutional Research produces regularly scheduled reports, conducts ad hoc research at the request of the board or the president, regularly publishes facts and figures about BCC, provides informational support for grant-writing and answers to constituent and college staff questions, responds to surveys and requests for data from external groups, and undertakes other activities as directed. Two of the objectives for OIR in the Program Effectiveness Process (PEP) are use and timeliness of data.

Administrative Appointments (6.C.8)

The board has delegated responsibility for employing the administrative, faculty, and classified staff to the college president. The president has delegated hiring authority for classified staff to the vice president of human resources and faculty to the executive dean of instruction.

The current administrative staff hiring procedure was adopted in 1996, with revisions in 1998 and 2000. The Office of Human Resources distributes copies of the administrative hiring procedure to all administrative screening committees. The hiring procedure allows for temporary appointments under certain conditions. In 2003–04, human resources staff reviewed all administrative appointments to ensure that all temporary appointments were in compliance with the hiring procedures. A number of discrepancies were identified, particularly in grant-funded areas. All administrative appointments were brought into compliance by the end of the 2004–05 academic year.

Each administrative employee is given an annual contract, which defines length of employment and termination procedures. The college maintains an administrative salary schedule that is updated routinely. Step increases to eligible employees are

awarded as funding is made available and authority granted within the legislative rules for salary increases.

Policies, procedures, and criteria for classified staff are established by the Washington State Department of Personnel and codified in the *Washington Administrative Code* (WAC). The procedures for evaluation, promotion, and termination are contained in the Department of Personnel regulations as well.¹⁸ State regulations require that all classified staff be evaluated annually. At the direction of the President's Staff, all classified staff job descriptions were updated in 2004, and all classified staff were evaluated in 2004, with the directive that annual evaluations be continued. The Office of Human Resources provides President's Staff with a list of the most recent evaluation for each classified employee during fall quarter each year to ensure completion. On January 26, 2005, the board adopted the BCC Employee Evaluation Policy, which was developed at the request of the President's Staff and reviewed and endorsed by the All College Council. The policy applies to all classified, faculty, and administrative staff.

Administrative and Staff Compensation (6.C.9)

BCC attempts to keep its salaries competitive in order to attract a high caliber faculty, administration, and staff; however, Washington state law limits the college's ability to change the compensation for administrators and classified staff except under very narrow circumstances. Changes in salaries and benefits for college employees require authorization from the legislature, which creates a significant challenge in recruiting and retaining classified staff and administrators. State regulations allow for payment of increments earned by classified staff, and provide a mechanism for at least partial funding of increments for faculty, but do not allow payment of administrative increments, except within COLA allocations.

Faculty Role in Governance¹⁹ (6.D)

Faculty are actively involved in institutional governance, planning, budgeting, and policy; their involvement is made clear and public and they are supported in that role. The faculty collective-bar-

gaining agreement enables faculty participation in institutional affairs and establishes a clear structure for faculty assignments to committees. Nearly 10 years ago, the college administration and faculty association adopted interest-based bargaining as their preferred method of negotiations and it has served both sides very well. Whenever an issue cannot be resolved at the bargaining table, a joint faculty and administration task force is formed to research the issue and make a recommendation for resolution. This method has been used to resolve such disparate issues as distance education, program management, the tenure appeal process, and electronic materials ownership.

The college administration values the role of faculty in college governance. Faculty sit on nearly all governance committees. The governance committee book, and, in some cases, the faculty negotiated agreement, identifies their roles.²⁰ In the past several years, as noted in standard 4, faculty have stepped into leadership governance positions in several key areas, notably the Curriculum Advisory Committee (CAC), the Institutional Effectiveness Group (IEG), the Faculty Professional Development Committee, and Assessment Coordinating Team (ACT). Faculty, as noted, are also actively involved in the Planning Council and All College Council. Having faculty in key leadership positions in the institution has facilitated communication, problem solving, and understanding between the administration and faculty.

The faculty association president receives two-thirds release time, with one-third paid by the college and one-third paid by the association.

The faculty association president presents a report to the board at each of its meetings and meets with the college president and executive dean of instructional services regularly. The college relies on faculty to serve as program chairs in managing the operation and guidance of individual programs. Program chairs work closely with division chairs to make decisions regarding curriculum changes, course offerings, and staffing. The college cumulatively provides approximately 19.6 FTEF of release

time to full-time faculty plus stipends for more than 40 faculty serving as program chairs.²¹

Because of faculty concerns about not having enough time to participate in governance issues, two years ago the administration created a set-aside time on Wednesday afternoons when most full-time faculty are not assigned to teach. This provides time from 2:30 until 5:00 p.m. for faculty to come together for committee work, department and division meetings, or any other college-wide work.

Student Role in Governance²² (6.E)

The value of students in campus governance, planning, budgeting, and policy development is recognized and made clear and public; students are encouraged and supported in fulfilling that role. The college mission states in part:

Our mission... is to provide an academic environment which encourages students to become responsible, analytical, creative, and productive citizens.

Similarly, the Associated Student Government (ASG) mission is to:

...serve and represent the student body in order to celebrate our diversity, enhance student involvement, create positive changes, and improve student learning within an engaging academic environment.

In support of these missions, students are well represented throughout the committee structure of the college (Table 6.5).

Table 6.5: Student Role in College Governance

Positions	Committees with Student Membership
ASG president	All College Council Services and Activities Fee Budget Tenure Review Committee
ASG vice president of student affairs	Pluralism - Student Pluralism Committee All College Council Planning Council Student Academic Committee Strategic Planning Steering Committee Dismissal Committee Legislative Committee
ASG vice president of finance and communication	Pluralism - Student Pluralism Committee All College Council Legislative Committee Planning Council Services and Activities Fee Budget
ASG chief justice	Citation Review Committee College Discipline Committee Student Academic Grievance Committee Strategic Planning Steering Committee Curriculum Advisory Committee
ASG associate justice	Citation Review Committee College Discipline Committee Services and Activities Fee Budget
ASG emerging technology and promotions representative	All College Council Technology Advisory Committee Design Review Committee Commencement Committee
ASG campus events and athletics representative	All College Council Curriculum Advisory Committee Planning Council Commencement Committee
ASG community and campus relations representative	Pluralism - Student Pluralism Committee Assessment Coordinating Team Commencement Committee Institutional Effectiveness Group
ASG environment and enterprise representative	Institutional Effectiveness Group Planning Council Risk Management Committee Ergonomics & Safety Committee

Students have an active ASG, which plans student events, coordinates a variety of activities and programs of interest, charters student clubs, and manages the *Service and Activities Fee Budget*. The 2004–2005 Service and Activity budget of approximately \$1,498,792, is used primarily for the support of activities, clubs, events, athletics (varsity and intramural), and other miscellaneous services. In addition, the ASG was primarily responsible for the

creation of the new student parking garage, the new student business center, and converting the *Student Handbook* to CD for ease of distribution and interactive searching. Support for student involvement in college governance spans the entire campus. The ASG president regularly meets with the college president to discuss student concerns and makes a presentation to the board at each of its meetings.

Although students are encouraged to be actively involved in governance, it is often difficult for them to do so. Many students work, have families, and engage in outside activities that do not revolve around college life and the campus is non-residential. To encourage students to stay on campus to participate in student activities and organizations, the college remodeled and enlarged the student programs office area in 2002. The new space accommodates the offices of the ASG, *Arnazella* (student literary magazine), *Jibsheet* (student newspaper), campus activity board, Phi Theta Kappa (student honor society), and student programs staff. This arrangement creates a collaborative and energetic environment where students from multiple areas can gather to discuss issues.

BCC has been fortunate to have had student body presidents who have understood the importance of civic engagement and who have actively worked to obtain full student involvement on college governance committees. To assist in developing leadership skills of student leaders, student programs, in conjunction with multicultural services and the counseling center, developed two new two-credit leadership courses: (1) HD 210, *Leadership Today: Creating a Vision for Tomorrow*, which addresses leadership assessment, ethical decision-making, conflict resolution, team building, and other leadership competencies; and (2) HD 211, *Leadership Today: Building Tools for Tomorrow*, which addresses dealing with difficult people, the art of listening, negotiations, problem solving, and other leadership competencies. Both classes are open to the general student population, but students who have assumed a leadership position with ASG or other clubs and organizations are strongly encouraged to enroll.

Affirmative Action and Nondiscrimination (Policy 6.1)

BCC endeavors to create and sustain an environment that not only meets nondiscrimination standards, but also goes beyond, to embrace pluralism and cultural diversity. The college's 1992 *Affirmation of Inclusion* best summarizes its perspective on pluralism, equality, and nondiscrimination:

Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

To communicate this commitment to students, staff, faculty, and the larger community, the affirmation is posted in classrooms, in employee offices, and on the college website. BCC emphasizes the importance of pluralism and nondiscrimination through its mission, vision, and goals, and through hiring procedures that ensure a fair and equitable hiring process. The pluralism efforts have led to a more diverse employee population. In fall of 1995, 10 percent of BCC's full-time faculty were people of color. This increased to 13 percent in fall 2004. During this same time, the college full-time workforce increased from 16 percent people of color to 22 percent in fall 2004.²³

BCC complies with state and federal civil rights provisions that prohibit discrimination based on race, color, sex, religion, national origin, disability, or age (over 40). Additionally, BCC has established several of its own policies that address pluralism, affirmative action, and nondiscrimination.²⁴

The vice president of human resources is responsible for coordinating BCC's efforts against discrimination, answering inquiries, and receiving complaints of alleged discrimination. Complainants may choose to have their complaints processed through an informal resolution process, a formal

fact-finding investigation, or through external complaint processing at the state and/or federal level.

Collective Bargaining (Policy 6.2)

BCC has a long history of positive labor relations with the faculty and classified staff, as demonstrated in the collective bargaining agreements with the three bargaining Units: (1) the Bellevue Community College Association of Higher Education (BCCAHE), which represents the faculty; (2) the Classified Employees Association of Bellevue Community College (CEABCC)/Washington Public Employees Association (WPEA), which until recently represented the majority of classified employees; and (3) the Washington Federation of State Employees, which represents classified employees in grounds, maintenance, and custodial positions. In the past four years, through the negotiations process, the college administration and the faculty have addressed and resolved significant issues related to ownership of materials, program management, and distance education. The CEABCC and the college administration developed a process for ergonomic reviews of staff work stations, and created an on-going innovation fund to provide opportunities for classified staff training and development. There is no evidence that the provisions of any of the current collective bargaining agreements conflict with the accreditation standards set forth by the NWCCU, nor have any of the provisions been disruptive to the educational process of the college.

Over 100 people from the campus community, including 20 classified employees, 60 faculty members, seven administrators, six students, and 21 exempt staff participated in the self-study process. The commitment by the college administration, faculty, and classified staff to interest-based bargaining and problem solving has served the college well throughout the self-study process, as employees have felt free to identify areas of concern and propose courses of action to address those concerns.

STANDARD SIX ANALYSIS AND APPRAISAL

Strengths

The college's current shared governance structure demonstrates a strong commitment to the involvement of the BCC population as a whole, which is a core value of BCC that is cited in the mission and goals statement. Collaboration and involvement by faculty, staff, students, and administrators on all major processes and activities have created a more balanced and holistic look at issues and allowed for more creative solutions to problems.

The college has benefited from faculty members assuming greater leadership roles in key enterprises, such as curriculum, assessment, professional development, tenure review, and program development. The level of creative solutions and collaborative resolution of problems have helped the institution in countless ways. In addition, there now exists a strong level of trust between the administration and the faculty with a shared expectation that any issue can be resolved through discussion and cooperation.

Since 1995, Bellevue Community College has developed a strong, interconnected communication system. By employing public e-mail systems, public folders available on the Intranet, college issues days, and reserving Wednesday afternoons for college and committee meetings, college members are afforded multiple avenues to receive information and provide input.

Bellevue Community College has an effective and coordinated process for planning and budget development that is tied to the strategic plan and the college's mission and goals.

The members of the Board of Trustees are active, interested, and engaged in governing the college, and seek input from different college constituencies. Trustees attendance at events, holding daytime meetings, and demonstration of public support for the institution, have made them more visible and accessible to the college community. Their understanding of the college in these more informal ways

has provided a broader view when they need to make decisions impacting the institution.

Challenges

Despite attempts to communicate information about governance issues to the campus community, some people do not feel informed or feel that their opinions are not sought or considered. The administration has launched additional efforts to complete the communication loop and respond to employee concerns.

Because e-mail is the primary method of communication on issues of importance to the campus community, the college needs to continue to develop access for those individuals that do not have access to individual computers during their work time. These groups include janitorial, maintenance, and food services workers. For especially significant governance issues (such as budgeting and strategic planning), in addition to e-mail, administrators are asked to post hard copies of important notices and correspondence in public areas.

Although Bellevue Community College has a strong shared governance structure, the college is endeavoring to discern the optimal amount of committee work for faculty. The issues of whether there is too much shared governance and how to divide responsibilities equitably among faculty are being examined as well.

Although the legislature authorized funds for general salary increases in the 2005 legislative session, these raises will not go into effect for administrators and classified employees until fall 2005. The slight salary increase will do little to help the administration recruit and retain high quality employees. The college will need to continue to pressure for salary increases during future legislative sessions in order to improve this situation.

Classified employees represented by the Washington Public Employees Association (WPEA) narrowly voted to decertify the union in May 2005. The WPEA filed objections to the vote; the vote was upheld and currently the majority of classified staff are unrepresented.

STANDARD SIX COMMITTEE

Tom Pritchard, division chair, Social Science Division, committee chair, Standard Six

Lucy Macneil, vice president, Human Resources

Frank Lee, faculty, Engineering Program and BCCAHE president

Elise Erickson, former executive assistant to the president

Vicki Wheeler, administrative assistant, Student Services Program

David Stacy, faculty, Math Department

Denise Johnson, faculty, Sociology Department

Sue Cox, faculty, Sociology Department

Amy MacNeill, program coordinator, High School Programs

Trina Ballard, program assistant, Social Science Division

ENDNOTES

- 1 See www.leg.wa.gov/wac/index.cfm?fuseaction=title&title=132H
- 2 See <https://go.mybcc.net/sites/adminservices/Policies%20%20Procedures/Forms/AllItems.aspx>.
- 3 See Exhibits 6.5, 6.7, 6.12, 6.13.
- 4 See <http://www.bcc.ctc.edu/about/college/trustees>.
- 5 See Exhibit 6.5.
- 6 See Standard 1 for more information.
- 7 See Standard 7 for more information.
- 8 See Standard 9 for more information.
- 9 See Appendix 6.1, Credentials of BCC Administrators.
- 10 See Evaluation Forms, <https://go.mybcc.net/sites/adminservices/FormsLibrary/Forms/AllItems.aspx?RootFolder=%2fsites%2fadminservices%2fFormsLibrary%2fEvaluation&View=%7b0D7BA988%2d51B3%2d4A40%2dBB1B%2d6E25A2F53E6D%7d>.
- 11 See Standard 3 for more information.
- 12 See Appendix 6.2, Title III report.
- 13 See Standard 4.
- 14 See Appendix 6.3.
- 15 See <http://mybcc.net/>.
- 16 See complete results in Standard 9.
- 17 See <http://www.bcc.ctc.edu/InstResearch/>.
- 18 These procedures are accessible online at <http://hr.dop.wa.gov>.
- 19 See Standard 4 for more information.
- 20 See Exhibits 6.13, 6.14, 6.15.
- 21 See faculty contract, Appendix I-1, available on-site.
- 22 See Standard 3 for more information.
- 23 The college also adopted a Pluralism Compact. See Chapter 9 for more information.
- 24 Policy 1410 “Equal Opportunity in Education and Employment.”
 - Policy 1415 “Cultural Pluralism Policy”
 - Policy 2000B “Complaint Policy and Procedure: Discrimination Procedure”
 - Policy 2005 “General Policy on Sexual Harassment”
 - Policy 2025 “Policy on Life-Threatening, Chronic, or Debilitating Illness”
 - Policy 3020 “Equal Employment Opportunity/Affirmative Action Policy”
 - Policy 4030 “Reasonable Accommodations for Students with Disabilities”

