



**2007 Progress Report**  
Submitted to  
**Northwest Commission on Colleges and Universities**

**April 20, 2007**



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## Introduction

On October 10-12, 2005, a visiting team from the Northwest Commission on Colleges and Universities (NWCCU) conducted a full-scale evaluation and visit of Bellevue Community College (BCC) for the purpose of evaluating reaffirmation of the college's accreditation. On January 24, 2006, the NWCCU notified BCC that its accreditation had been continued.

In evaluating BCC's compliance with NWCCU standards during the visitation process, the visiting team made four recommendations in its *2005 Comprehensive Evaluation Report* and the NWCCU requested that a progress report on the recommendations be submitted to the Commission by April 20, 2007. On December 5, 2005, BCC's president, Jean Floten, submitted a letter to Dr. Ronald Baker of the NWCCU that described the work the college had immediately initiated to address the Commission's recommendations.

Bellevue Community College embraces its responsibility to be a model of educational excellence, based on the standards set by the NWCCU. The college has worked diligently to strengthen the four areas of the general recommendations identified by the commission as well as the specific recommendations contained within the visiting team's report.

The four general recommendations of the NWCCU for Bellevue Community College are:

*Recommendation 1. The Evaluation Committee recommends that the human, physical, and financial resources for student services and programs be allocated on the basis of identified needs and be adequate to support the services and programs offered. (3.A.4).*

*Recommendation 2. The Evaluation Committee recommends that Bellevue Community College provide for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis. Multiple indices are utilized by the administration and faculty in the continuing evaluation of faculty performance. (4.A.5 and Policy 4.1.c) The evaluation committee recommends that administrators be evaluated according to college policy. The chief executive officer is responsible for implementing appropriate procedures to evaluate administrators regularly. (6.C.3)*

*Recommendation 3. The Evaluation Committee recommends that the college core collections and related information resources be sufficient to support the curriculum. (Standard 5.A.2).*

*Recommendation 4. The Evaluation Committee recommends that Bellevue Community College represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements. (Standard 9.A.3).*

The following report details the college's progress to address the recommendations.

**Recommendation 1: Resources for Student Services and Its Programs  
(Standard 3.A.4)**

*The Evaluation Committee recommends that the human, physical, and financial resources for student services and programs be allocated on the basis of identified needs and be adequate to support the services and programs offered. (3.A.4)*

Bellevue Community College continues its commitment to be a student-centered institution of higher education. Although the college has experienced significant budget cuts in recent years that resulted in loss of staff and services throughout the college, BCC has never wavered in keeping students' needs in the forefront of its decision-making.

In the past year, the college has responded to the commission's recommendation by implementing a *Student Success Initiative* to focus the energies of student services personnel on helping students succeed in meeting their academic goals. The initiative, coupled with new and energetic student service leadership, prompted a rethinking of the mission, goals, programs, and activities in student services, especially those centered on student retention and accomplishment, and a resurgence of positive efforts on students' behalf. Key to the initiative's growing achievements has been hiring crucial personnel and creating responsive processes.

This effort was launched fall quarter 2006 by President Floten, reaffirming the college's commitment to student success. As part of this initiative, a \$150,000 grant fund was created to support new and innovative ideas that would directly benefit student retention and success. Furthermore, the initiative afforded an opportunity for Student Services to rethink its process and consider how to better align departments and programs to better meet the needs of students.

**Human Resources:** The college continues to make progress in meeting the growing student services demand by adding personnel to the Student Services department, especially in disability support, advising and counseling, multicultural services, and enrollment services.

After several years of not having a full-time director of Multicultural Services (MCS), a new director was hired for fall quarter 2006. Although the new director has been in her position for only a short time, she has started to assess the mission, the services offered, and the efficacy of the program. A first step in assessing the efficacy of the program is the adoption of the Student Access 2000 database, which enables MCS staff to track the academic progress of its students, identify actions taken to support the students and evaluate data to determine the effectiveness of specific programs.

A retention specialist was hired in spring 2006, through the college's Title III grant, to support MCS and other students. To date, the retention specialist has worked on developing peer mentoring, individual tutoring and group tutoring programs. During winter quarter 2007, the retention specialist has collaborated with instructional faculty to develop learning communities to encourage greater academic achievement through peer tutoring, mentoring and enhanced study skills supporting classroom learning. This pilot program is designed to assist faculty by creating a student-led learning environment outside of the classroom that is administered by the retention specialist. Early indicators of student accomplishment are promising. In addition, the retention

specialist has also been involved with recruitment of special populations, especially Latino students, a population of under-representation at BCC.