SUPPORTING DOCUMENTATION FOR STANDARD SIX

Required Documentation	Exhibit #	Name of Exhibit
1. Board and committee membership with a brief background statement on each board member, including terms of office and compensation	6.1	Bellevue Community College Board of Trustees, Terms of Office and Background
2. Organization charts, both administrative and academic, including names of office holders with notation of changes since last accreditation visit	6.2	Bellevue Community College Organizational Structure
Required Exhibits		
1. Articles of incorporation and bylaws	6.3	WAC 132H-106 Chapter, Bylaws and Standing Orders of Community College District VIII
	6.4	Chapter 28B.50 RCW Community and Technical Colleges
2. Board policy manual, together with agenda and minutes of the last 3 years meetings	6.5	<i>Board of Trustees Operating Procedures Manual, Approved September 27, 2000</i>
	6.6	Board of Trustees Agendas and Minutes 2002-2004
3. Administrative policy manuals	6.7	<i>Bellevue Community College Policies and Procedures Manual</i>
4. Administrative position descriptions	6.8	Administrators' position descriptions
5. Staff handbook	6.9	<i>Employee Handbook</i>
	6.10	<i>Administrator Handbook</i>
6. Salary data	6.11	Administrator/Exempt Salary Schedule, Effective September 1, 2005 General Service Salary Schedule Explanation of Benefits
7. Does Not apply		
8. Collective bargaining agreements	6.12	<i>Collective Bargaining Agreement between the Board of Trustees of Community College District VIII Bellevue, Washington and the Classified Employees Association of Bellevue Community College Bellevue, Washington, July 1, 2002 to June 30, 2005</i>
	6.13	<i>Agreement Between the Board of Trustees of Community College District VIII and Bellevue Community College Association of Higher Education, Effective September 1, 2003 to August 31, 2005</i>
9. Constitutions of bylaws of faculty and staff organizations with minutes of meetings		Faculty are represented by a union organization and, therefore, their minutes are not available to the administration. Classified employees are in a contested case hearing over their affiliation with a union and, therefore, their minutes are not available to the administration.
10. List of currently active committees and task forces with name and phone numbers of chairs	6.14	Campus Committee Chairs/Conveners, 2004-2005
Suggested Materials		
1. Reports to constituencies, including the public	6.15	List of Presentations and samples of some speeches
	6.16	<i>A High Return Investment</i>

	6.17	Bellevue Community College Legislative Briefing
	6.18	<i>The Grapevine</i> , The Bellevue Community College Employee Newsletter
	6.19	2002 through 2004 Annual Reports
2. Charter or constitution of student association	6.20	Associated Students of Bellevue Community College Constitution
	6.21	Associated Students of Bellevue Community College By-Laws



STANDARD SEVEN

FINANCE



STANDARD SEVEN FINANCE

Introduction

Financial stability is paramount to our successful operation. Always fundamental to our activities, financial sustainability is also one of the nine goals of the college's new strategic plan. Our financial planning processes, including budget development, management of debt, and prudent investment of college resources, are conducted with careful attention to the laws governing expenditure of public funds; and, despite four years of budget reductions, the college's finances are sound and well-managed.

Financial Planning

Financial Planning Authority (7.A.1)

The Washington State Legislature has granted authority for the budget and financial affairs of the state's 34 community and technical colleges to the State Board for Community and Technical Colleges (SBCTC) and individually to each community and technical college under state law (RCW 28B.50.050). The SBCTC establishes standards for financial procedures and submits a single budget to the governor and the legislature. The legislature's appropriation to the colleges is given to the SBCTC, which then distributes individual allocations to each college district. Each college is governed by a five member board of trustees, appointed by the governor with the consent of the Senate.¹

Following state law and administrative code provisions, authority for budget and planning has been explicitly delegated to the college president by the

BCC Board of Trustees, who approve the next year's budget at its June board meeting. The president and the board have designated the vice president of administrative services as treasurer, with delegated authority for investment of funds. BCC complies with all financial regulations and policies established by the Washington State Legislature, the Office of Financial Management (OFM), the SBCTC, and the BCC Board of Trustees. College financial regulations and policies are accessible through websites.²

Operating Budget and Capital Planning (7.A.2)

Through the 2003–04 academic year, BCC's budget planning was guided by the college's strategic initiatives, as adopted by the board. With the implementation of the strategic plan in 2004, the FY05 and FY06 budgets were planned based on the nine goals and the vision, mission, and core values contained in the plan. The FY05 budget was prepared with a multi-year revenue forecast, including an enrollment forecast through 2007 and a projection of multi-year obligations through the same period.³ A formal five-year forecast will be completed for FY06, in alignment with objective 4.2 and goal 6 in the *2004–11 Strategic Plan*.

In recognition of the age of BCC's physical plant, replacement schedules for technical equipment were incorporated into budget planning in FY00, replacement schedules for classroom furnishings were incorporated into this process in FY05, and enhanced library collections were included in FY06.⁴ Electronic equipment is placed on a rotating review and replacement schedule, monitored by information

resources and media services, and classroom furnishings are replaced at a rate of four classrooms per year, depending on budget availability.

Multi-year capital budget and planning have been in place for two decades, resulting in the funding of numerous additions and repairs to campus facilities. The state requires that the college complete a 10-year facility master plan in order to submit capital budget requests. BCC's current plan, adopted by the BCC Board of Trustees in December 2001, is in the process of being updated in preparation for BCC's capital request in December 2005.⁵ A biennial facility condition report is completed by an outside consultant every two years, using system-wide rating criteria, resulting in recommendations for major maintenance and repairs. BCC competes for capital funding with the other community and technical colleges based on criteria adopted by the SBCTC, with just one request submitted to the legislature on behalf of the entire system. From FY02 through FY07, BCC requested (or will request) four building renovations (three funded—buildings A, B, D), five matching or debt financed projects (four funded—Building R portion, ELFCC building, parking structure and residential property acquisition, N Building addition, and North Campus-pending), and two growth buildings (one in design phase, Science and Technology building, and one to be submitted in FY06 to the SBCTC).⁶

Budget Development (7.A.3)

The budget development process for the next fiscal year begins in January and concludes with a balanced budget, adopted by the board in June and implemented July 1.⁷ The budget process is collaborative, including input from the President's Staff, the Planning Council (an all-college representative group), administrative units, and the entire campus community. Communication to and feedback from the campus community are key elements in facilitating this process.

When the financial forecast predicts a shortfall in revenues, the campus community is asked to submit ideas for budget reductions, new revenues, and efficiency measures to members of the Planning

Council or the President's Staff. Any member of the campus community is invited to submit ideas and many do. Administrative units are required to submit budget reduction suggestions, their prioritized lists of proposals for new unfunded obligations, discretionary program needs, and self-funded or one-time-only requests.

When the financial forecast predicts availability of new resources (the situation through FY02), administrative units submit suggestions for additional expenditures to advance the college's mission and goals. These are prioritized within units, sent to the Educational Services Cabinet (if instructional) or another appropriate decision-making group (if non-instructional), considered by the Planning Council, and finalized by the President's Staff. All proposals for reductions or increased expenditures must align with the Planning Council's guiding principles and the strategic plan goals.

BCC's participative and inclusive budget development process provides an opportunity for all members of the college community to present priorities and needs, which is a change in procedures since the 1995 accreditation visit. Then, employees reported that they felt the budget process was "top down" and that their needs were not adequately considered; the current process was developed in response to those concerns.

The budget submitted for adoption is included in the trustees' meeting documents and records, posted to the BCC website, and sent by the president to the campus community for review. Once approved by the board, the annual budget is published in hard copy and electronically through the employee portal.⁸

Table 7.1 provides a summary of funding trends since FY02 and illustrates the challenges in balancing the budget for the past few years. Budget reductions have been required since FY03. In FY02, BCC had additional resources beyond the budgeted amounts and was able to fund college obligations, such as retirement costs and other commitments critical to the operation of the college, as well as some discretionary expenditures. Beginning in FY03

Table 7.1: BCC Budget Changes (FY02-06)

Revenue/Expenditures	FY02	FY03	FY04	FY05	FY06
Revenue	\$2,604,134	\$423,093	(\$1,083,252)	\$902,330	(\$334,776)
Obligations	(\$2,303,555)	(\$1,460,002)	(\$424,748)	(\$1,616,490)	(\$567,277)
New Expenditures	\$300,579	\$80,191	0	0	0
Budget Reductions	0	(\$1,117,100)	(\$1,508,000)	(\$714,160)	(\$902,053)

and continuing through FY06, the financial situation shifted, due primarily to reductions in state allocations and unfunded obligations, such as utility increases, equipment maintenance contracts, disability support costs, and classified staff increments. In 2003–04, the college added budget reduction to the annual budget process and made an additional decision to fund only obligations and no discretionary program needs, unless internal adjustments were made. Exceptions were made in FY04 and FY05 to fund the college’s pluralism efforts and strategic plan activities, respectively, which required added resources in order to make progress.

The commitment of resources at BCC reflects the mission and goals and priorities of the college, which are considered by the President’s Staff and the Planning Council every time a budget decision is made.

Although funding requests outside of the normal budget process do occur, they are discouraged and must be mission-critical and approved by the president. The integrity of the budget and planning process is such that in the past five years just 48 of these requests, totaling just over \$1 million, have been approved. The requests increased during the budget-cutting years, as employees encountered situations where activities essential to the delivery of educational programs would be curtailed unless special funding was made available.

The annual budget plan is modified throughout the year to accommodate state allocation revisions, new or revised local dedicated fees, grants and contracts, salary and benefit adjustments, lapsed salary requests approved by the appropriate vice president or dean and the president, and miscellaneous budget transfers submitted by departments.

Institutional Debt (7.A.4)

Debt for capital expenditures follows a process different from that of the operating budget.⁹ The process is controlled by the SBCTC, regulated by the legislature, and is separate from the operating budget processes. The state of Washington has both statutory and constitutional limitations on the issuance of debt for all state purposes, including higher education. The state capital budget process requires approvals from the local board, the SBCTC, the legislature, and the governor prior to the issuance of capital-related debt.

BCC does not have a specific board policy relating to the use and limit of debt, since this is defined and regulated at the state level (SBCTC and the legislature). The board’s authority for debt is delineated in Article 6, RCW 28B.50.140, specifying the powers and duties of the boards of trustees for all the community and technical colleges in Washington, stating that the local board may:

...with the approval of the college board, borrow money and issue and sell revenue bonds or other evidences of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements or appurtenances, for dormitories, food service facilities, and other self-supporting facilities connected with the operation of the community and technical college in accordance with the provisions of RCW 28B.10.300 through 28B.10.330 where applicable.

BCC has increased its debt obligations over the last three years for a parking garage (to be repaid over 20

years through student fees), a portion of an instructional building (R Building), acquisition of private property adjacent to the college for future development, and short term financing for equipment and leasehold improvements. In addition, the college has legislative authority for certificates of participation (COPs) to purchase the building that houses BCC's North Campus, should the property become available. Current and future debt service was included in multi-year budget planning for FY04 and is a feature of the five year financial planning for FY06 through 09.

Adequacy of Financial Resources

Funding Diversity (7.B.1)

As a state-supported institution, BCC possesses adequate financial resources to carry out its mission, sustain educational programs, and provide educational services to its students. The college has been successful in supplementing state funding through a variety of efforts.

BCC's funding is derived from four sources: (1) the state allocation (41 percent); (2) local operating fund (student tuition and interest, 19 percent); (3) local dedicated fund (Continuing Education, class and lab fees; fines and forfeitures, 24 percent); and (4) grants and contracts (16 percent). With a system average of 54 percent, BCC's state allocation is a proportionally smaller part of the operating budget than it is at other community colleges in Washington state, due to the other revenues produced by the college.¹⁰ Local dedicated fees are significantly higher at BCC than at other colleges in the system (24 percent, compared to nine percent for the system), due primarily to the size of the college's Continuing Education Program.

BCC's state funded enrollment has not kept pace with student demand. For many years, the college has enrolled more students than those supported by the state to help meet this student demand. The college collects tuition only for these students and must carefully balance the number of "underfunded" enrollments it can afford, given the absence of state support. BCC collects more tuition and fees than other colleges in the system, because it has limited discretionary tuition waivers.¹¹

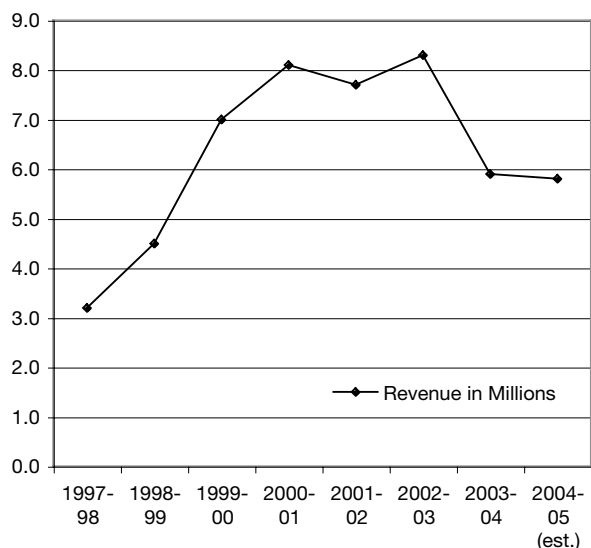
BCC has a very active grants program, constantly searching for outside funding to advance the college's educational efforts. The Grants Office helped to secure over \$6 million in grants in FY04.

BCC has experienced success in attracting additional revenue through the enrollment of international students who, while paying out-of-state tuition, increase the diversity of the college and enhance the educational experience of resident students. The events of September 11, 2001, and world unrest affected the number of international students coming to BCC; however, BCC has been most successful in retaining its international student base, considering this challenge.

The college also operates a large Running Start Program, which offers college coursework to qualified high school students, paid for by the school district at their reimbursement rates.

Through the late 1990s, BCC's Continuing Education program, the largest in the state, was in a very positive financial situation, enabling revenues from that unit to contribute to increasing fund balances. In 2002, because of the dot.com collapse in 2001, reductions in corporate and personal budgets for professional development and enrichment learning, and national and local recessions, BCC experienced a dramatic downturn in program enrollments and revenue (Figure 7.1).

Figure 7.1: Continuing Education Revenue, 1997-98 to 2004-05



Debt Service (7.B.2)

Resources are projected to meet all debt service obligations of the college. Revenue flow schedules, college growth plans, and survey information are researched and approved prior to the completion of any debt services final obligation.¹² The FY06 financial plan projects adequate resources for all college obligations, including debt service, and the college maintains sufficient reserves against debt obligation.

For major construction and large printing equipment purchases, the college utilized the low interest rates for COPs provided through the state treasurer. The college's five to 20 year plans to satisfy these debts include student dedicated fees, operating fees, local capital funds, and revenues from printing services (to retire the debt on the machinery in printing services). All assets currently financed by a COP are insured through the Office of Financial Management (OFM) Risk Management Division to provide an additional safeguard to college assets until the debt service has been satisfied.

Financial Stability (7.B.3)

Financial statements for the last five years show that the college is financially stable.¹³ For FY02, the first year of the national economic recession, college expenses exceeded total revenues, because of revenue shortfalls and some one-time costs. The college had sufficient reserves to meet these expenses while programs were making staffing and other adjustments to meet the new budget reality, especially in the Continuing Education and International Student programs. Currently, there are no deficits; indebtedness is secured, and the college is in a positive financial condition.

The college monitors its budgets carefully to ensure that budget plans are met or adjusted when necessary. Monthly budget status reports are prepared for the college's major budget areas. These budget summary reports compare the current year revenue and expenditure plans with the activity to date and the actual activity through the same period for the prior year, as well as the prior year's ending figures. These reports are helpful in identifying potential problem

areas early so budget balancing strategies can be put into place. The reports are sent to the appropriate budget managers along with a summary analysis of each budget's status in the current year and a comparison with activity in the previous year.

Fund Transfers (7.B.4)

All college funds and fund transfers are authorized and accounted for according to Governmental Accounting Standards Board (GASB) and procedures of the OFM. The college has appropriate approval processes in place to accommodate major fund transfers.