It is noteworthy to mention the variety of efforts the college is taking to enhance services provided to students. For example, in August 2006, President Floten hired a new vice president of equity and pluralism (VPEP). Although the VPEP reports directly to the president, the mission of the office is far-reaching. In collaboration with the Student Services, MCS and Associated Student Government, funding was provided to the Multicultural Leadership Club for a two-day student leadership conference to be hosted at the college. The VPEP was actively involved in advising and assisting the students of the Multicultural Leadership Club. The conference provided information and training in leadership, academic success, social responsibility, and individual responsibility.

Since the accreditation visit two new counselors have been hired. The Counseling Center continues to broaden and refine its work in student success. The first step in this effort was a revision to the early academic intervention program. Any student who has earned 10–15 credits with a GPA below 2.0 must now meet with a counselor to develop an educational plan in which obstacles to the student's success are discussed as well as success strategies.

Disability Support Services (DSS) has added a new adaptive technology specialist to assist in identifying, using and training students and faculty in new adaptive technologies that allow DSS clients equitable access to education. The addition of this position has dramatically helped the breadth and quality of services that DSS offers students. New hardware and software have been purchased to accommodate students with disabilities more effectively. For example, DSS is now able to scan textbooks and convert them into Braille for the visually impaired or download them into MP3 format so that students can hear the text.

As a result of the *Student Success Initiative's* grant fund, the Advising Center (Educational Planning and Transfer Resource Center) has developed a pilot program that integrates several college intake-processes that enables students to receive on a scheduled and drop-in basis a combination of assessment, advising, and enrollment services at one time. Previously, students needed separate appointments in these areas and the services were staffed to permit drop-in coverage. The integrated service was developed to reduce the drop-off rates of students as they pursued enrollment through these steps, one at a time. This pilot requires focused coordination of the Advising Center and the services of a cadre of faculty advisers to assist with the large number of students that are to be served. The Advising Center now offers drop-in advising the week prior to the start of classes and during opening week to assist late arriving students. This past winter quarter, approximately 150 late-registering students received immediate comprehensive advising. Before expanding drop-in advising, the college had limited resources to help late-registering students. The Advising Center has expanded its services to include weekly advising sessions to provide more ongoing accessibility for the students. The services of the Advising Center supplement faculty advising availability in departments and divisions.

BCC continues to develop and incorporate technology to serve students better. BCC developed OSCAR (Online Student Credit Audit Review) to help students evaluate their progress toward their educational goals. OSCAR compares courses that a student has already taken against the

requirements for the credential s/he is pursuing and provides the student with a roadmap for the courses that still need to be completed. BCC pursued the development of OSCAR to automate the routine portion of educational planning – quarterly scheduling – in order that valuable advisor time could be spent on more difficult tasks, such as helping students who are undecided about their academic or career goals make appropriate choices.

OSCAR was sold to the Center for Information Services (CIS), the statewide community and technical college computing consortium, in 2004 to become a statewide degree audit system and is still in beta test mode. In winter quarter 2007, BCC obtained the pre-production program of the new degree audit, and it is currently being tested by the college developers. User acceptability with advisors and evaluators will be conducted during spring quarter 2007. Once the user acceptability is complete, the Advising Center will conduct campus-wide training for faculty and staff. However, even in this pre-production stage, OSCAR has shown steady growth in student usage by 10percent each year.

In addition to person-to-person advising and OSCAR, the college continues to explore other advising tools. Currently, the college is engaged in a web-based advising pilot program with the University of Washington (UW) that was funded by a grant from the Higher Education Coordinating Board. This program will be operational spring quarter 2007 and will allow students to enter the BCC courses they have already taken or are planning to take onto a website that has been uploaded with requirements for the UW. The matrix will identify equivalent courses between BCC and UW, presenting an accurate transfer picture for the student. Faculty and staff can also use this web-based tool to assist them in advising students with accurate information in a traditional in-person environment.