Each fund maintains its own fund balance, as well as a cash balance, and all auxiliary enterprise funds are monitored quarterly. Several of the college's technical and professional courses and self support programs¹⁴ collect special, dedicated student fees that are maintained in separate accounts, and any fund balances are carried forward for the program.

Adequacy of Financial Resources (7.B.5)

Although the college operates on limited resources, it is able to provide adequate support for all of its offerings, including specialized professional and technical programs. Programs that require state-of-the-art expensive equipment, such as the college's medical imaging programs, have been very successful in securing the support of hospitals and clinics for students to train on their equipment.

Students approved a self-assessed technology fee that contributes to keeping student computer equipment, software, maintenance, and support in labs and classrooms current. The college dedicates year-end fund balances to capitalization of equipment, classroom furniture, enhanced library holdings, debt, and other necessary one-time only expenses.

Financial Aid (7.B.6, 7.C.3)

Students at BCC are eligible for four types of financial aid: (1) need-based grants; (2) scholarships; (3) loans; and (4) work study. Over \$11 million in financial aid was distributed in the form of grants and scholarships during FY04, and over \$11.5 mil-

lion was distributed in FY05. Approximately 19 percent of the students enrolled at BCC received some kind of financial aid in FY04. Numerous sources of revenue are available to fund financial aid, including federal and state resources, local government grants and scholarships, the 3.5 percent set-aside of tuition from state-supported courses to fund student aid, and tuition waivers.¹⁵

All financial aid funds, whatever the source, are coordinated and distributed through the Financial Aid Office, overseen by the financial aid director. The Finance Department and the Financial Aid Office reconcile funds annually through a report from the financial aid director, which serves as an internal audit. Washington state schedules comprehensive audits for state and federal financial aid funds every two years, and BCC is audited under the single audit act every year for all funds, so there is overlap and redundancy built into the audit system for this area of the college. Management letters are generated every year that discuss internal control and general audit recommendations and findings when applicable. The Financial Aid Office received two audit findings in FY01 concerning the timeliness of federal billings, but has had none since then.

Federal Pell Grants are distributed to all eligible applicants. Funding through the Washington State Need Grant (WSNG), federal Work Study, and federal Supplemental Education Opportunity Grant (SEOG) programs are limited, with allocations determined by the amount spent in prior years. The BCC financial aid director reports the amount of unfunded WSNG eligibility each year. In FY04 BCC reported \$812,869 in unfunded WSNG to 517 students and, in FY05, BCC reported \$447,377 of unfunded WSNG to 259 students. The situation has improved. The recent increase in financial aid staffing has reduced the time needed to disperse funds and identify the amount of under-funded applicants for future projections.¹⁶

A relatively new BCC policy denies financial aid awards to students who fail to show academic progress, defined as maintaining a minimum 2.0 GPA over two quarters. In addition, students who withdraw from a course before the 60 percent point

of the quarter must repay any financial aid they received for the portion of the course they did not attend. The Financial Aid Office has 30 days from the time a student withdraws from a course to calculate repayment, notify the student, and receive returned funds. The electronic transfer system, new in 2000, provides for distribution of funds only as expended, making review easier and improving staff efficiency.

Adequacy of Financial Reserves (7.B.7)

Historically, the college has been successful in building and maintaining healthy local fund balance reserves to meet fluctuations in revenues, expenses, and long term debt. The adequacy of the reserves was tested and proved adequate during FY02, when the national and local recessions strongly impacted BCC's Continuing Education Program, presenting the college with unmet capital obligations and lease costs. Because of the long-term practice of building reserves, the college was able to cover all unfunded commitments.

During FY03, BCC's planning and budget processes brought expenditures into alignment with current year revenues in order to preserve and build the fund balances.

The college community was asked to reduce spending during FY04 and FY05 to make funds available for special one-time-only needs and long-term debt obligations, as well as to increase reserves. The collaborative response of employees in responding to this request ensured both goals were accomplished.

The college administration maintains expenditures within current year revenues, not utilizing reserves. Departments that have strayed from their budgets have been directed to develop strategies to stay within budget, either by increasing revenues or by cutting costs, since use of reserves will not be authorized.¹⁷

In addition to building fund balances, the college has a practice of setting aside three percent of the general fund budget as a reserve. These funds are spent at the discretion of the president to cover unanticipated needs, such as emergency situations, unfunded

mandatory Americans with Disabilities Act (ADA) compliance, reclassifications, leave coverage, etc. Any unspent reserve funds at the end of the fiscal year revert to the college's fund balance and are primarily used to cover "one-time only" expenses, such as equipment and furnishings.

Auxiliary Enterprises and Self-Support Programs (7.B.8)

BCC's budgeting process encompasses all aspects of college financing, including auxiliary enterprises (the bookstore and food services) and self-support programs, such as international student programs. Auxiliary enterprises and self-support programs contribute to the college's overall general operations through an overhead distribution process. This process is based on each self-support program's previous year's revenue and a formula of the college's administrative contributions. In some cases, the auxiliary enterprise or self-support program is not assessed an overhead support fee. For example, the Early Learning, Family, and Childcare Center is not assessed an overhead fee because it provides a student lab component for the instructional program. The National Workforce Center for Emerging Technologies (NWCET) has asked for and received its indirect fees to position itself for a new round of grant proposals.¹⁸

It is not the college's policy to depend on auxiliary enterprises to support educational services nor does it spend educational resources to support auxiliary enterprises or self-support programs.

Financial Management

Financial Reporting (7.C.1)

The president reports regularly to the board on the college's financial position. Board members are briefed on the budget quarterly at regularly scheduled meetings, budget development assumptions are reviewed in January, and the new budget recommendation is submitted in April or May as a future action item. The final detailed budget is pre-

sent to the board for approval in June, prior to the beginning of the new fiscal year.

The budget document that is presented to the board for adoption includes: (1) a comparison of the new budget to the previous year's, with a summary of revenue for all funds; (2) budgeted enrollment; (3) operating revenue; (4) operating expenditures by object, general fund expenditures by division; (5) a history of annualized FTES; and (6) detailed revenue and expenditure plans for the operating budget, capital budget, and miscellaneous ancillary and auxiliary enterprise budgets. Budgets for food services and the bookstore are presented in income statement format and include a comparison of the proposed budget to the estimated previous year's activity.

The detailed student services and activities fee budget is presented by the dean of student services as a future action item in April or May for adoption at the June board meeting. The report includes the proposed budget by program, compared to the program requests, and also includes the same information for the previous year in order to provide context.

Prior to FY04, the board was presented quarterly budget reports for the operating budget only, for the periods ending September, December, and March. These reports identified the initial budget, adjustments and revisions made to date, and a comparison of actual operating revenue and expenditures. Beginning with the FY04 fourth quarter year-end financial reports, the format and content of the quarterly reports presented to the board were revised. The new, more comprehensive format includes the status of all funds, including internal service funds (such as printing services), enterprise funds (such as bookstore and food services), and financial aid funds, as well as operating, capital projects, and ASG funds. The reports give summary snapshot views of all college funds, including initial budgets, revisions to date, and the most current quarterly, or year-end final budgets. The reports also include comparison of actual year-end revenue and expenditures to the most current or final budget, as well as a comparison of the actual expenditures against actual revenues for the report-

ing period. The narrative overview provided with the financial reports discusses the status of the revenue and expenditure activity compared to budget assumptions, as well as any significant variances. The purpose of the financial review is to identify major changes in revenue and expenditure patterns, understand and monitor trends that may have impacts on future budgets, and provide a record of the adjustments and changes that differ from the approved budget, thus providing a higher level of accountability to the board.

Financial Officer (7.C.2)

Financial functions of Bellevue Community College are the responsibility of the vice president of administrative services, who reports directly to the president and is a member of the President's Staff. BCC has had considerable transition in this position in the past 10 years. A long-time vice president of administrative services retired in 1997, replaced by a person who was with the college until 2003. The new vice president was with the college just one year, and the college has had an interim vice president of administrative services for the past year. The college's director of finance reports directly to the vice president of administrative services and oversees the business and fiscal affairs of the college. This position has also been in transition in the past 10 years, with three directors during this time.

Financial functions of the institution are described fully in the *BCC Policies and Procedures Manual*.¹⁹ There are 20.5 FTE staff members in the Finance Office to process receivables (including tuition and fees), payables, purchasing, payroll, and accounting transactions for a \$114 million dollar financial entity serving 36,000 students annually. The college also acts as the fiscal agent for two additional multi-million-dollar non-profit college-related organizations: (1) the BCC Foundation and the (2) Center for Information Services (CIS). The Finance Department separates duties and provides checks and balances among staff to maintain an effective level of internal control and accountability. College business operations are automated through a state-wide financial management, budget, and payroll

system that is being converted to a more modern platform, anticipated to be operational sometime in early 2006. The new platform will allow additional automation of functions and enable the finance staff to increase capacity and/or oversight functions.

Management of Expenditures and Income (7.C.3)

As required by Washington state law, all expenditures and income and the administration of scholarships, grants-in-aid, loans, and student employment, are fully controlled by the institution and are included in its regular planning, budgeting, accounting, and auditing procedures. Control of all college funds is one of the items routinely monitored and reviewed by state auditors who check for any unauthorized bank accounts operating in the college's name.

Cash Management and Investments (7.C.4)

The college has several policies to safeguard cash and investments, specifying the assignment of the responsibility for managing these funds (Policies 7050, 7100). The responsibility for cash management and investments is assigned to the vice president of administrative services, who delegates to the director of finance the responsibility for managing the college's investments and improving the college's financial position. These activities operate within the limits imposed by the Public Deposit Protection Act, which delineates the types of investments appropriate for public agencies. In addition to the policies directly related to cash management and investments are policies and procedures outlining internal controls and cash handling. The policies and procedures regarding the college's finances are followed closely by the Finance Office.

Accounting System (7.C.5)

The college operates under the guidelines and General Accepted Accounting Principals (GAAP) of the OFM, State Treasurer, RCW 43.84.080 and RCW 43.250.040 (which cover federal cash management regulations as well as state mandates for invest-

ments), and guidelines provided by the SBCTC. In addition to the formal policies and procedures, the community and technical college system has assembled an online *Financial Accounting Management Manual* that includes policies and common practices utilized by all the colleges' finance offices. The Finance Office staff maintains desk procedures, participates in the State Board process to maintain an up-to-date *Financial Accounting Management Manual* for all community and technical colleges, and adheres to the business and finance policies that are part of daily compliance.²⁰

Independent Audits (7.C.9)

BCC is audited annually by the state auditor under the single audit act. The only activity not subject to this audit is the BCC Foundation, a separate 501.C-3 organization, which conducts an annual independent audit, and shares it with the college. The BCC Foundation has experienced no financial problems with its audits.²¹

All BCC audits include a management letter from the state auditor.²² A member of the BCC Board of Trustees attends the opening and exit meeting with the state auditor, and audit results are presented to the entire board and are part of the open record of the college. In addition, the state auditor publishes the results of all state audits in an annual publication.

Other Audits (7.C.10)

The state auditor will conduct financial audits of funds not subject to federal compliance standards, if requested to do so. Federal financial aid funds and state funds are audited biannually, if not annually, by the state auditor, and the financial aid office also receives a management letter.

The Bellevue Community College Foundation Office is audited annually by an independent auditor.

BCC scholarships are audited by the state auditor annually, along with all college funds, and a comprehensive financial aid audit is performed by their team every two years. Copies of the scholarship reconciliation report for the past two years are

included in the supplementary documentation for this standard.²³

Internal Audits, Management Letters, Audit Reports (7.C.11, 7.C.12, 7.C.13)

BCC's program of audits includes comprehensive program audits by the Department of Education and the National Science Foundation, internal audit program reviews completed by the SBCTC, and internal control reviews completed by finance staff annually for all high-risk areas of the college.²⁴

All official audits include an entrance and exit conference with the college president, a trustee, the vice president of administrative services, the director of finance, and the audit team. Areas of concern or suggested recommendations by the audit team are distributed to the appropriate departments for further action. These issues are monitored by the college and reviewed in the following fiscal year by the state auditor to ensure that the intent has been followed through properly.

The past 10 audits of the college have reported only two areas of concern: (1) the 1998–99 audit contained an internal control finding involving cash receipts for an off-campus area, which was immediately corrected,²⁵ and (2) the 2000-01 audit identified lack of timely federal reserve billings in financial aid, which was also corrected.

As an additional measure to ensure proper oversight, the college created a Risk Management Committee in 2002–03 led by the director of finance and including representation from public safety, human resources, classified staff, faculty, continuing education, and student services. Its function is to make recommendations to the President's Staff regarding risk assessments.

Fundraising and Development

Fundraising Activities (7.D.1)

The Office of Institutional Advancement is assigned the responsibility for the college's development program. The vice president of institutional advancement serves as the executive director of the BCC Foundation, and the grants director reports directly to this vice president. Grant activity is coordinated through the Grants Pre-Approval Committee, which includes representatives from Instruction, Workforce Development, Institutional Research, Student Services, and the Finance Office, as well as the Grants Office staff. Any grants must align with the college's mission and goals and strategic plan in order to be considered.

The BCC Foundation is classified as a 501.C-3 charitable organization and files IRS Form 990 annually to maintain its 501.C-3 status. The foundation also files a license for charitable solicitation each year with the state of Washington and holds a city of Bellevue business license. The foundation bylaws are regularly reviewed and updated, and the foundation operates under the suggested ethical policies of the Association for Fundraising Executives, including observing the *Donor Bill of Rights* and employment of a certified fund raising executive (the executive director) who regularly applies for and receives certification from the national governing board of fundraisers for use of standard techniques and ethical practices. Grants are monitored by the grant and finance office to ensure that both institutional and granting agency policies are followed and required progress reports are filed promptly to granting agencies.

Investment Management (7.D.2)

All BCC Foundation investment activities comply with its internal requirements and applicable not-for-profit laws. All planned gifts, endowment funds, and investments are administered by the vice president of institutional advancement for the Bellevue Community College Foundation in consultation with the Finance Committee of the foundation. The foundation maintains complete records con-

cerning the disposition of these funds and complies with applicable legal requirements for non-profit organizations.

The foundation's Finance Committee meets four to eight times a year to monitor these activities and meets with the investment firm quarterly to review performance. Foundation directors annually review investment policies in light of market trends or changes. At regularly scheduled meetings, the foundation board of directors reviews the financial statements, and the foundation budget is approved by the college president and the foundation's directors every year.

BCC's Finance Department provides documented bookkeeping support to the foundation; the foundation complies with all governmental requirements and follows standard procedures for not-for-profit organizations. Donor intent records are kept both electronically and on paper and the record-keeping has been strengthened. The foundation now keeps copies of all donor checks and the accounting office keeps a copy as well. All pledged gifts are recorded on an accrual-based accounting system and internal controls are in place for all cash and pledge recording. Foundation and college finance staff work closely to reconcile two separate software systems: one system maintains the pledges and activities; the other is a general ledger accounting system.

BCC Foundation (7.D.3)

Created in 1978, incorporated in 1979, the BCC Foundation is closely tied to the college in three ways: (1) the vice president of institutional advancement serves as the executive director of the foundation; (2) a member of the BCC Board of Trustees sits on the foundation board as a liaison between these two entities; and (3) the president of the college attends foundation board meetings as an ex-officio member of the board.

The foundation board of directors meets nine times per year, holds an annual election of officers, and, in order to ensure that the foundation's activities align well with the college's objectives, the president and key college staff meet annually with the board to share the strategic direction for BCC and ensure that fundraising activities advance the mission of the college.

There is also a formal agreement between BCC and the BCC Foundation Board of Directors.²⁶ The purposes and goals of the foundation support the college's vision, mission, and goals in several areas:

- Foundation scholarships provide access to educational opportunities at BCC and promote pluralism (for example, the Ruthann Kurose Scholarship and several scholarships for students of color).
- Foundation mini-grants encourage creativity and innovation in the college community.
- Foundation donors and volunteers serving on the foundation board of directors are from the eastside community, forging partnerships between the college and its service area.

STANDARD SEVEN ANALYSIS AND APPRAISAL

Strengths

Budgeting at BCC is a college-wide participatory process, tied to the college's mission, goals, and strategic plan to guide decision-making. When budget reductions have been necessary, opinions from across the campus have been heard.

Despite opportunities for input, some employees remain concerned that they do not fully understand why some budget decisions are made, so the college is now: (1) communicating routine updates on the budget process and decisions on the budget via e-mail, the portal, college-wide meetings and hearings, and college committees; (2) reminding committee members, such as the Planning Council, to report back to their constituencies about decisions that are made and why they were made; and (3) providing rationale for decisions where input was solicited so that people know why certain items were funded (or reduced) and others were not.

The Planning Council, which guides the planning process, includes representation from all areas of campus.

BCC's finance and accounting staff and practices are excellent, as illustrated by positive audits.

The 10-year Facility Master Plan works well and BCC has competed successfully for growth funding from the state in recent years.

The college constructs a multi-year budget forecast that includes enrollment forecasting, enabling long-range financial, enrollment, and physical plant planning, and is a thoughtful and rigorous process.

BCC's revenue structure is diversified, and foundation and grant funding enables additional support of programs.

The increase in staffing, combined with efficiency measures, has allowed the Financial Aid Office to increase the amount of aid awarded to students.

The foundation's mini-grant program, begun in 2003, supports goal 3: teaching and learning excellence and goal 9: community leadership and partnership of the college's strategic plan. This program provides small grants of \$300 to \$3,000 to staff and faculty to improve programs.

The foundation has recently strengthened the individual gifts program.

Challenges

State funds for operations have been diminishing and are not expected to recover in any significant way for the foreseeable future. The college is carrying more capital debt now than 10 years ago because of this decrease in state funding.

Maintenance funds from the state are inadequate for state-funded buildings and absent for buildings that are privately funded.²⁷

The last several years of reduced funding have been very difficult for the college. Deciding what to cut, when to cut, and how to cut, while preserving institutional values and personnel, is a time-consuming process that diverts college staff from their primary goal, providing excellent educational services to students. Moreover, many classified and administrative positions have been eliminated. Employees feel uncertain about what to expect and this uncertainty causes stress for employees. Budget reductions have reduced morale, affected trust, and increased employee workload.

The economic climate of the past four years created new challenges for the foundation. Some of BCC's largest donors have themselves experienced financial difficulties since 2001, and there is generally less training and philanthropic money available in the community.

If the college were to see funding increases, managing the allocation of those funds strategically will be an important task.

STANDARD SEVEN COMMITTEE

Jennifer Laveglia, faculty, Math Department, committee chair, Standard Seven

Karen Godfrey, budget director, Budget Office

Mary Canan, former director, Finance Office

Michael Righi, faculty, Economics Department

Barbara Martin, Anne Pflug, Don Bloom, former vice presidents and interim vice president of administrative services

Gaynor Hills, vice president, Institutional Advancement and executive director, BCC Foundation

Sylvia Unwin, faculty and chair, Database Administration and Programming Programs

Ray Butler, faculty and chair, Health and Physical Education Department

Kim Pollock, faculty, American Studies, English Department, Ethnic and Cultural Studies

Andy Johnson, faculty, General Business Management Department

ENDNOTES

- 1 See Standard 6 for more information.
- 2 Legal Powers of local boards: <http://www.leg.wa.gov/RCW/index.cfm?section=28B.50.140&fuseaction=section>; SBCTC Policies <http://www.sbctc.ctc.edu/PolicyManual/PolicyManual.pdf>; Board of Trustees Policy Manual <https://go.mybcc.net/sites/presoffice/Board%20of%20Trustees%20Meeting%20Packets%20%20Agendas/Forms/AllItems.aspx> ; Financial Rules <http://www.ofm.wa.gov/>.
- 3 See Appendix 7.1.
- 4 See Standard 5 for more information.
- 5 See Standard 8 for more information.
- 6 See Exhibit 8.5, 8.6, Facility Condition Report.
- 7 See Appendix 7.2 for a graphic portrayal of this process.
- 8 See Exhibit 7.12, [https://go.mybcc.net/sites/budget/Shared%20Documents/2004-05%20Budget%20Book%20\(PDF%20file\)..](https://go.mybcc.net/sites/budget/Shared%20Documents/2004-05%20Budget%20Book%20(PDF%20file)..)
- 9 See Exhibit 7.6, Table 10.
- 10 See Exhibit 7.12.
- 11 See Exhibit 7.12.
- 12 See Exhibit 7.6, Table 10.
- 13 See Exhibit 7.8.
- 14 Radiation therapy, drug and alcohol studies, breast ultrasound certification, nuclear medicine, and fire science.
- 15 The use of these funds is optional by SBCTC guidelines and reviewed annually by College staff.
- 16 See Exhibit 7.4.
- 17 See Exhibit 7.3.
- 18 See Exhibit 7.3, Table 3.
- 19 See Standard 6, <https://go.mybcc.net/sites/adminservices/policies/Files/Table%20of%20Contents.aspx>.
- 20 See Administrator's Financial Handbook, available on-site.
- 21 See Appendix 7.3.
- 22 See Exhibit 7.10.
- 23 State audits, scholarship reconciliation reports, Department of Education reports will be available on-site if requested.
- 24 High risk areas involve cash handling responsibilities, such as cashiering, Food Services, Bookstore, Library, and Athletics.
- 25 Audit reports will be available to the visiting team on-site.
- 26 See Appendix 7.4.
- 27 See Standard 8 for more explanation.

SUPPORTING DOCUMENTATION FOR STANDARD SEVEN

Required Documentation	Exhibit #	Name of Exhibit
1. Table #1, Current Funds Revenues	7.1	Finance Table 1 Current Funds Revenues
2. Table #2, Current Funds Expenditures and Mandatory Transfers	7.2	Finance Table 2 Current Funds Expenditures and Mandatory Transfers
3. Table #3, Summary Report of Revenues and Expenditures	7.3	Finance Table 3 Summary Report of Revenues and Expenditures
4. Table #4, Sources of Financial Aid	7.4	Finance Table 4 Sources of Financial Aid
5-8. Private institutions only		
9. Completed Table #9, Operating Gifts and Endowments	7.5	Finance Table 9 Operating Gifts and Endowments
10. Completed Table #10, Capital Investments	7.6	Finance Table 10 Capital Investments
11. Does not apply		
12. Debt service schedule for past 3 years and projection for 5 years	7.6	Included in Table 10 Capital Investments
13. Endowment and life income fund report for past 3 years		Not applicable.
14. Indicate whether financial statements are provided on an accrual basis.	7.7	Excerpt from <i>WA State Office of Financial Management Manual</i> on accrual method. Supplementary documentation of year-end accruals is available in the Finance Office, Room S120, Factoria Center. Please see Mary Canan, Exec. Dir., (425) 564-4250.
15. List and description of financial and management reports provided to governing board	7.8	Financial Reports Provided to the Board of Trustees
Required Exhibits		
1. Copies of financial section of IPEDS report for past 3 years	7.9	2002-03, 2003-04, 2004-05 IPEDS reports
2. Summary of latest audited financial statement and copy of auditor's management letter.	7.10	<i>Washington State Auditor's Office Accountability Audit Report for Bellevue Community College, 7/1/03 through 6/30/04</i>
3. Detailed current operating budget	7.11	2004/2005 Budget
	7.12	2005/2006 Budget
4. Current operating budgets for auxiliary organizations, including foundations	7.13	Bellevue Community College Foundation Revenue Budget 2004-05 and Foundation Expense Budget 2004-05
	7.14	Bellevue Community College Foundation Financial Statements 6/30/03 and 2002
5. Default rate for the two most recent years as provided by U.S. DOE	7.15	Bellevue Community College Student Loan Cohort Default Rate



STANDARD EIGHT

PHYSICAL RESOURCES



STANDARD EIGHT PHYSICAL RESOURCES

Introduction

Community College District VIII, Bellevue Community College (BCC), serves more than 35,000 students annually in a 1,400 square mile area stretching from Lake Washington to the crest of the Cascades, from Newcastle to Kirkland, including the municipalities of Mercer Island, Bellevue, Newcastle, Issaquah, Sammamish, Preston, Snoqualmie, and North Bend. Our main campus occupies a prime location, a mile from the I-90/I-405 interchange, which makes it easily accessible from the area's two major freeways and six miles from downtown Bellevue, eight from Issaquah, and 10 from Seattle.

Situated on a 96-acre campus, the college has many trees, flowers, courtyards, and sculptures that lend a park-like setting. Connecting with pathways and nature trails, the BCC campus is part of the Mountain to Sound Greenway, a greenbelt that stretches from Puget Sound to the peaks of the Cascade Mountains.

The college is a major resource and hub for community activity. BCC's last *Community Impact Study* (2002) documented that 275 organizations presented 486 separate events with over 93,000 people in attendance, totaling over 8,000 hours and nearly 1,500 days of use annually.

Some of our facilities and specialized equipment distinguish our college, such as a planetarium, an observatory, a "green" building (Building R), a weather station, a tropical greenhouse, theaters, a large open computer lab, a scanning electron microscope, and radio and television stations with digital editing suites.

Over the last decade, expansion and improvement of college facilities has been a key and necessary priority as the college has struggled to keep pace with burgeoning enrollment. The intense focus on expanding the college's infrastructure generated the largest facilities development phase since the original construction in the early and mid 1970s. We have added many new buildings, remodeled aging facilities, replaced furnishings, and built a robust technology infrastructure with support from the state, capital fund-raising campaigns, corporate investments, and local resources (Table 8.1).

Instructional and Support Facilities

Instructional Facilities Sufficient to Meet Mission and Goals (8.A.1)

The college follows and routinely updates its facilities master plan, based on the strategic plan and the mission, values, and goals of the college. The master plan, approved by the BCC Board of Trustees, guides and informs the development of facilities. The plan seeks to balance the instructional, service, and administrative operations of the college, while at the same time maintaining the purposes, culture, image, and aesthetics of the campus.

The 1995 Accreditation report recommended that:

...high priority continues to be placed on meeting the obvious and pressing need for additional and improved classrooms and laboratories, for [an] expanded library to include student study space and for instructional and

Table 8. 1 Change in BCC Physical Plant, 1995-2005

Building	Total Sq. Ft.		Occupancy		Classroom Sq. Ft.	
	1995	2005	1995	2005	1995	2005
A: Classrooms, Offices, Administration	30,490	51,713	NA	1,755	12,806	22,162
B: Student Services, Classrooms, Offices	65,854	84,292	NA	3,390	28,844	35,726
C: Art Studios, Classrooms, Student Union and Student Programs	50,403	62,895	NA	2,757	18,710	23,347
D: Library, Classrooms, Faculty Offices	56,497	66,572	NA	1,606	10,757	12,672
E: Carlson and Stop-Gap Theaters, Music	20,267	30,834	NA	1,729	3,942	5,998
F: Greenhouse	2,069	2,564	NA	128	2,069	2,564
G: Gymnasium	37,396	49,072	NA	2,400	2,786	3,657
K: Campus Operations	17,775	17,538	NA	160	0	0
L: Classrooms, Labs, Offices	*	35,840	NA	1,512	*	17,280
M: Maintenance Facility	*	7,220	NA	26	0	0
N: Labs, Classrooms, Offices, NWCET	*	32,801	NA	1,157	*	16,310
P: Parking Garage	*	241,747	NA	0	*	0
Q: Early Learning, Family, and Childcare Center	*	20,681	NA	863	*	3,330
R: Arts and Humanities Classrooms, Offices	*	61,757	NA	2,601	*	28,378
Total Main Campus	280,751	765,526	NA	20,084	79,914	171,424
Net Increase in sq. ft. 1995-2005	484,775		NA		91,510	

Additional Leased or Non-Main Campus Facilities

Building	Total Sq. Ft.		Occupancy		Classroom Sq. Ft.	
	1995	2005	1995	2005	1995	2005
North Campus ¹	*	62,462	*	2,403	*	28,702
Factoria	*	19,116	*	342	*	3,077
ASR Building	19,300	*	840	*	8,299	*
Robinswood Elementary School	46,717	*	1,422	*	21,022	*
Lincoln Executive Center	5,862	*	20	*	0	*

Sunset Ranch Houses

Johnson House (Storage)	*	2,140	*	NA	*	NA
Milliron House (Scholar in Residence)	*	1,840	*	NA	*	NA
Severide House (Temporary Faculty Offices and Storage)	*	3,070	*	NA	*	NA
Williamson House (EWU)	*	2,350	*	NA	*	NA
House 5 (Faculty Resource Center)	*	2,271	*	NA	*	NA
Total	71,879	93,249	2,282	2,745	29,321	31,779

Net Increase in sq. ft. 1995-2005 21,370 463 2,458

non-instructional equipment to match emerging technologies.

Since 1995, the college has undertaken an aggressive capital program. The N Building (completed in 1997) and the L Building (completed in 1998) were both noted in the NWCCU 2000 Interim Report:

...college facilities at BCC have been greatly expanded and improved. The addition of several new buildings... has alleviated many of the problems noted in the report.

New facilities have been carefully planned to address the needs of a growing campus community, including a major commitment to technology in instructional facilities, equipment, and infrastructure. BCC's main campus area of 765,526 square feet is almost three times as large as it was at the time of the 1995 accreditation report. The main campus has 12 buildings that include 171,424 square feet of classroom space, more than twice that of 1995.

BCC leases three off-campus buildings totaling an additional 81,578 square feet—North Campus and two buildings in the Factoria Center. In addition, the last inventory (2002) of educational offerings in community locations showed that BCC holds off-campus classes, clinics, and athletic events in 89 additional locations.²

New space has been created and existing space and furnishings have been improved through major remodels and renovations. Major remodels include the student services building, student union building, the A Building, the gymnasium, and the D Building (in progress). New buildings include: (1) a maintenance facility (Building M); (2) a parking structure (Building P); (3) the Early Learning, Family, and Childcare Center (Building Q); (4) arts and humanities (Building R); (5) the green house (Building F); (6) four residential houses; (7) science and technology (in design); and (8) allied health and nursing (in pre-design).

Students self-funded a major parking structure, which remedied their number one concern—parking. The main entrance to the college was improved

and a ring road added, which has helped ease vehicular and foot traffic congestion.

Planning for future expansion and development, the college purchased four residential houses in the Sunset Ranch neighborhood immediately adjacent to BCC, each with half-acre lots.

Table 8.1 includes a detailed description of BCC's current facilities inventory. Square footage for all of the college's buildings and the primary purposes of each building are summarized, including a comparison to available space and facilities in 1995.

The college has invested in significant major renovations and facilities remodeling over the last decade as well. Table 8.2 provides information on the areas that have been addressed and when the projects were (or will be) completed.

Table 8.2 Major Renovations and Remodels, 1995 -2005

1.	Gymnasium , remodel included a fitness center and the gymnasium floor was resurfaced (2001)
2.	Student Services , remodeled (2002)
3.	Student Union , remodel included cafeteria and student programs area (1996, modified in 2004)
4.	A Building , remodel included classrooms and offices (2004); administrative offices (2005)
5.	N Building , remodel will add two conference rooms and 15 faculty offices (winter 2006)
6.	D Building , remodel will include Library Media Center and learning laboratories (summer 2006)
7.	B Building , remodel of the first floor (2004)
8.	Campus entrance , renovation included modification (2004) and connection of campus roads (2001)
9.	Outdoor lighting , renovation includes upgrading fixtures (2005)

As Tables 8.1 and 8.2 demonstrate, the college has made considerable strides in adding to and improving instructional and student support space over the past decade. Capital investments have improved the college's existing facilities and added new facilities to address the growing population of students, programs, and staff.

Space at BCC is well-allocated, and, in most cases, sufficient to accomplish the four primary instructional mission areas of the college: (1) academic transfer program; (2) professional and technical programs; (3) developmental education and basic skills; and (4) continuing education.