Another highly successful use of new technology in Student Services was the acquisition of a customer-relations management package that draws students from the college's database for various purposes and sets up direct and personalized communication, tracking and follow up. This automated system saves valuable staff time and has proven to be a highly effective way of reaching students. For example, new students received personalized letters and emails inviting them and their parents to the new student orientation last fall quarter. Through this targeted and personalized approach, attendance at orientation grew by 85 percent. Students attending the event were tracked and follow-up notes were sent to each. The college is very pleased with this new tool and is using it for such purposes as reminding students to register, apply for graduation, and attend job fairs, commencement, and other directed services.

Enrollment Services hired a new director of outreach and recruitment to recruit students and establish educational partnerships. In the past, these responsibilities have been shared between various Enrollment Services staff members. The new position provides greater focus to college recruitment. Since her hire in 2006, the director has attended numerous college and community fairs, visited high schools in BCC's service area and created a monthly e-newsletter that is sent to high school principals and counselors.

As a direct result of these efforts, high schools are now requesting special programs to assist in reaching at risk populations. One example is the growing Latino/Hispanic high school student population in the BCC service area. High schools are beginning to work with BCC to create a

pathway that prepares these students to undertake college level classes. One specific outreach effort currently under development is a presentation offered in Spanish to the students and their families explaining the importance of education, the benefits of attending college, and available educational options.

**Physical Resources:** Space is an ongoing issue for all college programs and departments. Space concerns for Student Services have been a college priority and much progress has been made this year. Administrative Services recently completed a space utilization study to determine whether campus space is being employed efficiently. As a result of this evaluation and the completion of a major remodel that created new classroom and library space, the college was able to assign six new rooms to student services, five on the second floor of the Student Union building and one in the newly remodeled library, which has ameliorated immediate space concerns for the Associated Student Government and the many college clubs, programs and events it sponsors.

During fall quarter 2006, new student soft space was created in front of the Advising/Career Center and at other locations around campus to create comfortable work areas for students.

The college has hired an architect to design additional new student service space immediately adjacent to the current Student Union. The college will finance the building of this new space through a combination of funding from students, fund balances, and certificates of participation.

The one remaining immediate space challenge for Student Services is locating additional space for the growing international programs of the college. The college is currently pursuing acquisition of a large home in the housing development immediately adjacent to the college that is anticipated to provide some help.

**Financial Resources:** Resources allocated to Student Services continue to grow through operating funds and, as well, from other funding sources. These added resources have supported additional staffing. For example, two positions in Enrollment Services are funded through student-generated fees; International Student Programs is completely self-supporting through grants and contracts as well as tuition; Advising and TRiO both receive Title III funds.

The *Student Success Initiative* has placed a premium on metrics for evaluating the various strategies to improve student completion rates and GPA attainment, so that resources may be directed to strategies and programs that empirically demonstrate the most success. Programs that display a demonstrable difference in student success and retention will be submitted for permanent funding through the annual budget process. The college's intense focus on student success and retention has resulted in new key personnel and realignment of program processes.

Student Services has made appreciable progress in aligning its resources and securing additional resources – human, physical, and financial – to effectively meet the identified needs of students.

**Recommendation 2: Evaluation of Faculty and Administrators (Standard 4.A.5, Policy 4.1.c and Standard 6.C.3)**

*The Evaluation Committee recommends that Bellevue Community College provide for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis. Multiple indices are utilized by the administration and faculty in the continuing evaluation of faculty performance. (4.A.5 and Policy 4.1.c) The evaluation committee recommends that administrators be evaluated according to college policy. The chief executive officer is responsible for implementing appropriate procedures to evaluate administrators regularly. (6.C.3)*

Over many years Bellevue Community College has developed policies and procedures to ensure regular and systematic evaluation of faculty and to ensure that evaluations are based upon substantial and accurate information. In the year and a half since the visiting team presented its recommendations, instructional administration has improved processes for evaluating all faculty, including full and part-time, by adding components to expand the information and indicators for evaluation and by ensuring that evaluative procedures are administered for all faculty throughout the instructional program. Moreover, the college has a formal procedure for evaluating administrative and exempt personnel, which has been brought up-to-date and fully implemented since the accreditation visit.

**Tenured Faculty Evaluation:** Full-time faculty have traditionally been evaluated on a three-year cycle by division chairs using a form that has been developed in contract negotiations that defines teaching and college governance as the primary bases for evaluation.

During the past year, instructional deans and division chairs have developed a new form for all faculty members to self-report on an annual basis: (1) teaching load, (2) program and college committee assignments, projects, (3) curriculum development, (4) other program contributions, (5) professional development activities, and (6) their future professional goals.

The college established a Governance Committee that manages faculty appointments to college committees and to other department and divisional assignments to ensure full faculty participation in the work of the college. The Governance Committee, with representatives from all the instructional divisions, surveys faculty preferences in assignments and then appoints committees and other assignments for the entire college. Faculty report on their committee assignments on the annual evaluation form; they will not have the option of simply declining committee work.

Division chairs conduct an annual evaluation of all full-time faculty, which incorporates all collected information, and they perform an intensive evaluation for each tenured faculty member on a three-year cycle; both the annual and intensive evaluations include systematic review of student evaluation forms.



Currently, discussions are underway in faculty contract negotiations to expand the role of faculty program chairs in the instructional unit, and particularly to assign them a more active role in: (1) the faculty evaluation process, (2) review of teaching materials, (3) review of student evaluation forms and (4) classroom observations. These changed roles were agreed upon in principle by a special task force of administrators and faculty who recommended these changes to the faculty and administrative bargaining teams. Such change will engage discipline faculty expertise more fully in the evaluation of colleagues and also develop expertise and effectiveness across all instructional units.

Advising is a dimension of faculty evaluation. Instructional administration is developing an advising model that provides lead advisors in academic divisions. This will provide effective communication of current and accurate information to faculty advisors and ongoing training of faculty in their advising roles by well-informed colleagues.

**Tenure-Track Faculty Evaluation:** Full-time faculty members who are candidates for the award of tenure are evaluated in accordance with state policy during their first three years of service by a process that is specifically defined in the negotiated agreement. The faculty member is assisted by a Tenure Evaluation Subcommittee in preparing a document each year of tenure candidacy, which includes summaries of evaluation forms submitted by his or her students and peers among the faculty and staff, an evaluation by the division chair, and a self-evaluation. The Tenure Review Committee, which has five elected faculty from the academic divisions reads all documents, including student and faculty peer evaluations, and provides a recommendation for continuing candidacy to the college president, or for the award of tenure to the board of trustees. Each year, the Tenure Review Committee reviews and revises the guidelines for conducting the process and preparing the documents, which are contained in a manual used by the candidates and the tenure subcommittees.

**Part-Time Faculty Evaluation:** For many years instructional divisions have conducted evaluation of part-time faculty, based primarily on review of student evaluations. The review has been performed by the appropriate program chair. Regular evaluation has been conducted across the Instructional Program, in accordance with contract language, to provide information for decisions about continuation and promotion with movement on the salary scale.

During the past year an administrative/faculty task force was appointed, called for in contract negotiations with faculty, to establish uniform procedures across Instruction with specific timelines and added bases for evaluation. The task force has completed its work; the proposed evaluation system ensures regular evaluation of part-time faculty, based upon review of teaching materials, student evaluations, and class observations, self-evaluation by the faculty member and inclusion of participation in college initiatives and governance. The process also stipulates that the evaluation process will be one segment of a support system that includes components on hiring, orientation, and mentoring. The system will be implemented consistently by all academic divisions spring quarter 2007.

In Continuing Education instructors have been evaluated in the past primarily based on student evaluations. Evaluations have been administered in all courses, and program directors and managers have reviewed the evaluations regularly. In situations where instructors' performance

have not achieved specific measures, managers have addressed the issues with the instructors. Continuing Education has adopted the evaluation process for part-time faculty that was recently developed by the administrative and faculty task force; henceforward all faculty members in both credit and continuing education programs will be evaluated by the same process.

**Certification:** All full-time and part-time faculty members teaching in professional and technical programs must maintain eligibility for certification, and the process involves a high level of continuing evaluation. Each faculty member prepares a self-evaluation, including an analysis of the requisite skills as defined by program skill-standards. Based on the analysis, each selects five areas of focus for continued professional growth and develops a plan for addressing the designated areas. Division chairs assist each faculty member by guiding the process and assisting faculty to identify areas of focus. A web-based system allows instructional administrators to monitor faculty progress in fulfilling the designated strategies and goals in the professional plans. The office of the vice president of workforce development oversees the process to ensure that plans are updated and carried out annually.

**Evaluation of Administrators:** The college has a procedure for administrative and exempt evaluation that calls for a formal review annually that consists of a self-evaluation, supervisor evaluation, and an outside review of job performance, based upon the position description and annual work plan, and the setting of new goals for the next evaluation cycle. All administrative and exempt performance appraisals are up-to-date, current, and on file in Human Resources.