The college offers a wide array of academic and college transfer courses. Most of these courses are taught in general purpose or electronic classrooms; however, some have specialized needs, such as practice rooms for music, laboratories for science, and studios for art. Generally, departments within the academic and transfer programs operate in sufficient space and some have truly exceptional facilities, including the planetarium with a state-of-the-art 3-dimensional animation projection system (Digistar 2) and the observatory with a 16-inch reflecting telescope for astronomy; a variety of computer laboratories for engineering, math, and computer science; a 300-seat theatre and Stop Gap, a “black box” performance space, and scene shop for drama; a dance studio; a greenhouse with electronic environmental control and a teaching collection in 4 biomes (tropics, subtropics, desert, and wetlands) for life sciences; a foundry for art; a recording studio and digital audio lab for music; a television production studio with digital editing suites for television production; interdisciplinary studies’ classrooms (large capacity, dividable for seminars); a fitness center for physical education; a weather station for meteorology; and a digital language lab for world languages and ESL.

Sufficiency is, however, not universal. The college is currently experiencing difficulties offering sufficient sections to meet student demand in science laboratories and art studio classes because of a lack of specialized facilities. The science and technology building, to be built in 2007, will improve the availability of science space. The art studio needs will be addressed during the next funding cycle for renovations and remodel. These two needs constitute the greatest classroom space difficulties for the college.

Specialized space is provided for most professional and technical programs, such as computer laboratories in information technology and media classes,

television production studios and editing suites for media production, laboratory and specialized equipment for nursing and other allied health fields, and learning laboratories for early childhood education.

While the space allocated to professional and technical programs is generally sufficient for instruction, nursing and other allied health programs are crowded and would benefit from additional and renovated facilities. A new building for these programs is the next major capital project the college will undertake after the science and technology building. The college operates 17 sites for parent education classes, and the majority of the sites are not designed for young children and do not have an adult learning area. The program is continually looking for new sites, but, in some communities, such as the Issaquah Highlands and surrounding developments, parent education staff have been unable to obtain facilities.

Basic skills and developmental education require classroom and laboratory space. The D Building, currently being remodeled, will bring the college’s learning laboratories—reading, writing, and math—together in a single learning center, which will strengthen the programs for students. The college is also adding a digital language lab to the new learning center for use by ESL students.

Continuing Education has primary use of North Campus, which has 28,700 square feet of instructional space, including several computer laboratories and general purpose classrooms. Continuing Education operates classes in other community locations and in leased space in Factoria. Their space is sufficient to meet the educational needs of the program, and North Campus, in particular, has been redesigned to meet the needs of adult learners.

Adequacy of Instructional Facilities (8.A.2)

The college schedules 210 classrooms for educational programs divided into general purpose and dedicated space. Facilities dedicated to instruction provide for effective operation to a variety of degrees. Some spaces are exemplary, some are adequate, and some need improvement.

General purpose classrooms operate at peak capacity (90–95 percent) from 8:30 a.m. to 1:30 p.m. daily, with classes scheduled from 6:30 a.m. to 10 p.m., Monday through Friday, and a large number of classes online. BCC is extraordinarily efficient in scheduling facilities by state standards, including square footage per student and percentage of utilization; however, managing an instructional portfolio this closely requires careful and diligent attention and cooperation.

The college maintains: (1) an inventory of electronic classrooms that are in high demand; (2) a series of specialized classrooms, studios, and science and learning laboratories; and (3) a 200-seat open computer lab for general use (Table 8.3).

Table 8.3 Instructional Space Inventory

	# Rooms
General Classrooms	31
Lecture/Lab Classrooms	31
Electronic Classrooms	28
Arts Labs	5
Basic Skills Labs	3
Communication Labs	2
Computer Labs	10
Computer Labs-Media	3
Gym/Fitness	2
Health Science Labs	6
Interior Design Labs	3
International Program Classrooms	6
Math Labs	4
Parent Education Classrooms	3
Performance Studios/Labs	8
Planetarium	1
Science Labs	13
Continuing Education – General Classrooms	36
Continuing Education – Computer Labs	15
TOTAL	210

While fortunate to have a number of exceptional facilities for instruction, the college is not without space challenges. Physical space is often a limiting factor (and sometimes a determining factor) for classes offered. Laboratory space for biology is at capacity and the biology program is unable to expand offerings of existing classes or introduce new lab offerings due to space constraints. Since laboratory science is a requirement for the direct transfer degree, this is a concern. Space considerations also limit the number of sections that may be offered for some studio courses in art, the Health and Wellness Institute, and other disciplines that have very specific space or equipment needs.

The Science, Mathematics, and Art departments have the greatest need for increased space. A new science and technology building, in design and scheduled for construction in July 2007, will add an additional 69,500 square feet of space for science students and faculty. The new building will accommodate chemistry, life sciences, and offices. The space that chemistry and life sciences vacate will be renovated to give the science and math departments additional classrooms and laboratories.

Art offerings are functioning in less than ideal space, and BCC cannot meet the demand for additional classes due to the specialized nature of the space (woodshop, drawing studio, etc). In January of 2004, BCC submitted a proposal to the SBCTC to fund the remodel and expansion of art studio space; however, the proposal was not funded. The college will resubmit the proposal in 2007–08.

As digital technology grows, the need for electronic classrooms grows. The demand for these currently outstrips availability. The college will need to add more electronic classrooms to its inventory, as it has available funds.

BCC has a large and valued cadre of dedicated part-time faculty. Finding office and student conference space for part-time faculty is a significant problem. As new buildings are brought online, office space has been added, but it is still insufficient to meet college needs. As part-time faculty participate more in their departments and are involved in profes-

sional development and college governance, the need for appropriate space grows.

Although the extensive remodeling projects have been essential, the remodeling itself presents scheduling problems since the campus has no excess space in which to house units that must relocate for remodeling. With the D Building unavailable during the current remodeling, the library has temporarily relocated into classroom, student lounge, and meeting room spaces, requiring even more careful management of the college's remaining classrooms, with no replacement space for the student lounge area or the meeting rooms.

The academic divisions are operating within tighter scheduling parameters because of this temporary loss of space, and classes that require more than a 50-minute block of time may only be offered in the afternoon. If classes are offered on Mondays and Wednesdays only, instructional units must offer complementary classes on Tuesdays and Thursdays, in order to maximize capacity. Classroom use is routinely reviewed for efficiency and effectiveness of use.

A continuing challenge for educational programs is campus signage. The naming of buildings and numbering of rooms is confusing to new students and visitors to the campus. Having connected, rather than separate, buildings results in bewilderment over where one building ends and the next begins. Campus operations staff have improved signage, but continue to look for ways to further improve student and visitor way-finding.

Furnishing (8.A.3)

Classrooms, offices, and student space are adequately furnished for employees to work and students to study, learn, and interact. General classrooms are furnished with appropriate chairs and tables and specialty equipment (e.g., sinks in labs) is present where needed. Full-time faculty and staff are provided with standard office furnishings, phone and e-mail access, parking passes, and a desktop computer. As new office space is remodeled or created, furniture is upgraded to ergonomic work environments.

A complete inventory of room furnishings is conducted on a quarterly basis and custodial staff check classrooms daily to ensure that furnishings have not been removed. Faculty reports of inadequacies in furnishings help maintain an appropriate classroom environment.

Until recently, budget constraints severely limited updating classroom and common space furnishings. To alleviate this situation, in 2003, a budget item was added for replacing damaged and worn classroom furniture. Furnishings in classrooms are generally functional and safe; however, areas that are scheduled to be remodeled or replaced will benefit significantly from upgrading.

At the time of the 1995 accreditation visit, little space was available on campus for students to study or meet in groups. The college has made it a priority to add student "soft space" to each new construction project to facilitate student interaction and group study. The library addition and student union remodel in 1996 added "soft space" and the three new classroom buildings constructed since 1995 (L, N, and R) have included substantial space for students, with comfortable chairs and furniture groupings.

The 2000 interim report noted: "College facilities at BCC have been greatly expanded and improved" with the addition of the L and N buildings and the student union remodel. In 2003, the remodel of the A Building included the 1,490 square foot Terrace Room, a student lounge with ceiling to floor windows, comfortable furniture, and a small kitchen area. Unfortunately, the heavily-used L Building lobby has been temporarily appropriated from its former use as a student study area to accommodate the library during the remodel of the D Building. The students miss this area and its return in summer 2006 will be very welcome.

The N Building has a large open-computer laboratory that accommodates over 200 computer stations and is available to students seven days a week when the college is in session. The college has added a wireless network so that students, staff, and faculty can use laptops and access the Internet from any of the soft spaces on campus.

Facilities Management, Maintenance, and Operation (8.A.4)

Campus Operations (CO) is responsible for management, maintenance, and operation of all indoor and outdoor spaces, as well as the physical development of the campus. CO has seven departments: (1) public safety; (2) maintenance; (3) custodial services; (4) grounds; (5) material resources; (6) capital projects; and (7) facility events whose functions are detailed in Table 8.4.

Table 8.4 Campus Operations Units

Public Safety	Oversees campus security and parking 24 hours a day, 7 days a week; provides limited emergency medical services; responds to crime and safety issues; prepares for emergencies/disasters; enforces college rules and state laws; and is responsible for locking and unlocking all campus spaces.
Maintenance	Maintains all building system equipment on campus, including HVAC, lighting, plumbing, electrical, and safety; repairs and maintains existing facilities; completes minor improvement projects, and moves equipment and furnishings as needed.
Custodial Services	Responsible for cleaning college facilities, implementing the recycling program, and removing and cleaning up hazardous waste.
Grounds	Maintains all exterior spaces on campus, including landscaped and hard surfaces, outdoor areas, smoking shelters, and outdoor trash removal.
Material Resources	Operates the campus warehouse (campus office supplies and surplus items); oversees Campus Mail Services and General Receiving, provides office supplies to campus, and manages keys and key requests.
Capital Projects	Oversees new construction and remodel of existing space and updates and oversees the campus master plan.
Facility Events	Schedules and coordinates usage of campus facilities for both on-site and off-site clients and is responsible for setting up media and custodial staffing for events.

As the college has grown over the last decade to 13,000 credit students on campus and over 1,500

administrative, faculty, and staff members, campus operations staffing and responsibilities have grown also. Each custodian is responsible for cleaning approximately 22,000 square feet of building space, and each grounds employee is responsible for maintenance of about 24 acres of land. The college has eight full-time security staff, five part-time staff, and a director, providing the campus 24-hour, year-round security.

An online work request system allows employees to submit and track work orders for any department within campus operations. This is effective for addressing physical plant repairs on campus, from replacing light bulbs, to fixing a water leak, or setting up a room for a special event.³

Certain systems, such as elevators, require maintenance contracts with outside vendors. In compliance with the public bid system, those selected are awarded two-year contracts with a year-to-year extension for up to five years and are selected and supervised by campus operations.

The management, maintenance, and operation of instructional and support facilities are adequate to ensure their continuing quality and safety of operations. For a college the size of BCC, it is a challenge to cover all of the required functions on a less than optimal staffing formula and to keep critical positions filled when the college is in operation. Grounds personnel perform their tasks admirably, but clearly the college would benefit from additional staffing. CO has lost several positions over the course of the past four years of budget cuts, and the college is beginning to see the results of that in decreased response times to maintenance requests and reduced grounds beautification, both of which are staffing issues.

College infrastructure is adequate for basic HVAC (heating, ventilating and air-conditioning) needs, but there is room for improvement on heat/air-conditioning variations within facilities. The college recently hired an engineer to provide advice on energy efficiencies in this area. Data transmission (telephone and network) lines have been replaced or updated as needs have arisen. The current tele-

phone system is integrated with the computer system, allowing message retrieval from either the telephone or the computer speakers.

Health, Safety, and Accessibility (8.A.5)

Campus facilities meet requirements for the Americans with Disabilities Act (ADA) access. The Facilities Universal Access Committee, which includes faculty, staff, and students, advises the college about issues concerning physical access throughout the campus, including planning for new buildings, renovations, technological access, and general accommodation needs. The committee is asked for input during facility planning and tests newly opened facilities for possible unanticipated problem areas. All plans for physical improvements, such as remodels and new buildings, are reviewed by a state barrier free facilities program manager to ensure they comply with ADA guidelines. Whenever older buildings are renovated, they are brought into ADA compliance.

While every building on campus is accessible for disabled students and staff, not all access is ideal. For example, only the second level of the Carlson Theater is wheelchair accessible. This will be addressed when the building is renovated, although remodeling is not scheduled at this time.

BCC provides accommodations for students with documented disabilities in accordance with the ADA, the Rehabilitation Act of 1973, and Washington state law, through Disability Support Services (DSS). DSS routinely monitors the growth of disabled students' needs and adapts services for this special population. DSS accommodations at BCC are adequate, as determined by the Washington Department of Social and Health Services, which inspects BCC's facilities once a year. Accommodation for students with disabilities, which includes specialized equipment, furniture, or modification of lab or work stations, interpreters or readers, is funded by the college operating budget, federal monies from the Carl Perkins Fund, and student funds. Information for students is provided in-person, in the *DSS Handbook*, and through their website.⁴

DSS serves approximately 350 students each quarter, with as many as 200 additional students whose disability documentation may be pending. Testing space for students with disabilities has become a challenge as enrollments have grown. DSS facilities' use is maximized and personnel carefully monitor testing demands. DSS has also developed a comprehensive database for monitoring the location of specialized accommodation equipment, making it always available for students.

The Office of Human Resources provides accommodations for employees with disabilities, which may involve purchasing specialized equipment or making other changes to the work environment. A major challenge is funding these important, yet under-funded, mandatory services, whose volume is unpredictable and funding always too little.

One of the college's primary concerns over the past decade has been a lack of parking (Table 8.5). Parking has been scarce enough to cause traffic jams, altercations among students, and difficulty for pedestrians because of traffic back-ups and congestion. Students and staff have reported arriving late to class because of their inability to find parking.

Table 8.5 Current Main Campus Parking

Type	# of spaces
Student General	2,859
Student Carpool	65
Faculty/Staff	877
ADA (All)	108
Total Spaces	3,909

The only parking the state funds has been a small allocation of spaces with each new building. BCC's needs have greatly outpaced this modest allocation, becoming such a problem for students that in October 2001, the students agreed to impose a special student fee to finance a parking garage. The 240,000 square foot parking garage opened in June 2004, adding 767 spaces, immediately alleviating traffic jams, most student and staff parking frustrations, and congestion on college roads.

Student Body Initiative

To eliminate traffic jams and improve student parking, the Associated Student Government (ASG) organized an election and students voted to support an escalating credit fee to pay for a 767-space parking garage which opened in June 2004. Traffic jams have now been eliminated, and the central location of the parking garage provides convenient access to all campus buildings.

Last year, the state lifted the restriction on funding parking garages, and colleges may now add parking to their state capital budgets. In 2005, the legislature approved BCC's request to add a fifth floor to the parking garage to precede construction of the science and technology building, which will remove surface parking in the construction areas.

BCC encourages employees and students to carpool or take the bus in order to reduce traffic congestion by subsidizing bus passes, carpool remuneration, and prime parking for carpoolers. Benefits include making the best use of BCC's parking facilities and reducing commuter stress, energy consumption, and environmental pollution. Budget reductions have reduced student and staff subsidies for bus passes and carpooling, but they have not been totally eliminated.

After the 2001 Nisqually earthquake, the earthquake safety/disaster planning of the campus was reviewed. The campus held up well structurally with only minor damage to building facades; however, the earthquake revealed a substantial traffic bottleneck as it took several hours for vehicles to exit campus. As a response to this, existing roads were connected to create a loop road around the campus connecting all three college entrance/exit points, with significant improvements made at the main entrance. The college developed emergency and disaster plans, with help from the city of Bellevue, placed emergency and evacuation plans in each room on campus, and established a communication and gathering plan for administrators.⁵

The Ergonomics and Safety Committee oversees safety issues and helps maintain a safe and healthful environment for faculty, staff, students, and visitors. The committee reviews incident reports to note patterns in problems and makes recommendations to the vice president of administrative services for resolution.

Ergonomics and Safety Committee Membership

Director of campus operations and capital projects

Director of public safety

Two bargaining unit B members

One representative from science

One representative from athletics

One faculty member

Two classified staff

One student representative

One human resources representative

Two exempt staff

Laboratory safety policies for sciences are well defined and well-managed for faculty, students, and staff.

- All faculty are provided a *Lab Policies and Procedures Handbook* that contains vital information for lab safety. A list of lab equipment routinely used is included, as is electronic classroom and data collector operations.
- For students, a *Lab Policies and Procedures Manual* is located inside each lab. The content includes safety policies, emergency procedures, standard operating procedures for equipment used in the lab, and Material Data Safety Sheets (MDSS).
- For staff, the *Chemical Hygiene Plan (CHP)* and *Hazardous Materials Management Plan (HMMP)* are located in the science lab manager's office. The content of the CHP includes general chemical hygiene, safety policies, lab

facilities operations, and standard operating procedures for science labs. The HMMP⁶ includes chemical waste minimization and hazardous waste management.

Each lab or prep area is stocked with first aid supplies, spill cleanup kits, and shower and eyewash stations. Science labs do not incorporate the use of bodily fluids, but policies regarding such use are covered in the CHP, as a precaution. Policies are informed by *Prudent Practices in the Laboratory*, American Chemical Society guidelines, and common sense. The CHP and HMMP are formatted from a plan purchased from Flinn Scientific Inc. and follow federal and state regulations and fire codes. The plan is to be included in the main hazardous materials plan for Bellevue Community College.

Off- Campus Sites (8.A.6. and 8.A.7)

BCC operates educational programs in two leased facilities, North Campus and Factoria. The major instructional facility is North Campus, which is furnished and equipped to suit the needs of students.

Students also use off-campus facilities through internships, parent education cooperatives, service learning experiences, and clinical placements. An inventory conducted in 2002 showed that BCC students and programs are located at 89 separate sites. All off-campus sites are visited by a campus representative to ensure the health and safety of the students. In addition, the internship program, which sends students to off-campus positions, is currently working on creating a site safety checklist. As mentioned previously, one of the college's concerns is for parent education, which operates community-based classes in facilities not designed for young children; however, a random inspection of these sites was recently conducted by the college's liability insurance carrier for exposure control, and all sites were found to be in compliance.

Equipment and Materials

Suitable Equipment (8.B.1)

Suitable equipment is provided and is readily accessible at on- and off-campus sites to meet educational and administrative requirements. The greatest equipment concern is keeping up with the continued growth at BCC.

Standard classrooms contain an overhead projector, screen, and a TV/VCR, maintained and replaced according to a master schedule determined by media services.⁷ Specialty equipment, used primarily by science laboratories, art classes, and media/technology classes, is purchased and maintained by the appropriate instructional division. Required personal materials (art supplies, goggles, film, etc.) for classes are available at the bookstore. Basic consumable materials (glassware, biological samples, photography chemicals, clay, etc.) are purchased by the appropriate division from student lab fees. Large communal equipment (autoclave, kiln, editing equipment, etc.) is purchased using divisional funds, campus-wide budgets for large items, or through donations from the BCC Foundation.

The college has made significant investments in educational technology for electronic classrooms, computer labs, digital equipment for specialty areas, open labs, WebCT for online education, MyBCC (the college portal), online college services, and wireless networks.

Equipment Maintenance (8.B.2)

All audio-visual equipment is maintained, inventoried, controlled, and replaced by media services, with repairs made by media maintenance. Equipment that cannot be repaired is replaced, and when most equipment is five years old, it is replaced with a newer model unless it is still in good working order. When equipment is no longer functional, working parts are salvaged and used to repair other equipment.

Computers are maintained, inventoried, controlled, and replaced or upgraded, as needed, by information resources (IR). IR maintains an inventory of desktop equipment, servers, and network equip-

ment. The ideal IR equipment replacement cycle is three years, but is dependent on funding.⁸

All equipment valued over \$5,000 or considered small and attractive, such as calculators or gram scales, is inventoried by material resources and the state auditor periodically checks for compliance.⁹ An inventory of smaller items (not inventoried by material resources) is maintained by individual units, and maintenance of specialized equipment is also the responsibility of the individual units. Lab equipment is maintained by the science lab manager. Maintenance funding comes primarily from lab fees, occasionally supplemented by institutional funds.

Hazardous Materials (8.B.3)

Science labs, art, and health science classes require the use of hazardous chemicals and/or biological materials.¹⁰ Maintenance, custodial, and grounds personnel handle hazardous materials in the form of solvents, cleaning agents, paints, pesticides, and fertilizers. Safety procedures are developed and disseminated in all of these areas. MDSS for chemicals used by campus operations are available in the campus operations office, and the college recently completed a pesticide use policy for All College Council to review prior to adoption. BCC is classified as an “exempt generator” of hazardous waste, producing less than 1,000 kilograms per year.

Needles are used in the nursing program and contaminated needles are placed in an appropriately labeled “sharps box” in the nursing lab. In the radiation and imaging programs, radiation bags are checked monthly by the hospitals, other clinical facilities, or other departments and results are posted on a radiation sheet. The college has two energized x-ray machines that are not used on humans and require no inspection, but are registered yearly by the Department of Health. Students are exposed to hazardous chemicals and/or waste in their assigned clinical facilities, and all clinical facilities comply with OSHA and the Department of Health regulations.

Employees with occupational exposure to blood-borne pathogens, primarily athletic and gym employees, are trained using the American Red Cross Preventing Disease Transmission course. An *Exposure Control Program Handbook* is kept in the gym office and towel room, and BCC’s exposure program is reviewed yearly. For blood spills, clean-up kits are kept in the fitness center, towel room, and the main office of physical education. Campus custodial staff are familiar with handling the clean-up kits and the process for transporting biohazard materials.

Waste generated on campus, including the sharps boxes, is disposed of by contracted commercial hazardous waste companies, organized through CO. In addition, science division policy is to treat biological (animal) waste in an incinerator or autoclave (microbes) after use to prevent the spread of disease. BCC maintains policies concerning hazardous waste and the spread of infectious disease.¹¹

A requirement for use of Carl Perkins continuous improvement funds is a review of labs, safety, and equipment for professional and technical programs, most recently completed in 2003–04. At this time, program chairs were surveyed about safety concerns in classrooms and labs. These were forwarded to campus operations and addressed. Faculty and staff are urged to report health and safety issues at any time through the Request Center.

Physical Resources Planning

Master Plan (8.C.1)

The SBCTC requires each college to submit a master plan that addresses long-term building and planning needs. BCC’s 2001 approved plan is currently being updated in preparation for its next capital submittal.

According to the master plan goals (and college goal 1.4), each new building and all grounds should be consistent with the established BCC context, and each building should be fully accessible, flexible, and economically feasible (Table 8.6). The college is

committed to sustainable design, and development of new facilities is consistent with the principles of energy conservation, resource efficiency, and interior environmental quality.¹²

Table 8.6 Master Plan Goals

1. Respect and enhance the campus environment, maintaining and protecting the character, architecture, and open spaces of the college.
2. Respect the environment as a whole, promoting the thoughtful conservation of natural resources through college programs, as well as construction of sustainable buildings.
3. Maximize flexibility, in order to accommodate future growth, and take advantage of unforeseen opportunities.
4. Provide a safe, healthy campus environment that is accessible to all.

The master plan, based on the college’s mission and goals, identifies long-range growth forecasts and defines how the college will meet those needs with appropriate facilities. The college consults the master plan each time a new building or a major renovation is proposed to ensure compliance with the plan and goals for college facilities.

Planning and Required Capital Funds (8.C.2)

Facilities planning at BCC includes acquisition of capital and operating funds. For state-supported projects, all colleges in the system follow the same procedures. The college makes application to the SBCTC every biennium to construct new buildings and to upgrade, renovate, or replace older buildings. College submittals are rated by a capital committee, comprised of SBCTC and system staff, based upon established criteria, uniform planning parameters, and the quality of the college’s case for the facility. Approved projects enter a queue in order of their score and are submitted to the legislature. After legislative approval, funding for new construction is a six-year process; pre-design funds the first biennium, design the second, and construction the third. For repairs and improvement projects, all colleges in the system are evaluated

by an outside engineering firm, and projects are ranked based upon a severity of need index.

Colleges are required to seek approval from the SBCTC and the legislature to borrow funds from the state treasurer or to use local funding to finance facilities. BCC currently has legislative approval to purchase the North Campus building, should the owners wish to sell it.

The college has obtained two facilities through major gift campaigns in the community (the N and Q buildings) and participated in state matching-fund projects for construction of the Early Learning, Family, and Childcare Center and improvements to the N Building. BCC also used local funds to supplement capital projects where state funding has been inadequate; for example, purchasing classroom furniture, updating outdoor lighting fixtures, repairing parking lots, and adding or replacing signage.

A recent decision of the legislature not to fund maintenance and operating expenses for facilities that were acquired or built without state funds cost BCC \$800,000 this biennium and has challenged the viability of using local funds or gifts to augment or create new facilities.

Innovative Capital Funding and Cooperative State Effort

When BCC constructed the N Building in 1996, capital funding was very limited and, even with a capital campaign, resources were insufficient to construct the building the college needed. Fortunately, another state agency, the Washington State Archives, needed a new facility and lacked the resources to purchase the land. In a mutually beneficial effort, BCC designed and built the N Building on the BCC campus, with the Puget Sound Archives in the lower level. BCC obtained the building it needed, the Archives obtained the new facility in the location they needed, and the entire community benefited.

Disability Access and Security (8.C.3)

The college plans all of its new buildings and remodeling projects with access for persons with physical disabilities in mind. The Disability Access Review Committee, comprised of students, faculty, staff, an employee from capital planning, and an employee from disability support services, reviews architectural plans to ensure there is appropriate access for anyone with a physical impairment. All plans for physical improvements, remodels, and new buildings, are reviewed by a state barrier free facilities program manager to ensure they comply with ADA guidelines.

The college has eight full-time security staff, five part-time, and a public safety director, providing the campus 24-hour, year-round security. BCC's Public Safety Department has positive working relationships with the Bellevue Police Department, who readily respond to requests for assistance. In addition, a fire department and emergency aid unit, immediately adjacent to the college, provide rapid response to emergencies.

College physical resources are reviewed regularly for security and updated wherever necessary. Recently, the college experienced a problem with day-time thefts of classroom computer projectors. One response to this was a requirement that Information Resources employees wear identification badges to help other staff see that they have a legitimate role working on or removing college equipment, which has helped with this problem.

Planning Review and Approval (8.C.4)

The BCC Board of Trustees reviews and approves the facilities master plan and capital budgets and receives regular updates on campus construction projects. Board approval is required for acquisition of new property.

Faculty, classified, and administrative staff are involved in the planning of physical facilities and new committees are formed as the need arises. Three permanent committees that plan and oversee physical facilities and which include administrators, faculty, and staff members are described in Table 8.7.

Table 8.7 Constituent Groups Involved In Facilities Planning

Ergonomics and Safety Committee	Works toward a safe and healthful environment for the entire college community and oversees health and safety issues for the campus.
Facilities Universal Access Advisory Committee	Advises the vice president of administrative services about universal access issues and provides input during the facility-planning stages and testing newly opened facilities.
Risk Management Committee	Identifies and assesses college risks, advises college management regarding risk-related issues and recommends policies and procedures. Consults and trains with state risk management staff.

A recent example of employee input into planning for a new building was the design of the science and technology building. In spring 2004, architects for the new building held extensive meetings with science faculty and staff to identify the space needs. The final design, much different from the architects' original vision, was significantly influenced by faculty and staff input. The original planning called for a building of 140,000 square feet; however, the college is limited by the State to buildings of 70,000 square feet. Faculty and staff worked cooperatively with the architects and administrators to reduce the building and still accommodate many departmental needs.

STANDARD EIGHT

ANALYSIS AND APPRAISAL

Strengths

The dramatic growth and improvement in the physical plant, where campus space increased by 273 percent, has enabled BCC to grow with the needs of the community. The college launched capital campaigns that funded two new buildings and provided state-match for a third, secured several new state-funded buildings, obtained funding to remodel several more, and invested local funds for other building projects.

Improvements in college aesthetics such as glass walls and domed entryways, landscaped areas with sculptural focal points, updated outdoor lighting, flowers and shrubs, new color palettes for the exterior, and coordinated furnishing throughout most interiors have beautified the campus.

Major improvements were made in parking and traffic-flow, and college facilities now afford greater accessibility for students and staff with disabilities.

Securing necessary funding to make significant investments in teaching facilities and technology, such as adding a scanning electron microscope, global position system (GPS) equipped computers, a wireless network, distance education platform, the BCC portal, and a large open computer lab for students, many of which were obtained through private donations and locally-generated funds, has strengthened BCC's educational programs.

Reorganizing space to be more effective, efficient, and convenient by consolidating most student services in one building and bringing division faculty together in new or remodeled facilities has had very positive impacts on creating a greater sense of community at BCC.

The college has actively and creatively addressed space constraints and student enrollment needs. BCC instituted a program of distance education, bolstered with online student services and "hybrid" classes (a combination of on-campus and online

scheduling) that reduces the number of trips students make to campus and maximizes scheduling. The college also offers weekend courses as a convenience for working students.

Every effort has been made to find and allocate college resources toward expanding classrooms and office space, supplying necessary equipment and new technology, and ensuring that the campus affords a safe, accessible, aesthetically-pleasing environment for our college community.

Challenges

Although the college has made many positive strides in improving college facilities, there are still areas that need to be addressed. Space has increased, but so have students and staff. Despite planning and extensive investments, the college still lags behind its growth curve. Additional classroom space is needed, particularly in science laboratories, art studios, learning labs for parent education, office space (especially for part-time faculty) and meeting rooms.

Funding continues to be a problem for facilities, equipment, and furnishings. The lack of state-funded maintenance and operations for self-funded, gifted, and/or matched facilities creates a permanent funding deficit in this area and removes incentives for creativity in securing new space—an area where BCC has excelled. Other limitations set by the legislature on construction requests make planning for future growth difficult. Funding is generally granted based on today's needs, which are often surpassed by the time buildings are finished. Project costs have to be estimated years before construction begins. Since these figures cannot be updated, colleges often have to reduce building size to accommodate escalating costs. In addition, the SBCTC limits new buildings to 70,000 square feet, regardless of the size or needs of the college. BCC's need for science labs as a 10,000 FTE college is certainly greater than for small colleges in the system that are a fraction of BCC's size. With these constraints, adequate funding for future growth and expansion will continue to be difficult.

Another long-term issue is how much more growth can be accommodated on BCC's main campus. The roadways leading to the college are very congested, although the city is currently expanding 148th Avenue, the major access route to the college. This will improve the traffic situation for the moment, but will not accommodate projected traffic needs. New building space on campus is at a premium, and the college has purchased properties in an adjacent residential area in anticipation of future building needs. The key question is how much more growth can and should be supported at the current location in terms of the context of the campus, the environment, the city, our neighbors, and the physical infrastructure.

STANDARD EIGHT COMMITTEE

Rob Viens, faculty and chair, Life Sciences Department, faculty, Physical Sciences Department, committee chair, Standard Eight

Don Bloom, interim vice president, Administrative Services

Gary Mahn, director, Information Technology Services

Angela Moffett, construction coordinator, Capital Projects

Greg Schmidt, program coordinator, customer service, Continuing Education

Mark Yoshino, faculty, Health and Physical Education Department, baseball coach

Carolyn Luark, faculty and chair, Art Department

Roger George, faculty, English and Communications Departments

Chris Heins, former science lab manager, Science Division

ENDNOTES

- 1 2,526 sq.ft. of North Campus and 2,607 sq. ft. of Factoria leased to non-College occupant.
- 2 See Exhibit 1.52.
- 3 See <https://requestcenter.bcc.ctc.edu/>.
- 4 See <http://www.bcc.ctc.edu/dss>.
- 5 See <https://go.mybcc.net/sites/adminservices/Policies%20%20Procedures/Forms/AllItems.aspx>.
- 6 Used with permission from the University of Washington.
- 7 See Standard 5, Part I for more information.
- 8 See Standard 5, Part II for more information.
- 9 Most recently, October 2004.
- 10 See p. 194 for more information.
- 11 Policy 4600, Science Division and Campus Operations, policies available on-site if needed.
- 12 See Exhibits 8.7, 8.8.