### **Recommendation 3: Sufficiency of Library Core Collection (Standard 5.A.2)**

*The Evaluation Committee recommends that the college core collections and related information resources be sufficient to support the curriculum. (Standard 5.A.2).*

The Bellevue Community College Library Media Center (LMC) continues to expand its core collections to achieve sufficient depth and breadth to support curricular and program offerings.

During FY 2005-06, the college allocated \$100,000 in one-time funding to increase print and audio-visual collections. In addition, the college initiated a new funding priority for the LMC, starting in FY 2006-07, in which the LMC's annual operating budget for the core collection was increased by \$10,000 per year, plus an additional \$15,000 in one-time funding. This funding priority for the core collection will continue every year through FY2009-10 at which time the annual budget for the core collection will reach \$95,000 (base of \$80,000 plus one-time only funds of \$15,000). Starting in FY2010-11, the budget will increase by 10percent a year in order to update the collection and sustain growth.

The following table shows the increase in the number of titles purchased starting FY2005-2006 with the infusion of one-time funds of \$100,000 to the collections budget. In many cases, more than one volume of a given title was purchased for the core collection, so although the number of titles appears relatively small for the amount of funds expended, the actual number of volumes in the collection has increased by a much larger number. Efforts to increase the collection were focused on more current titles, so there is a 67percent increase in the titles with publication date

of 2000 and later, a significant move towards updating the collection. This trend will continue as the cumulative additional funding is received in the ensuing years.

Publication Decade of Books	Number of Titles Reported in 2005 Self- Study	Number of Titles as of December 2006	Change in Number of titles
1980's	6,868	6,923	+55
1990's	6,321	6,751	+430
2000's	1,348	4,098	+2,750
<b>Total Titles</b>	<b>14,537</b>	<b>17,772</b>	<b>3,235</b>

The LMC has been using a collection analysis tool from Online Computer Library Center (OCLC) that provides a review of the collection to determine areas that need to be strengthened. The OCLC tool also enables LMC staff to compare BCC's collection to the collections of similar colleges. BCC is currently working on comparing the college's collection to the collections of Edmonds and Highline and is obtaining the required permissions to gain access to the appropriate information.

The LMC created a faculty advisory committee in winter 2006 to help identify and achieve sufficient depth and breadth in the core collection. The committee, with faculty representatives from all academic divisions, worked with the librarians during winter and spring 2006 to create a balanced collection that supports the college's curricular and program needs.

To continue strengthening the core collection infrastructure, more reference sources will be purchased, as well as core books and media that provide the depth and breadth of knowledge for particular disciplines as identified by professionally recognized bodies. Books that are of varying levels of scope and complexity will be acquired. The LMC's intensive information literacy program has caused a wide range of courses to incorporate library research into their curricula, and faculty who teach those courses often require the use of appropriate books by their students.

As part of strengthening the core collection and providing materials accessible to all students, regardless of whether they are on or off campus, the LMC has purchased reference materials that are available in online format. The information in the online reference materials is different in scope and depth than what is offered through the online periodical databases. The online reference materials provide background information, statistics and brief facts.

The LMC has purchased the following online reference books to expand the college's collection:

- West's Encyclopedia of American Law, 2<sup>nd</sup> edition
- Encyclopedia of Drugs, Alcohol, and Addictive Behavior 2<sup>nd</sup> edition

- Gale Encyclopedia of Alternative Medicine, 2<sup>nd</sup> edition
- Gale Encyclopedia of Cancer, 2<sup>nd</sup> edition
- Gale Encyclopedia of Nursing and Allied Health
- Nutrition and Well-Being A to Z
- Biology
- Gale Encyclopedia of Science, 3<sup>rd</sup> edition
- Philip's Astronomy Encyclopedia
- Philip's Atlas of the Universe
- Plant Sciences
- World of Earth Science
- Child Development
- Encyclopedia of Crime and Justice, 2<sup>nd</sup> edition
- Encyclopedia of Homelessness

Funds will continue to be available for online resources to enhance the print collection and to make the materials available to students anytime and anywhere, particularly those taking distance education classes. In expanding the core collection, the online version of a print resource will be purchased, whenever possible, in order to extend wider usability. BCC is committed to sustain current online database subscriptions which amount to over \$50,000.

BCC has recently received approval to offer a bachelor of applied science (BAS) degree in radiation and imaging sciences, beginning fall 2007. Funding has been allocated from the BAS budget to expand the LMC collection for the various course offerings of the program. To provide students with higher-level materials than would normally be purchased by the LMC, negotiations have been initiated for resource-sharing with the University of Washington Health Sciences Library, where students in the BAS in radiation and imaging sciences will be able to borrow circulating materials. Partnerships with universities and other institutions that own specialized collections will also be pursued. Cooperative agreements will be created for the use of hospital collections in places where students will be working in their clinical courses. Similarly, materials will be purchased for the higher-level courses that are offered through BCC's partnership with Eastern Washington University.

Bellevue Community College has significantly increased the financial support to the LMC that has enabled the purchase of more titles for its print, media, and electronic collections. A faculty advisory committee has been formed and is at work to provide continuing input from faculty on materials needed by students to be successful in their course work. Information literacy modules will continue to be designed by discipline and faculty librarians to integrate research and the effective use of reliable information by students. Strengthening the core collection will involve the continuing evaluation of whether print, online or other digital media will be the best use of financial resources and provide maximum access and ease of use by the students.

**Recommendation 4: Accurate and Consistent Representation (Standard 9.A.3)**

*The Evaluation Committee recommends that Bellevue Community College represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements. (Standard 9.A.3).*

To ensure that Bellevue Community College represents itself accurately and consistently to its constituencies, the public, and prospective students, the college has developed and approved a new comprehensive policy addressing responsibility for oversight of materials. In addition it has created an implementation plan to assist departments in achieving the goal of accuracy in reporting across the college. Responsibility for oversight of publications has been assigned to Institutional Advancement with additional staff time dedicated to this task. To best guarantee adherence, the college used an inclusive process in developing the policy that engaged staff, faculty and students. The following excerpt is from the policy:

*Bellevue Community College is committed to honesty, accuracy, currency, consistency and professionalism in its public communications. Overall responsibility for ensuring that this commitment is realized lies with the Institutional Advancement Office. In carrying out this charge, Institutional Advancement leads and coordinates all of the college's public communications activities – providing final approval of all official college publications, advertisements and speeches, and managing all public pronouncements including interactions with news media.*

This policy does not extend to interpersonal communications with college constituents, except for interactions with news reporters. The policy clarifies that accuracy is a shared responsibility:

*Although Institutional Advancement coordinates the college's public communications, all college administrators, faculty and staff members share responsibility for giving out accurate and consistent information about college activities, course offerings, policies, procedures, etc., in all forms of communication. The chair of a program issuing an official college communication and the related division chair (or, in non-instructional departments, department head and the appropriate Organizational Unit Administrator) bear specific responsibility for approving content and look of all publications originating in their areas.*

The policy commits that all official BCC publications will meet these requirements:

- All information about the college is accurate and up-to-date.
- All legal and regulatory requirements are met.
- All program and course information is accurate, complete and consistent with that on file in the Office of Instruction, which serves as the official college record for purposes of state auditing.
- All claims or statements about programs, course transferability and any completion, placement, salary or employment-on-completion data are accurate and have adequate supporting documentation on file.

- Information on program pre-requisites or other admissions requirements is complete.
- Any need for a student to obtain post-graduation licensure or certification in order to be employable is clearly described.
- All documents include statement of equal opportunity and reasonable accommodation.
- All official publications and websites include the college logo, full college name and address, revision or creation date, official BCC website address and a contact person's phone number and e-mail address.

**Definition of "Official BCC Publications":** BCC Policy 6650, Communications and Publications, identifies official college publications as publications that are intended to provide official policy or information on behalf of the college. This includes (but is not limited to) publications that describe policies, procedures, operations, instructional offerings and effectiveness. Official college publications include print, electronic and broadcast communications distributed or made available to potential students, current students, volunteers, community members, government officials, businesses, donors and other educational institutions. Examples include the annual report, annual course catalog, credit and non-credit class schedules, advising sheets, program brochures and flyers, student handbooks, promotional and marketing materials (including flyers, posters, direct mail, advertisements and public service announcements) and websites. Student publications are addressed, as follows.