SUPPORTING DOCUMENTATION FOR STANDARD EIGHT

Required Documentation	Exhibit #	Name of Exhibit
Campus map, and/or other educational site maps	8.1	Bellevue Community College Location Map
Required Exhibits		
1. Policy statements concerning access to campus for various constituencies, visitor information, security and public safety	8.2	Policy Statements Regarding Access to Campus for Visitors, Security, Public Safety
	8.3	Dispatch Reference Manual
	8.4	Security Department Procedures Manual
	8.5	Emergency Procedures
2. Schedule for replacement of instructional equipment and examples of inventories which are maintained	8.6	All instructional equipment dollars are budgeted directly to the instructional units, including Library/Media, and their equipment is replaced as needed. Examples of inventories that are centrally maintained are included here.
3. Campus facilities master plan and accompanying maps that indicate changes over the past several years	8.7	Bellevue Community College Master Plan, December 2001
	8.8	Bellevue Community College Master Plan, July 2005
4. Annual and long-term plans for remodeling, renovation, and major maintenance	8.9	Annual and Long Term Plans for Renovation and Major Maintenance
5. Major property additions or capital improvements during the past three years and those planned for the next three years	8.10	Acquisitions Major Projects Past Three Years; Change in BCC Physical Plant, 1995-2005
Suggested Materials		
1. Space utilization studies including unit-by-unit assignments		Please see Bellevue Community College Master Plan, exhibit 8.8
2. Measures utilized to determine the adequacy of facilities for the institution's programs and services	8.11	Space Needs, January 2005; See also, Bellevue Community College Master Plan



STANDARD NINE

INSTITUTIONAL INTEGRITY



STANDARD NINE

INSTITUTIONAL INTEGRITY

Introduction

Bellevue Community College is committed to operating with integrity in every endeavor. For us, institutional integrity is defined as: (1) meeting a high standard of employee and institutional accountability; (2) honesty; (3) ethical behavior; (4) fair treatment for all; (5) respect for each member of the college community; and (6) consistent action based on clear expectations. Integrity includes a commitment to the protection of academic freedom, accuracy, and honesty in programmatic claims, and active efforts to promote pluralism. We have adopted high ethical standards through board resolution; college policies and procedures adhere to these words, and our actions and intentions are guided by our core values, as adopted by the BCC Board of Trustees:

We, the Board of Trustees, faculty, staff and administration of Bellevue Community College, place students at the center of all we do and support and promote the excellence of their efforts. We affirm and embody pluralism; value collaboration and shared decision making; and honor creativity and innovation. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape its future. We acknowledge our responsibility to society and embrace the belief that widespread access to excellent postsecondary education is the cornerstone of a democratic society.¹

Institutional Ethics (9.A.1)

In March 2004, the BCC Board of Trustees reaffirmed the Standards of Ethical Conduct initially adopted by the college in 1994, by passing a resolution that rededicates the college to upholding the highest ethical standards and requiring all employees to protect the integrity of the college by being independent and impartial in the exercise of their duties, while not using their positions for personal gain or private benefit. Further, the board resolved to promote an environment free from fraud, abuse of authority, and misuse of public property, and to promote a work environment that is free from all forms of discrimination and harassment where employees and members of the community are treated with respect, concern, courtesy, and responsiveness.

As part of the reaffirmation, the college evaluated the content, format, and accessibility of its policies and procedures, employing current technology to make the policies and procedures accessible and more familiar to the college community through the web portal, *MyBCC*.² New employee manuals feature information on ethical standards, as does the trustees' handbook. New trustees also participate in training on ethical practices, conducted by the Office of the Attorney General.

Ethical standards are defined in several sources, including the *BCC Policies and Procedures Manual*, the Bellevue Community College Association of Higher Education (BCCAHE) contract, the *BCC Student Handbook*, the Affirmation of Inclusion, the Pluralism Compact, *Employee Handbook*, the *Ethics at Work* brochure, the *Instructor's Manual*,

and the mission and goals statement. The *Administrator/Exempt Staff Handbook*, updated for the 2005–06 academic year, includes a statement of principles that confirms BCC’s philosophy of ethical responsibility. Most of these manuals have been recently revised and are available electronically on BCC’s website.³ Beyond college and legal standards, many employees commit to specific ethical standards established by their profession, whether they are nurse educators or student programs staff members.

New full-time faculty learn about ethical issues through the fall faculty seminar, an annual orientation for new faculty sponsored by the Washington Association of Community and Technical Colleges (WACTC), the State board for Community and Technical Colleges (SBCTC), the Faculty Association of Community and Technical Colleges (FACTC), and the Teaching and Learning Network (TLN). Information on legal issues in community college teaching is a regular offering of this annual event.

Ethics at Work Brochure

To ensure that every member of the college community understands and follows the Washington State Ethics Law, in September 2004, the college published a brochure titled *Ethics at Work: A Guide for Employees* and distributed it to every full-time and part-time employee. The brochure will be given to all new employees when they begin work at the college. The Office of Human Resources is responsible for reviewing the information in the brochure with college employees annually at the beginning of each academic year, the brochure is available on the BCC employee web portal, and the vice president of human resources has been designated as the college’s officer for ethics and ethical conduct.⁴

In addition to ethical policies and practices related to staff and faculty operations, the college has published extensive materials related to student conduct, rights, and responsibilities. In 2003–04, the *Student Handbook* became available in CD form and on the college website, as well as in hard copy. Sections of the handbook, the catalog, and the instructors’ manual include excerpts from the student code (Policy 4010) which addresses rights and responsibilities of students, student conduct guidelines, sexual harassment policies, and basic rules of conduct.⁵

Periodically, workshops are conducted by student services staff to acquaint employees with the student code and ways of addressing student misconduct. In 2002, the dean of student services and associate dean of students (who is also the college’s discipline officer) held a seminar for faculty and staff on how to handle student misconduct. Each year, the associate dean presents an overview of the student disciplinary process at the part-time faculty orientation and sends an e-mail reminder to all full-time and part-time faculty about the guidelines for dealing with student misconduct, plagiarism, and cheating. Student services staff also produce and distribute handouts for faculty on dealing with disruptive students, plagiarism, cheating, and other misconduct.

The dean of student services and the associate dean take student complaints seriously and are mindful of differences among students. Both have participated in the “Beyond Diversity” workshops the college has sponsored and routinely review BCC’s procedures to ensure their fairness and that they are applied without prejudicial treatment of any kind.

The college guarantees students the rights of free inquiry, expression, and peaceful assembly, and protects them from academic evaluation that is arbitrary, prejudiced, or capricious. The academic grievance process provides students a mechanism for redress in the event that they believe their personal viewpoints or pursuit of knowledge are being suppressed or that they are a victim of prejudicial or retaliatory grading practices.

Policies and Procedures (9.A.2)

Policies related to institutional integrity are found in the *BCC Policies and Procedures Manual*, published electronically since 1999 and most recently updated in spring 2005. This document addresses all areas of the college mission, including policies concerning academic freedom, complaints of any kind, sexual harassment, formal hearing rules, drugs and alcohol, and policies related to diversity, including the *Affirmation of Inclusion*, the equal opportunity policy, and the cultural pluralism policy. Chapter 3, Human Resources, includes the policy on standards for ethical conduct,⁶ a general statement of the state ethics law, the acceptable use policy, the “whistleblower” policy, and other conduct standards. Any time there is a change in the *BCC Policies and Procedures Manual*, the college community is notified through an official BCC e-mail. When the complaint procedures were revised in 2003, a form was added to make it easier for the community, faculty, staff, and students to lodge a complaint.

In November 2000, in an effort to help employees accomplish their jobs more efficiently, knowledgeably, and autonomously, BCC engaged a consultant to analyze and suggest ways to improve workflow and business processes. The consultant worked with all areas of the college to analyze how work was conducted and recommended change in several areas to improve communication and streamline workflow, including the policies and procedures manual. The consultant recommended that a consistent format be used that clearly identified the effective date, modification date, policy contact, purpose, scope, policy, procedure, relevant definitions and applicable laws for each policy. This new format was adopted and is now used for all new policies and procedures, with the old ones being converted to the new format as time allows or as they are revised.

On March 18, 2003, the college adopted the statement on formulation and issuance of college policies, which established the new guidelines and provided information about policy adoption. Amendments and new policies and procedures may be recommended by anyone, but their adoption and inclusion in the manual must follow the formal

procedures for approval. If the policy is one that affects all or most segments of the college (faculty, staff, administrators, and students), it is introduced to the All College Council for review, preliminary approval, and recommendation to the president or board for final approval. If the policy is more limited in scope, it may be introduced through the President’s Staff for approval.

While BCC has all necessary policies in place to address issues of institutional integrity, it is less clear that these policies are generally known, understood, and accessed by the campus community. College administrators and those who have a need to know (because they are involved in policy dissemination) are the best informed about the published policies; however, the online publication of the manual has improved accessibility and the manual is linked to the college homepage, searchable using keywords.

Integrity of Publications (9.A.3)

In the context of publications, “institutional integrity” is defined as college information that is honest, accurate, complete, consistent, timely, useable, and appropriate for the intended audience. Good college information is essential in striving for teaching and learning excellence, professional and organizational excellence, and institutional accountability, which are key components of the mission and goals of the college. Access, student success, and institutional integrity are enhanced through clear published communications.

The 1995 accreditation team noted that employee handbooks were not available for all constituencies and that such handbooks should be produced and kept up to date. The 2000 interim report noted:

... a new and attractive employee handbook was printed in 1996 and all new employees receive a copy. The handbook was posted on the BCC Intranet in 1998. The part-time faculty handbook, which was developed in 1999, is now sent to all faculty. BCC is commended for the development of attractive, helpful faculty and staff handbooks.

In fall 2003, BCC published an *Instructors' Manual* and a generalized *Employee Handbook*, the latter directed primarily to classified staff. The *Instructors' Manual* is given to all part-time faculty at the fall orientation and is given to all new full-time faculty at the time of their hiring. In the review efforts as part of the self-study, several full-time faculty did not have a copy of this publication; however, it will be updated and available in print and online in fall 2005. With online posting, any employee will be able to access it at any time.

The 1995 team also found discrepancies in the BCC course catalog, class schedules, and student advising materials. The catalog was redesigned and the college has established a new review and update process. In 1996–97, BCC changed from a biennial to an annual catalog to ensure that course and program information available to students is timely and accurate. Program brochures that describe course requirements are updated when necessary by the programs themselves. BCC evaluates the language in its printed documents and on its website to ensure that the information is accurate and makes truthful claims about programs and what students may expect from an individual program.

The college policies section in the catalog summarizes student rights and responsibilities and complaint procedures. Beginning with the 2004–05 catalog, student discipline procedures are also outlined. An oversight committee (whose membership includes the executive dean of instruction, dean of student services, and the dean of continuing education) reviews the schedule and catalog, discusses policy, format, and logistical issues, and makes recommendations to the President's Staff and Educational Services Cabinet.

The most significant change in publications in the last 10 years has been the increase in electronic communication, including e-mail, college websites, and desktop publishing. The main BCC website was launched in 1995 and redesigned in 2004, along with creation of *MyBCC*, a student/employee portal. Another important change was the appointment in 1999 of a publications manager, who had primary editorial responsibility for the course cata-

log, credit class schedule, faculty-staff directory, and shared responsibility for the continuing education schedule, the *Student Handbook*, the *Instructors' Manual*, the *BCC Disabilities Support Services Handbook*, and related materials. In addition, there is now a requirement for a review of "official publications" by the Office of Institutional Advancement, as well as guidelines for logo use and requirements for basic information to include in all publications.

Conflict of Interest (9.A.4)

The college recognizes that conflicts of interest raise serious ethical issues that could threaten the college's integrity. New trustees participate in training offered by the Trustees Association of Community and Technical Colleges, which reviews state policies concerning conflict of interest. In addition, the *Board of Trustees Operating Procedures Manual* (adopted by the board in 2000, with revisions in 2004) warns against conflicts of interest, as does the ethics resolution adopted by the board in 2004. Prohibitions against conflict of interest for college employees are outlined in the BCC Ethical Standards Policy, recommended by the All College Council in 1994 and adopted by the trustees in 1996. College policies defining conflicts of interest and outlining penalties are available to all employees in the policies and procedures manual, on the BCC website.⁷

College employees who purchase materials and services for the college are, by state law, held to a higher ethical standard regarding receipt of gifts. In addition, state law places post-employment restrictions on college employees who have participated in the negotiation and/or administration of grants and contracts with outside organizations. In Information Resources, all application development staff must sign a document acknowledging that the college retains ownership of all technology developed during employment at BCC.

Academic Freedom (9.A.5)

By contract and college policy, each BCC faculty member enjoys the freedom to pursue scholarly inquiry without undue restriction, to voice opinions and publish conclusions that he or she deems relevant, and to remain free from constraints on teaching techniques, materials, and methods, provided that workload and course academic requirements are met. Faculty are free to develop multiple pedagogies and are encouraged to engage in scholarship through participation in professional associations and conferences.

In its focus on integrity, BCC also furthers its goals of access, student success, institutional accountability, and pluralism. BCC's approach to integrity is characteristic of an institution that values pluralism, collaboration, creativity, and innovation, and demonstrates the strong institutional commitment to the principles of academic freedom by means of clearly stated official policies, as well as frequent events and opportunities afforded to the entire campus community for the free expression of ideas.

Example of One Innovative Opportunity for Free Expression of Ideas

"Hands-On Democracy", sponsored by the Center for Liberal Arts, originated in 2003–04 as an effort by BCC faculty to promote discussion of issues regarding the Iraq war, eventually spawning 10 campus-wide lectures on diverse political and social justice issues. In 2004–05, "Hands-on-Democracy" continued, sponsoring candidate debates before the election. These special events reflect BCC's stated commitment to free expression of ideas and employee growth and development.

Explicit policy statements that reinforce the free pursuit and dissemination of knowledge may be found in four BCC documents: (1) the student code; (2) the annually published catalog; (3) the faculty contract; and (4) the *Board of Trustees Operating Procedures Manual*. BCC's commitment to these principles is derived from the highest level of college governance: the board's policy states that it

is a "prime objective" of the Board of Trustees and the BCC administration to foster such freedoms.

In addition to policies, procedures, and statements of commitment, BCC evaluates whether its actions are achieving the desired results. One of the ways in which to do this is by polling employees, which the college has done on two recent occasions. In 2000 and 2004, the college conducted an employee opinion survey, asking employees what they think about a variety of issues, including academic freedom (Table 9.1).

In the most recent survey, 80 percent of the faculty say they feel free to present disciplinary content in the ways they deem appropriate, while just 4 percent disagree; 63 percent believe that the college's policies and procedures support academic freedom, with just 10 percent in disagreement; 75 percent of all employees believe that BCC creates a comfortable climate for students, while just 6 percent disagree; 64 percent feel that the college creates a comfortable climate for employees, with 9 percent disagreeing; and 57 percent of all employees say they feel free to express differing viewpoints, while 19 percent disagree.

Several of these items have improved since employees were surveyed in 2000. More faculty say they have sufficient latitude, more employees say they believe the college creates a comfortable climate for students, and more faculty say they believe the college's policies and procedures support freedom of expression. The two questions that received a less positive response in 2004, whether the college creates a comfortable climate for employees and whether employees feel comfortable expressing their viewpoints, are of concern and are being processed through the college's constituent groups. It is primarily the classified staff who feel this way, and their leadership is determining why and what can be done about it.