**Student Publications:** The student publications policy applies to student publications only if they are intended to represent the college publicly. Publications must carry the Bellevue Community College logo and must follow the approval procedures described in the Publications Content Approval Procedure: Implementing BCC Policy 6650 - Communications and Publications. Other student publications (except the student newspaper, *The Jibsheet*, which operates under a separate agreement with the college) should carry an Associated Students of Bellevue Community College logo or other appropriate logo to clearly indicate that the publication is not an official communication from the college.

**Implementation:** During an informal survey of existing materials conducted by Institutional Advancement (IA) throughout 2006, the most common error discovered was the omission of the BCC logo in favor of specific program or center logos. It also became clear that IA would need to create clear check points to carry out the policy effectively. The policy requires three approvals of the content for every official college publication. In academic divisions, these approvals must come from: (1) program chair, (2) division chair, (3) Institutional Advancement. In non-instructional departments or programs the publication content must be approved by: (1) the department head, (2) the organizational unit administrator, (3) Institutional Advancement. The document originator must retain copies of each approval message.

Printing Services (PS) will serve as a checkpoint by requiring confirmation of full content approval before printing begins. For ease of communication with PS staff, work order forms include boxes to be checked by the customer prior to graphics or print production work, confirming approval from the appropriate people. Documents will not be printed without approval. To help staff and faculty remember the policy when they are making their copies on self service machines, posters affixed to walls above the machines will remind them of the requirements. Annually the IA office will issue an official reminder regarding the policy.

Additionally, IA will work closely with the offices of Instruction and Human Resources as it prepares the 2007 catalog under the new guidelines.

The college also created a Curriculum Information Management Committee (CIM) that has as its charge the responsibility of “maintaining current publications and postings on all degree requirements and course descriptions for associate of arts degrees and certificates in the catalog and on the web”. The CIM reports to the Curriculum Advisory Committee. The CIM is responsible for creating the official degree planning worksheets. These are based on the printed catalog and the web and cannot be changed or altered once the catalog has been printed. The worksheets are the only officially sanctioned curriculum advising tools. The CIM works with IA to guarantee that program brochures and pamphlets are free of specific curriculum guidelines.

Institutional Advancement and the CIM continuously check official materials and have removed publications that do not follow college requirements. A survey of the various program brochures by the CIM and IA found older publications that list specific course numbers and curriculum guidelines. IA has assisted programs with reworking brochures to meet requirements.

The college has confidence that through the new policy and implementation plan, greater accuracy and consistency of college information will be presented to all college constituencies through college catalogs, publications, and official statements.

## **Conclusion**

BCC has made substantial progress in addressing the recommendations identified by the NWCCU during the full-scale evaluation conducted in 2005 and will continue to focus its efforts for even greater refinements and improvements in the four areas.

Services to students have improved dramatically with increases in staffing, focused in areas that have the most impact, and a rededicated financial commitment to improve student success and retention. The college will continue to evaluate how it can best serve the needs of students and support programs and services that meet its goals.

Processes for evaluating both full- and part-time faculty members have been strengthened and fully implemented to provide a more accurate and complete assessment. By the time of the college's next full scale evaluation for baccalaureate accreditation in 2009, BCC will be able to provide a more complete picture on the effectiveness of the new part-time evaluation process. Current and complete administrative and exempt evaluations are on file for all employees, consistent with college policy. The college will continue to evaluate administrators on a regular and timely basis.

The infusion of both one-time and ongoing funding to increase the Library Media Center's core collection has already brought significant improvements to the quality of the collection. A funding model has been adopted that will continue annual funding increases; the new collection analysis tools being used by the LMC will assess the college's collection relative to its peers; and the LMC faculty advisory committee will continue to provide input for improvements to the collection, which will better serve students and faculty.

The policy and procedures that have been implemented to provide oversight to official college publications, including the catalog, have created an important and necessary step to “close the information loop” and ensure the accuracy and integrity of information provided by the college.

The board of trustees, administration, faculty and staff of Bellevue Community College appreciate this opportunity to provide a progress report to the Northwest Commission on Colleges and Universities. The improvements in each of the four recommendations cited by the visiting team in 2005 during its full-scale evaluation of the college for the purposes of reaffirmation of BCC’s accreditation have resulted in better services and resources to students.

The BCC college community looks forward to reporting continued progress in these and other areas along with the many other changes occurring within the college as it prepares for the first class of students who will pursue a bachelor degree. The impact of this substantive change will be reported in BCC’s next self-study that is due to the Commission in 2009 as part of the college’s preparation for accreditation at the baccalaureate level.