Table 9.1: Summary of Responses to the Employee Opinion Survey Related to Academic Freedom and Climate

	% Agree 2004	% Agree 2000	% Disagree 2004
Faculty Only: BCC provides me with sufficient latitude in presenting my disciplinary content.	80	77	4
I believe that BCC creates a comfortable climate for students from diverse cultures and backgrounds.	75	70	6
I believe BCC creates a comfortable climate for college employees from diverse cultures and backgrounds.	64	70	9
Faculty Only: I believe that college policies and procedures support freedom of expression in and out of the classroom.	63	58	10
I feel comfortable expressing my viewpoint even when it differs from others.	57	67	19

One way BCC promotes a free exchange of information among faculty members within and across academic disciplines is through the faculty professional development program. The faculty contract provides for access to a significant annual stipend for both full-time and part-time faculty to use in professional development activities. The nature of these activities is left to the discretion of each faculty member and includes a wide variety of activities that are beneficial to the faculty, such as professional conferences, workshops, or the acquisition of reference materials. Faculty are strongly encouraged to use all resources to investigate new developments in their field, explore new avenues of thought, and share their viewpoints and experiences with the rest of the college community.

Overall Institutional Integrity (Policy 9.1)

BCC recognizes that a commitment to integrity requires vigilance and a recurring process of evaluating policies, listening to employees and students, and continuing to make improvements in formulating and communicating policies to the campus community. Integrity relies on good information and access to that information, in making policy, in evaluating quality, and in engaging the entire institution as one community, dedicated to the vision, mission, values, and goals that BCC espouses.

Bellevue Community College exercises academic institutional integrity by encouraging the open exchange of ideas and intellectual freedom for both students and faculty. The faculty contract and the *BCC Policies and Procedures Manual* explicitly state:

...each faculty member shall be free from instructional censorship or discipline, when that member speaks, writes, or acts, as long as she/he exercises academic responsibility. For example, all sides of controversial issues should be exposed, and students should be permitted to present freely their own views even though these views may clearly differ from those held by the faculty member.

The commitment to teach students to critically question claims and evaluate arguments is further evidenced by the number of courses addressing the general education outcome area of critical thinking, creativity, and problem-solving.

The open exchange of ideas in the classroom is further encouraged by the faculty development program and activities sponsored by the Center for Liberal Arts (CLA). Faculty professional development days, offered twice a year to both full and part-time faculty, routinely include sessions like “Discussing Controversial Issues in the Classroom” and “Encouraging Critical Thinking.” In the last two years, the CLA has spearheaded an initiative to prepare informed and engaged citizens, including sponsoring co-curricular activities like public debates and speakers as well as faculty sessions on

developing classroom techniques to foster democratic debate.

BCC takes seriously the confidentiality of all student and employee personal data. Employees who are granted access to the college’s data management systems are required to review the requirements of the Family Education Rights and Privacy Act (FERPA), which protects the confidentiality of student information. A reminder of FERPA requirements appears every time an employee logs into the student management system. Access to employee data in the personnel/payroll management system is strictly limited, primarily to human resources and payroll personnel, and personal information, such as home addresses and telephone numbers, is provided to other members of the college community only on a “need to know” basis. All student information in the financial management system is confidential and password protected.⁸

Campus Climate and Employee Opinions

BCC cares about employees and values their opinions, so in fall 2000 and again in fall 2004, the college administered an employee survey. In 2000, because it had been six years since a survey of this type had been done, a lengthy survey was employed. As an update, in 2004, the college focused on those questions that had less favorable responses in 2000 in order to see where progress had been made. Questions that had positive responses last time, but that were important to ask in connection with the completion of the self-study, were repeated also. According to the results of the 2004 survey, BCC employees have a positive impression of the college as a place of integrity. About two-thirds of employees believe that the college has a cooperative work environment, that their contributions are valued, and that BCC provides a comfortable climate for employees. (Table 9.2) Over half of the employees feel the college leadership is effective and just 12 percent disagree. Less than half of the employees say they feel they have an opportunity to be involved in institutional planning, that the college’s institutional planning processes are effective, and that they feel informed about resource allocation decisions at BCC.

Table 9.2: Summary of Responses to the Employee Opinion Survey Relating to General College Climate

	% Agree	% Disagree
I believe that BCC is a good place to work	82	5
I believe my colleagues and co-workers at BCC behave ethically.	72	8
In my opinion, BCC advocates high ethical standards.	70	9
I feel that BCC has a cooperative work environment.	66	10
I feel my contributions are valued at BCC.	64	13
I feel informed about what’s going on at BCC.	64	13
Faculty Only: I believe that BCC’s curriculum incorporates the college’s commitment to pluralism.	58	6
I feel that the college leadership is effective.	56	12
I have an opportunity to be involved in institutional planning.	46	20
In my opinion, the college’s institutional planning processes are effective.	39	13
I feel informed about resource allocation decisions at BCC.	31	30

Pluralism and Diversity

BCC has a long history of strong commitment to pluralism and diversity, adopting the *Affirmation of Inclusion* in 1992 and creating the *Pluralism Compact* in 2002.⁹ BCC also has had, for many years, a set of committees that deal with various aspects of pluralism and diversity, based on employee groups, students, and instructional pluralism issues.¹⁰ Since 1995, the board’s initiatives have included either pluralism or diversity, and pluralism is one of the goals in the 2004–2011 strategic plan. In response to issues identified in the 2000 employee satisfaction survey, as well as to concerns expressed by employees and students of color, BCC has made an extensive commitment to promoting pluralism

through policies, workshops, and programs. The *Pluralism Compact* states in part that “the best remedy for intolerance and ignorance is to understand and value the perspectives of others.”

BCC is also dedicated to hearing the voices of those who might feel marginalized in American society and in the campus culture, and has an ongoing program of diversity workshops and annual opportunities to participate in “Beyond Diversity: Courageous Conversations.”¹¹ The beyond diversity workshops have been conducted for three years in a row with a total of 141 participants, with ongoing “Courageous Conversation” groups continuing to meet and discuss issues of race and privilege throughout the year. The Employee Pluralism Committee also conducted a series of discussions in 2004 on campus culture, called “The Pecking Order at BCC,” which provided a venue for people to voice their individual opinions about their roles and role conflicts at the college.

The Diversity Caucus began in 2000 as an ad hoc group, concerned about diversity and equity at BCC, and has evolved into an official college group, included in the committee book.¹² In 2004, the BCC Diversity Caucus created an award known as “Living Treasures.” These are college employees:

...who made a difference in advancing pluralism in our community. They serve as models and mentors, providing inspiration with their purpose, heart, and wisdom. They are the folk heroes who live amongst us. This special distinction is our gift to the believer ‘elders’ as well as an expression of gratitude for all they have done.¹³

The award is given each year to one or more college employees, with 26 employees being honored to date.

A diverse student body and employee group, representative of the college’s service area, is a value the college community holds so central to our efforts that one of the institutional performance indicators has been devoted to this. Each year, the college examines, through this indicator, how closely the student body and faculty and staff mirror the BCC service area and how closely the faculty and staff mirror the student body.¹⁴ Pluralism advocates,

people who have been trained to ensure non-prejudicial evaluation of candidates for employment, are included on every hiring committee, in order to make progress in this area.

Shared Governance and Campus Communication

In February of 2004, the president published a letter reaffirming the college commitment to shared governance stating that “our commitment to a system of shared governance strengthens the institution by creating a welcoming environment that acknowledges diversity of ideas, shared responsibility, collaboration, collegiality, and institutional excellence.”¹⁵ When an issue of campus-wide importance, such as the strategic plan or the annual budget, is to be decided, meetings are held at the department and organizational unit level and then at the full campus level. Feedback on issues is also regularly solicited via e-mail.

Improvement in Campus Communication

The March 2005 college issues day focused on the results of the fall 2004 employee survey, providing the opportunity for questions and feedback on the survey. Several important issues surfaced:

Some employees feel uninformed about campus decision-making, particularly with regard to budget decisions; some feel overwhelmed by the amount of information conveyed electronically; and some classified staff feel uncomfortable expressing opinions at their job sites.

In response to these results, President Floten committed to the following efforts:

- President's Staff and Educational Services Cabinet will publish meeting minutes and updates of important decisions affecting the campus—including the rationale for the decisions.
- Campus committees will publish the results of their meetings and report the results back to their constituents—via meetings as well as electronically.
- Open meetings with administrative units and the President's Staff will be reinstated, to promote better communication.
- Ways to promote “safe” discussions are also being explored: small, defined groups and suggestion boxes are possibilities.
- More celebratory activities for fun, rather than business, are also being planned.

Intellectual Property

The move to electronic delivery of courses has raised new issues in intellectual property rights and ownership. A task force of BCC faculty and administrators discussed this issue as a result of 2003–04 faculty negotiations. Current contract language says that the college retains ownership rights of any materials developed by faculty as part of their normal teaching duties; faculty retain ownership rights of any materials developed on their own time, using their own resources; and materials developed by faculty under a stipend paid by the college for new course development (such as an online class) are jointly owned by the faculty member and the college.¹⁶ While no changes were recommended for the 2004–05 contract, faculty and administration will continue to clarify these issues in preparation for 2005–06 negotiations.¹⁷

Classified Staff Professional Development

Classified staff members are provided one and a half to two days of professional development activities, as well as access to innovation grants. The goal of the innovation grants is to provide personal growth and skill development for classified staff, provide an avenue for classified staff to take an active role in improving the college's programs and processes, promote creative solutions for departmental and college-wide issues, provide opportunities for ethical leadership and responsible decision making, and promote an environment in which every member of the campus community “feels welcome to participate in the life of the college.”¹⁸

STANDARD NINE

ANALYSIS AND APPRAISAL

Strengths

The college has established high standards for ethical conduct and a good system for detecting and addressing problems related to ethical behavior.

BCC values employee opinions and ideas and makes the effort to solicit these opinions and ideas, process them institutionally, and act on them, where warranted and feasible.

The college commitment to pluralism has been demonstrated in the support and growth of employee pluralism activities and in the increased awareness of race, class, gender, disability, and other issues among all BCC employees and students. This reflects the core value of affirming and embodying pluralism in the college mission and goals.

Recognizing the importance of high-quality part-time faculty, the college regularly looks for ways to include and support this group of highly-valued instructors, including a margin of excellence award set aside for part-time faculty, participation in the professional development funding, payment for participation in college issues and faculty professional development days, faculty orientation, and participation on college committees, wherever possible.

Since the last accreditation review, BCC has taken considerable steps to strengthen the integrity of college publications, recognizing the ongoing challenge of providing accurate and consistent information in various formats and originating from multiple campus sources.

Issues of intellectual property and ethics concerning them are currently being addressed in faculty contract negotiations and by a task force of BCC faculty and administrators; negotiations are continuing into the 2005–06 contract development discussions.

Challenges

While the college has done an exemplary job of adopting and publishing ethics policies that are comprehensive and accessible, the extent to which the larger college community is aware of the policies is not fully known. BCC should continue to identify ways to improve communication of the current policies and procedures and of changes in them, and to ensure that all employees understand their responsibilities to be informed about college policies and procedures.

Professional development activities should include more activities about institutional integrity and ethics. Campus-wide discussions that address such ethical issues as personal use of college computers, academic freedom, and communication would be useful. Faculty Professional Development and Classified Professional Development Committees should consider including a session on ethical issues specific to their work roles at least once a year.

All employee handbooks and orientations should include material on ethics and BCC's policies on ethical behavior.

Issues of intellectual property and possible ethical dilemmas should be covered in the college's policies. Once all issues are resolved, sections on ethical issues should be included in the faculty handbook and in part-time faculty orientations.

Although BCC places a very high priority on productive pluralism efforts, acknowledgement that this work is not now and, for any institution that truly values pluralism in all its forms, will never be complete, is important. The college must continue its efforts to increase understanding and acceptance, of differences.

The college must strive for greater uniformity among the many publications (both in print and online) it produces. Electronic updates should be coordinated with published materials, and all publications should be reviewed by a single source for uniformity and accuracy.

STANDARD NINE COMMITTEE

Helen Taylor, faculty, Psychology Department, committee chair, Standard Nine

Elise Erickson, former executive assistant to the president

Deborah Townsend, former publications manager, Printing Services

Tika Esler, dean, Student Services

Ruthmary Braden, former counselor, Counseling Center

Michelle Chavez, classified staff, Arts and Humanities Division

Kent Short, faculty, Meteorology Department

Scott Bessho, faculty, English Department

Joanne Lauterjung Kelly, former graphic artist, Printing Services

Lucy Macneil, vice president, Human Resources

ENDNOTES

- 1 See Appendix 1.2, Statement of Core Values, 2004-2011 Strategic Plan.
- 2 See <http://mybcc.net>.
- 3 See <http://mybcc.net>.
- 4 See [https://go.mybcc.net/sites/adminservices/Policies%20%20Procedures/Ethics%20at%20Work-A%20Guide%20for%20Employees%20\(PDF%20brochure\).pdf](https://go.mybcc.net/sites/adminservices/Policies%20%20Procedures/Ethics%20at%20Work-A%20Guide%20for%20Employees%20(PDF%20brochure).pdf).
- 5 See also Standard 3.
- 6 See Appendix 9.1.
- 7 See <https://go.mybcc.net/sites/adminservices/policies/Files/Table%20of%20Contents.aspx>.
- 8 See also Standard 3.
- 9 See Appendix 9.2.
- 10 See Appendix 9.3 for a listing of the various pluralism committees.
- 11 A special program where participants confront their assumptions about race.
- 12 See Appendix 9.3.
- 13 Taken from the e-mail from Leslie Lum announcing the 2005 Living Treasures, May 16, 2005.
- 14 See BCC Institutional Performance Indicators (Exhibit 1.2), Indicator 8.
- 15 See Appendix 9.4.
- 16 See faculty contract, available on-site.
- 17 See faculty contract and Standard 4.
- 18 See Appendix 9.5, Affirmation of Inclusion.

SUPPORTING DOCUMENTATION FOR STANDARD NINE

Required Exhibits	Exhibit #	Name of Exhibit
1. Statement or policies on academic freedom	9.1	Excerpt from 2003-05 faculty contract, Section VI – Academic Freedom
	9.2	<i>Instructors' Manual</i> , Academic Freedom – page 17
	9.3	Policy 2050, Student Code
	9.4	<i>Student Handbook 2005-06</i> , page 76
	9.5	<i>Bellevue Community College Course Catalog 2005-06</i> , page 145
	9.6	Excerpt from <i>Board of Trustees Operating Procedures Manual</i> , Statement on Academic Freedom, page 12
2. Statements of policies on conflict of interest	9.7	Policy 4250, Standards of Ethical Conduct
	9.8	Policy 4300, Investigator Significant Financial Interest Disclosure
	9.9	Policy 4350, Honoraria
	9.10	Policy 4400, Acceptable Use of State Resources
	9.11	Policy 5000, Acceptable Use of BCC Computers
3. Policies which guarantee fair treatment of faculty, administrations, staff and students	9.12	<i>Student Handbook 2005-06</i> , Complaint Procedure – page 60-65, Sexual Harassment – pages 74-75, Student Code, Due Process – page 77
	9.13	<i>Instructors' Manual</i> , Fair Treatment and Anti-Discrimination – page 47
	9.14	Policy 1450, Complaint Procedure
	9.15	Policy 2050, Student Code, Due Process – page 2
	9.16	Policy 4000, Affirmation of Inclusion
	9.17	Policy 4050, Cultural Pluralism Policy
	9.18	Pluralism Compact
	9.19	Policy 4100, Equal Employment Opportunity/Affirmative Action Policy
	9.20	Policy 4150, Equal Opportunity in Education and Employment
	9.21	Policy 4200, General Policy on Sexual Harassment
4. Copies of print and electronic promotional materials	9.22	Folio of assorted print materials
	9.23	List of Electronic links to promotional materials
5. Codes of conduct, statements of ethical behavior	9.24	<i>Bellevue Community College Ethics at Work, A Guide for Employees</i>
	--	See Exhibit 9.7, above, Policy 4250, Standards of Ethical Conduct
	9.25	Resolution 273, Resolution Reaffirming the Bellevue Community College Standards of Ethical Conduct
	9.26	Excerpt from <i>Board of Trustees Operating Procedures Manual</i> , Statement on Code of Ethics, pages 12-15

	9.27	Policy 4450, Family Relationships Policy
	9.28	Policy 4500, Drug-Free Environment
	9.29	Policy 1700, College-Foundation Relationship Regarding Donations and Fund-Raising



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